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Final Report

Experimental Evaluation of Gender Violence/Harassment Prevention Programs in Middle Schools



Submitted to:
National Institute of Justice

February 8, 2008



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Abstract

A review of recent research in the field of youth gender violence/harassment (GV/H) prevention programs has demonstrated a need for more rigorous evaluation designs and extending program implementation to middle school students. In a longitudinal randomized controlled trial study, two five-lesson curricula were created to address GV/H in middle schools, and classrooms were assigned randomly to treatment and control groups. Treatment 1 was an *interaction-based* curriculum focused on the setting and communication of boundaries in relationships, the determination of wanted and unwanted behaviors, and the role of the bystander as intervener. Treatment 2 was a *law and justice* curriculum focused on laws, definitions, information, and data about penalties for sexual assault and sexual harassment. The control group did not receive either treatment. The study examined the prevalence of GV/H in the participating schools, which curricula components were most effective in reducing GV/H for this age group, and whether the curricula would reduce perpetration and violence, have no effect, or lead to negative effects such as an increase in violence.

Seven middle schools from three racially, ethnically, and economically diverse suburban school districts bordering Cleveland, Ohio, participated in the study. From these schools, approximately 100 sixth and seventh grade classrooms comprising over 1,500 students (52% female; 48% male) aged 11 to 13 years old were assigned randomly to one of three conditions. A local rape crisis center staff person with experience teaching and working with middle school students implemented the curricula in the majority of classrooms during school hours, usually during health, science, or social studies class.

A paper and pencil student survey was administered pre-implementation, immediately post-implementation, and at about 6 months follow-up. Qualitative data also were collected from teacher focus groups and interviews with school district superintendents. The qualitative data enhanced understanding of school personnel experiences while participating in the study.

Baseline self-reports revealed that 56 percent of the study sample had been in a dating relationship for 1 week or longer at least once in their lifetime. Twenty-eight percent had experienced at least one act of dating violence in their lifetime and 21 percent reported perpetrating at least one act of dating violence in their lifetime. Outcome measures tested whether the two treatment programs yielded positive effects in the following five areas: (1) behavior of the students (violent victimization/perpetration of violence); (2) attitudes of the students toward GV/H; (3) student knowledge of GV/H and its prevention; (4) student intervention as a bystander; and (5) behavioral intentions to reduce/avoid violence. Findings indicated that compared to the control group, students in the law and justice treatment program had significantly improved self-reported outcomes in awareness of their abusive behaviors, attitudes toward GV/H and personal space, and knowledge of GV/H laws and resources. Compared to the control group, students in the interaction-based treatment also had many self-reported positive outcomes, including lower rates of victimization, increased awareness of their abusive behaviors, and improved attitudes toward personal space requirements. Neither program affected the self-reported experience of being a perpetrator or victim of sexual harassment, student interventions as a bystander, or behavioral intentions to reduce/avoid violence. While the intervention appeared to reduce self-reported peer violence victimization and self-reported perpetration on some of the measures in these areas, there was a conflicting finding regarding self-reported dating violence perpetration. The intervention seemed to increase self-reported dating violence perpetration for some of the measures in this area (but not self-reported dating violence victimization).



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Executive Summary

Introduction

Sexual harassment and gender violence (including interpersonal or dating violence) are serious problems in K-12 schools, and gender violence and harassment (GV/H) can lead to severe injuries for victims. However, only a relatively small number of studies have explored the effectiveness of GV/H prevention programs in schools, despite the concern that schools may be a training ground for domestic violence through the practice of and permission given to the public performance of GV/H (Stein, 1995). Many schools that address GV/H do so by inviting local sexual assault or domestic violence prevention educators into classrooms to implement prevention programming, while others attempt to address the problem more broadly but ignore the gendered nature of some violence and harassment.

This report provides a detailed account of the development of a school-based intervention and the results of a longitudinal experimental evaluation of a GV/H prevention program for sixth and seventh grade students in about 100 classrooms in three suburban school districts bordering Cleveland, Ohio. The main research question was, *Do GV/H prevention programs in middle schools reduce the probability of GV/H perpetration and victimization, have no effect, or lead to negative effects (e.g., increases in violence)?* Through student surveys, the study team assessed whether GV/H prevention programming reduced the probability of self-reported GV/H perpetration and victimization, had no effect, or led to negative effects (e.g., increases in violence). In addition, the study explored the impact of the prevention curricula on student self-reports of attitudes, knowledge, and behavioral intentions as they related to GV/H and sexual harassment.

Literature Review

Sexual harassment is a form of school violence that is gendered in its application and experience, and research shows it is tolerated and even normalized by school administrators and students alike (AAUW Educational Foundation, 1993, 2001; Stein, 1995, 1999). The existence of peer-to-peer sexual harassment in K-12 schools has been well documented for decades (AAUW, 1993, 2001; Stein, 1981, 1995, 1999; Stein, Marshall, & Tropp, 1993; Strauss, 1988).

In a recent scientific survey about sexual harassment in schools, researchers found that sexual harassment was widespread among students in grades 8–11, and between 1993 and 2001, students experienced an increased number of incidents of sexual harassment and became more aware of their schools' policies and materials to address sexual harassment (AAUW, 2001).

Prevention efforts in many schools focus on youth violence in general terms but neglect the gendered nature of school violence. While many studies examining dating violence have shown high levels of both males and females perpetrating violence, the consequences of this violence are often very disparate for males and females (Foshee, 1996; Malik, Sorenson, & Aneshensel, 1997; O'Keefe, 1997).

GV/H data on middle school students are sparse. However, research indicates that adolescents begin to experience GV/H as early as age 12 (sixth or seventh grade), suggesting that prevention programs should target middle school students (Meyer & Stein, 2004; Schewe, 2000,



2002). A review of recent research on youth GV/H prevention programs has demonstrated a need for more rigorous evaluation designs and extending program implementation to younger middle school students (sixth and seventh grades).

Description of the Project

In a longitudinal randomized controlled trial study, two five-lesson curricula were created to address GV/H in middle schools, classrooms were assigned randomly to treatment and control groups, and the impact of the interventions was evaluated. Treatment 1 was an *interaction-based* curriculum focused on the setting and communication of boundaries in relationships, the determination of wanted and unwanted behaviors, and the role of the bystander as intervener. Treatment 2 was a *law and justice* curriculum focused on laws, definitions, information, and data about penalties for sexual assault and sexual harassment. The control group did not receive either treatment. The study examined the prevalence of GV/H in the participating schools, which curricula components were most effective in reducing GV/H for this age group, and whether the curricula would reduce perpetration and violence, have no effect, or lead to negative effects such as an increase in violence.

Results

Baseline self-reports revealed that 56 percent of the study sample had been in a dating relationship for 1 week or longer at least once in their lifetime. Twenty-eight percent had experienced at least one act of dating violence in their lifetime, and 21 percent reported perpetrating at least one act of dating violence in their lifetime. Outcome measures tested whether the two treatment programs yielded positive effects in the following five areas: (1) behavior of the students (violent victimization/perpetration of violence); (2) attitudes of the students toward GV/H; (3) student knowledge of GV/H and its prevention; (4) student intervention as a bystander; and (5) behavioral intentions to reduce/avoid violence. Findings indicated that compared to the control group, students in the law and justice treatment program had significantly improved self-reported outcomes in awareness of their abusive behaviors, attitudes toward GV/H and personal space, and knowledge of GV/H laws and resources.

Compared to the control group, students in the interaction-based treatment also had many self-reported positive outcomes, including lower rates of victimization, increased awareness of their abusive behaviors, and improved attitudes toward personal space requirements. Neither program affected the self-reported experience of being a perpetrator or victim of sexual harassment, student interventions as a bystander, or behavioral intentions to reduce/avoid violence.

Conclusion

While the intervention appeared to reduce self-reported peer violence victimization and self-reported perpetration on some of the measures in these areas, there was a conflicting finding regarding self-reported dating violence perpetration. The intervention seemed to increase self-reported dating violence perpetration for some of the measures in this area (but not self-reported dating violence victimization).



I. Introduction

Sexual harassment and gender violence (including interpersonal or dating violence) are serious problems in K-12 schools, with surveys and lawsuits attesting to their presence and negative impact on students (Stein, 1995, 1999). Gender violence and harassment (GV/H) can lead to severe injuries for victims, poorer mental or physical health, more high-risk or deviant behavior, and increased school avoidance (Fineran & Gruber, 2004). However, only a relatively small number of studies have been conducted on the effectiveness of GV/H prevention programs in schools, and those that exist often failed to use research designs such as randomized experiments, regression discontinuity designs, or quasi-experimental designs. What is worrisome is that schools may be a training ground for domestic violence through the practice of and permission given to the public performance of GV/H.

Many schools that address GV/H in their buildings do so by inviting local sexual assault or domestic violence prevention educators into their classrooms to implement prevention programming. Many of these programs reportedly are based on feminist theories of power and control. Other schools attempt to address the problem more broadly, often through skills-based training that incorporates conflict resolution or anger management techniques but ignores the gendered nature of violence and harassment. While a number of program models have been developed, few have been evaluated formally. Therefore, little is known about the efficacy and effectiveness of these interventions. Also, the rigor of evaluation studies has been uneven, there are virtually no program evaluations that incorporate qualitative and quantitative methods, and only a few have used an experimental design. Most research on this topic has been on programs that target older middle school or high school students.

This report provides a detailed account of the results of an experimental evaluation that used a randomized controlled trial of a GV/H prevention program for sixth and seventh grade students in three suburban school districts bordering Cleveland, Ohio. Approximately 100 sixth and seventh grade classrooms were assigned randomly to either receive one of two intervention curricula or a true no-treatment control condition. Through student surveys, the study team assessed whether GV/H prevention programming reduced the probability of self-reported GV/H perpetration and victimization, had no effect, or led to negative effects (e.g., increases in violence). In addition, the study explored the impact of the prevention curricula on student self-reports of attitudes, knowledge, and behavioral intentions as they related to GV/H and sexual harassment.

1. Goals/Objectives

The study was designed to help increase the capacity of programs to prevent GV/H among middle school youth. The long-term goal of the study was to help prevent intimate partner violence, sexual violence, and sexual harassment by employing rigorous methods to evaluate strategies for altering violence-supportive attitudes and norms of youth. Specifically, the study was structured to evaluate the relative effectiveness of common approaches to youth GV/H prevention programming (in terms of knowledge, attitudes, intended behavior, behavior, and emotional safety of youth participants) for one of the youngest populations ever studied in this area.

The objective of this 2-year experiment was to provide high-quality scientific evidence concerning: (1) the effectiveness of targeting youth by implementing a universal primary prevention program; (2) the relative effectiveness of two theoretically distinct approaches to



programming to reducing violence; and (3) possible unintended program consequences (e.g., increases in violence or negative attitudes).

2. Research Question

The main research question was, *Do GV/H prevention programs in middle schools reduce the probability of GV/H perpetration and victimization, have no effect, or lead to negative effects (e.g., increases in violence)?* First, the study team assessed the effects of providing prevention programs compared to offering no prevention programming. Second, the research explored whether prevention programs that incorporated a gender socialization/interaction-based component (treatment 1) were more effective in changing knowledge, attitudes, and behavior than fact-based programs that emphasized laws and consequences (treatment 2), or no programming at all (control group)?

3. Organization of the Report

This report is organized into seven sections. Following this Introduction, Section II summarizes a review of the extant literature, including an assessment of the scope and impact of GV/H and other research that has been conducted on school-based violence prevention programs. Section III describes the project phases, including the approach to recruiting school districts and teachers and a rape crisis center to help develop and deliver the curricula, as well as the development and implementation of the curricula. Section IV describes the research methods, including use of random assignment, statistical power of the study, quantitative and qualitative data collection methods, and analysis plan. Section V presents details about the background characteristics of the sample, tests related to the pre-treatment comparability of the treatment and control groups, multivariate modeling, and other quantitative results, while Section VI presents qualitative results. Section VII discusses the findings and their implications.



II. Review of Relevant Literature

1. Scope of the Problem

Sexual harassment is a form of school violence that is gendered in its application and experience. Whether sexual harassment manifests itself as sexual rumors, pinching, grabbing, or attempted or completed sexual assault in school or at school-sponsored activities, these behaviors interfere with the educational experience and constitutionally granted right to attend school in an environment that is free from sex discrimination and harassment, as specified in Title IX of the Education Amendments of 1972, and affirmed by U.S. Supreme Court decisions *Franklin v. Gwinnett County Public Schools* in 1992 and *Davis v. Monroe County Board of Education* in 1999). Yet sexual harassment frequently is tolerated and even normalized by school administrators and students alike (AAUW, 1993, 2001; Stein, 1995, 1999).

The existence of peer-to-peer sexual harassment in K-12 schools has been well documented for decades (AAUW, 1993, 2001; Stein, 1981, 1995, 1999; Stein, Marshall, & Tropp, 1993; Strauss, 1988). Nearly 30 years after the passage of Title IX, a 2000–2001 survey found evidence of rampant sexual harassment in schools (AAUW, 1993, 2001). Students continue to report that school personnel behave in sexually harassing ways or that they do not intervene when sexual harassment occurs (Stein, 1995, 1999).

In a recent scientific survey about sexual harassment in schools, the American Association of University Women (AAUW), with the Harris Interactive polling firm, found that among 2,064 students in grades 8–11, sexual harassment was widespread in schools, with 83 percent of girls and 79 percent of boys indicating they had been sexually harassed (AAUW, 2001). Thirty percent of the girls and 24 percent of the boys reported that they were sexually harassed often. Nearly half of all students who experienced sexual harassment felt very or somewhat upset afterward, pointing to the negative impact that sexual harassment has on the emotional and educational lives of students. Compared to the 1993 AAUW survey on sexual harassment among students in grades 8–11, the 2001 results showed an increase both in awareness about and incidents of sexual harassment, yet students in 2001 had come to accept sexual harassment as a fact of life in schools (AAUW, 2001; Treen, 2003). The greatest change in the 8-year period was in students' awareness of their schools' policies and materials to address sexual harassment (AAUW, 2001).

Lesbian, gay, bisexual, and transgendered (LGBT) students report daily harassment, sometimes rising to the magnitude of criminal assault or grounds for Federal civil rights lawsuits (Pogash, 2004; Quinn, 2002; Walsh, 2003). A variety of surveys, including a 2005 online survey of 3,450 students 13–18 years of age and 1,011 secondary school teachers (Harris Interactive & GLSEN, 2005), as well as interviews with school staff and students and hotline callers (Human Rights Watch, 2001), presented an overwhelming portrait of a school environment that includes verbal and physical harassment because of perceived or actual appearance, gender, sexual orientation, gender expressions, race/ethnicity, disability, or religion (Harris Interactive & GLSEN, 2005). One-third of teens reported that students were harassed due to perceived or actual sexual orientation. Because of their sexual orientation, two-thirds of LGBT students have been harassed verbally, 16 percent have been harassed physically, and 8 percent have been assaulted physically (Harris Interactive & GLSEN, 2005). Results from educators showed that 73 percent felt they had an obligation to create a safe, supportive learning environment for LGBT students, and 53 percent acknowledged that bullying and harassment of students was a serious problem at their schools (Harris Interactive & GLSEN, 2005).



Educational personnel are also responsible for some of the sexual harassment, sometimes as perpetrators and other times as spectators. In an AAUW survey (AAUW, 2001), 38 percent of the students reported being harassed sexually by teachers and other school employees. School personnel also could turn away or ignore incidents of sexual harassment when it happened in front of them or when reports were brought to their attention (Stein, 1995, 1999).

In addition, the Federal courts, including the Supreme Court (*Davis v. Monroe County Board of Education*, 1999), have ruled that school districts have liability if they knew about peer-to-peer sexual harassment and did nothing to prevent it. After decades of battling for recognition of the problem, the Supreme Court's decision in *Davis* established that peer-to-peer sexual harassment exists among our youth, adults are liable for damages, and the requirements and standards under Title IX have been clarified.

Moreover, gender has been omitted from prevalent thought about school safety and violence. When school violence is discussed, there is a disproportionate focus on the most extreme, rare forms of violence while more insidious threats to safety are largely ignored (Lesko, 2000; Stein, 1995, 1999, 2003, 2005; Stein, Tolman, Porche, & Spencer, 2002). An example of this failure to factor in the saliency of gender in school violence is reflected in the many reports and analyses of school shootings, the form of school violence that has attracted the most national attention and generated the most concern (Kimmel, 2001). In general, the school shootings were reported in a gender-neutral way when, in fact, the majority of these tragedies were perpetrated by white middle-class boys who were upset either about a breakup with or rejection by a girl (e.g., Jonesboro, Arkansas; Pearl, Mississippi) or who did not meet traditional expectations and norms of masculinity (e.g., Columbine, Colorado) and thus were persecuted by their peers (Kimmel, 2001; National Research Council and Institute of Medicine, 2003; Perlstein, 1998; Vossekuil, Fein, Reddy, Borum, & Modzeleski, 2002).

Several studies that focus on relationship violence in schools, most of which are based on the analysis of data from the Centers for Disease Control and Prevention's Youth Risk Behavior Survey (YRBS), have shown that as many as 20–60 percent of teenage students experience dating violence, including physical, psychological, and sexual abuse (Foshee, et al., 1996a, 1996b; Meyer & Stein, 2004; O'Keefe & Treister, 1998; Silverman, Raj, & Clements, 2004; Wekerle & Wolfe, 1999). Buhmester's (1990) findings from a qualitative study about adolescent friendships and relationship skills suggest that pre-adolescents (ages 10–13) and adolescents (ages 13–16) with intimate, satisfying friendships report that they are "less hostile" compared to peers involved in less intimate friendships. The ability to establish close, intimate friendships may be a key factor in early adolescence socioemotional adjustment. Furthermore, sexual risk behavior, pregnancy, and suicidality also are associated with victimization in girls (Silverman, Raj, Mucci, & Hathaway, 2001; Silverman et al., 2004). The two main data sources on relationship violence in schools (the YRBS and national surveys on sexual harassment in schools) do not include students below eighth grade.

Victims of sexual harassment have significantly poorer mental and physical health, more trauma symptoms, and greater school avoidance than those not sexually harassed (Fineran & Gruber, 2004; Larkin, 1994), and female victims fare consistently worse on such measures compared to males (AAUW, 2001; Fineran & Gruber, 2004). Recent national school survey data (grades 8–11) suggest that more than 80 percent of females are being sexually harassed (AAUW, 2001) and 60–79 percent of male students are being verbally harassed (AAUW, 1993, 2001; Tolman, Spencer, Rosen-Reynoso, & Porche, 2003).



The annual report of school crime and safety, prepared by the National Center for Education Statistics and Bureau of Justice Statistics (DeVoe, et al., 2004), provides additional statistics about sexual violence. In a category entitled “violent incidents,” which includes items such as rape, sexual battery, and physical attack, the report revealed that 20 percent of all schools experienced one or more serious violent incidents, with 14 percent of elementary schools, 29 percent of middle schools, and 29 percent of high schools reporting violent incidents. The results for the category of rape or attempted rape revealed 143 incidents in 126 middle schools, representing one percent of all schools. A total of 650 incidents of sexual battery occurred in 520 elementary schools representing one percent of all schools. A total of 582 middle schools reported 1,141 incidents of sexual battery, representing four percent of all schools (Miller & Chandler, 2003).

GV/H data on middle school students in sixth and seventh grades are sparse. However, research suggests that adolescents begin to experience gender violence and harassment as early as age 12 (sixth or seventh grade), suggesting that prevention programs should target middle school students (Meyer & Stein, 2004; Schewe, 2000, 2002). Foshee and colleagues (as cited in Kreiter, et al., 1999) found that 37 percent of female students in grades eight and nine experienced dating violence on at least one occasion. A study by Burcky, Reuteran, and Kopsky (1988) noted that 29 percent of girls reported their first incident of dating violence to have occurred between the ages of 12 and 13—the average age of students in sixth and seventh grades.

Basile, Espelage, Rivers, Simon, and McMahon (2007) conducted a literature review addressing the links between bullying behavior and sexual violence perpetration by adolescents and young adults. Multiple studies that were reviewed suggested that the strongest link between bullying and sexual violence perpetration is the influence of peer group norms and male peer support. Future studies should examine the relationship between risk (e.g., peer influence) and protective factors (e.g., self-confidence) and bullying and sexual violence perpetration.

Espelage and Holt (2005) also examined the associations among bullying, peer victimization, sexual harassment, and dating violence among middle school and high school students. Cluster analysis of self-report measures showed that adolescents can be grouped into four “bully-victim subtypes” (bullies, victims, bully-victims, and uninvolved students) and that students involved in bullying in any capacity experience more anxiety/depression than uninvolved students. Bully-victims (children who bully others and are victimized themselves) are at greatest risk for dating violence and peer sexual harassment victimization.

2. Research on School-based and Youth Violence Prevention Programs

Most research on school-based prevention programs concluded they can be effective in preventing youth violence, and the magnitude and durability of the effects of school-based prevention efforts are typically comparable to those of delinquency prevention efforts in other settings (Gottfredson, 2001). While prevention efforts related to other forms of youth violence (e.g., gang violence, juvenile delinquency) enjoy widespread support, programs to prevent adolescent gender violence and harassment have emerged more slowly (Wekerle & Wolfe, 1999).

Based on their review of the research on several dating violence prevention programs, Cornelius and Resseguie (2007) in part concluded that in order to improve research in this area, researchers should a) conduct additional studies that measure changes in behavioral and



attitudinal outcomes, b) develop valid and reliable instruments that can capture behavioral outcome data, and c) conduct longitudinal evaluations.

Prevention efforts in many schools focus on youth violence in general terms but neglect the gendered nature of school violence. While many studies examining dating violence have shown high levels of both males and females perpetrating violence, the consequences of this violence are often very disparate for males and females (Foshee, 1996; Malik, et al, 1997; O'Keefe, 1997). The context of the violence needs to be considered, with girls often inflicting harm on others in self-defense, and boys engaging in dating violence to control one's partner (Foshee, 1996; O'Keefe, 1997; Watson et al, 2001). In addition, some data suggest that boys may tend to underreport, deny, or minimize their own aggression, and females may over report to accept blame and take greater responsibility for initiating violence (Jackson, 1999; Le Jeune & Follette, 1994). Also, girls are more likely than boys to experience sexual victimization (Foshee, 1996; Molidor, Tolman, & Kober, 2000). Prior research also suggests girls are more likely to sustain injuries and require medical treatment from dating violence when compared to boys (Makepeace, 1987), and girls report significantly more emotional hurt and fear than boys (Foshee, 1996; O'Keefe & Treister, 1998; Molidor et al., 2000).

Most dating violence prevention programs target high school or college populations as opposed to middle school students (Meyer & Stein, 2004; Ward, 2002) and thus miss important opportunities for primary prevention. Prior prevention models, if they target middle school students, focused only on students in the eighth grade and not those in lower grades. Evidence of dating violence in the eighth grade suggests that students in lower grades, specifically sixth and seventh grades, are an important point of primary prevention before dating patterns have been set (Lonsway, 1996). Furthermore, drawing parallels to sex abuse education, younger children are more engaged and less bored by education materials than their older counterparts because the information presented is new (Finklehor & Dziuba-Leatherman, 1995).

Of the few evaluation studies of adolescent GV/H prevention programming, most document at least a short-term positive change in knowledge and/or attitudes related to GV (e.g., Avery-Leaf, Cascardi, O'Leary, & Cano, 1997; Foshee et al., 1996a, 1996b, 1998; Foshee, Bauman, Greene, & Koch, 2000; Jaffe, Sudermann, Reitzel, & Killip, 1992; Lavoie, Vezina, Piche, & Boivin, 1995; Macgowan, 1997; Ward, 2002), while others show longer-term positive program effects (Foshee et al., 2004, 2005). However, many of these existing studies did not use research designs such as randomized experiments, regression discontinuity designs, or quasi-experimental designs (Centers for Disease Control and Prevention, 1998; Chalk & King, 1998; Meyer & Stein, 2004; Ward, 2002).

Fredland et al. (2005) presented a qualitative analysis of seven focus groups of middle school students on the topics of dating and dating violence. The students had received an arts-based violence intervention program and ranged in age from 11 to 13 years old. The peer group was found to be the most influential force related to attitudes and behaviors about dating relationships and violence. Respondents viewed violence as an acceptable response and reported that altercations between boys and girls were usually over dating or sexual issues. Focus group participants indicated they would like more opportunities to discuss dating violence and prevention methods. While the study could help increase understanding of dating violence among adolescents, it was not a rigorous scientific evaluation of an intervention program.

Foshee and colleagues' (Foshee & Langwick, 1994; Foshee et al. 1996a, 1996b, 1998, 2000, 2001) longitudinal evaluation of the Safe Dates program is the most rigorous existing study of a dating violence prevention program. Using an experimental design to study a comprehensive



program administered through health classes, researchers were able to measure behavioral impact on perpetration and victimization using a longitudinal design with participating and non-participating students. However, the study was conducted in a rural setting and only included students in eighth and ninth grades (as opposed to younger students). Findings were reported at each stage of the evaluation, beginning at 1 month after the intervention, when researchers found that Safe Dates had some positive effects on the prevention and reduction of psychological abuse perpetration, reduction of sexual dating violence perpetration, and cognitive mediating variables related to program content (e.g., dating violence norms) (Foshee et al., 1998). The 1-year follow-up study of the program's effects found that the behavioral effects had disappeared at 1 year, but effects on "cognitive risk factor effects," such as dating violence norms and conflict management skills, were maintained (Foshee et al., 2000). The 4-year follow-up study of the program's effects found that students who received the intervention reported significantly less physical and sexual dating violence perpetration and victimization than the students who did not receive the intervention. Also, the study found that a "booster" administered to a small sample of students to reinforce the content of the program did not improve the effectiveness of the intervention (Foshee et al., 2004). In the most recent extension of the evaluation, researchers used random coefficient regression modeling to re-analyze the data and concluded that "Safe Dates prevented and reduced dating violence among adolescents...for as many as three years post intervention" (Foshee et al., 2005, p. 256).

Schewe's (2000) work with 29 rape prevention programs in Illinois was the first to study the outcomes of more than two rape prevention programs. Educators from the 29 independent rape crisis centers involved in the research project worked to develop a common set of outcome measures that could be used to assess the effectiveness of rape prevention programs and to identify the content and characteristics of prevention programs that were most associated with success. However, Schewe's work did not have a strong comparative research design.

Farrell, Meyer, & White's (2001) evaluation of a sixth grade violence prevention program utilized an experimental design for a study of three urban middle schools. Students who participated in the program reported more frequent use of a peer mediation program and reductions in fight-related injuries. The program's impact on violent behavior was more evident among those students with high pre-test levels of problem behavior. The program had little effect on the self-reported frequency of violence among students who reported low pre-test levels. These effects were evident at both the 6- and 12-month follow-up assessments, and the reduction in suspensions was maintained for boys who participated in the program but not for girls after 1 year.

Jaycox et al. (2006) examined the effects of a GV prevention program on ninth grade students in a large urban district using a randomized experimental design. The study focused specifically on the program's impact on Latino/a youth. Students who received the prevention curriculum were taught that the law protects victims of domestic violence and can punish perpetrators. Students who received the program demonstrated an increase in their knowledge of their rights from a legal aspect regarding intimate partner violence. In addition, they did not accept female-against-male violence, and they indicated that they were more likely to seek help and felt that others would help them. Specifically, improvement in knowledge about the role of attorneys and their perceived helpfulness was maintained 6 months later.

In their review of the research on teen dating violence, Hickman, Jaycox, and Aronoff (2004, p. 139) drew five conclusions that are relevant to this study:



- “More descriptive research is needed to gain a foundation of knowledge about the phenomenon of violence between adolescent dating partners, including study risk and protection factors beyond gender.
- A better understanding of the validity of adolescent reports of dating violence victimization and perpetration is needed, including factors that facilitate and impede reporting of these experiences, so that studies can use consistent and valid methods of collecting data.
- Future descriptive research should not only provide bivariate distributions of risk and protective factors but should also examine these factors as part of multivariate analyses.
- Before initiating dating violence programs, developers should partner with researchers to build in an evaluation component, including preparations for necessary data collection, careful consideration of the possible use of random assignment, and long-term follow-up of participants and controls.
- Where barriers to collecting identified data exist, evaluators of dating violence prevention programs should seek to develop innovative methods of measuring the behavioral impact of participation on victimization and perpetration.”

Additionally, Fineran and Bennett (1999) highlight the important context that the relationship between victim and perpetrator may provide in studying peer-to-peer sexual harassment, and conclude that the study of the overlap of peer sexual harassment, dating violence, and other forms of peer violence has largely been overlooked by researchers in these areas.

3. Synthesis of Literature Review

The review of the literature revealed several gaps, including the need to focus on younger populations, use more rigorous evaluation approaches, and understand which types of school-based GV/H prevention programs are most effective. The work presented in this report addressed previous study limitations through the development of two curricula based upon prior research and the design and implementation of a rigorous evaluation of a school-based GV/H prevention program targeting a younger adolescent population than ever before studied in a rigorous scientific manner.



III. Description of the Interventions

This section provides a comprehensive description of the classroom interventions and the roles of project team members and project partners. The approach to recruitment of school districts and teachers and a rape crisis center, the curriculum development process, and implementation of the interventions are among the topics covered.

1. Recruitment of School Districts and the Cleveland Rape Crisis Center (CRCC)

The recruitment phase of the research project for both the school districts and the rape crisis center began during the earliest stage of proposal writing (December 2004). The research project could not have been conducted without representatives from school districts, for treatment implementation and access to and measurement of students with regard to the efficacy of the treatments/lessons, and staff from the rape crisis center, to teach these treatments in the classrooms. Thus, recruitment for both types of participants happened simultaneously.

The project targeted school districts that were diverse in socioeconomic status as well as race. Equally important was school district willingness to support a research project, especially one that involved a randomized controlled trial research design plus implementation of new lessons (treatments) into classrooms. These school districts also needed to be open to classroom discussions of subjects that many people would rather avoid or minimize—teen dating violence and peer sexual harassment in schools.

The Shaker Heights City School District (Shaker Heights) was identified as a possible candidate for the project. The district had been involved in the Minority Student Achievement Network and had prior experience with research being conducted in the district. The superintendent of Shaker Heights was contacted and agreed to join the research project. A second neighboring school district also was recruited for the study in the pre-award phase, but that district ultimately did not continue once the grant was awarded. However, based on the involvement already established with Shaker Heights, the project was able to secure two additional school districts to join the study: Cleveland Heights-University Heights City School District (CHUH) in the fall of 2005 and Berea City School District (Berea) in the spring of 2006.

In addition, the research project also required the participation of a staff person from a local sexual assault center who would teach the lessons in the participating schools. This sexual assault center needed to have an educator who had successfully taught in the schools in the surrounding school districts; was reliable, experienced, and available; and could build rapport with middle school students as well as gain the trust of the school personnel. CRCC personnel met these criteria and the center was approached to join the project. CRCC provides educational programs to the community to create awareness and understanding in the hope of reducing the incidence of rape and sexual abuse and to reduce the stigma associated with these crimes. The CRCC manager of education services, an experienced school/community educator, agreed to serve as the lead educator for the project.

2. Curriculum Development

Obtaining the consent of the school district superintendents to join the research project was the initial challenge. Building awareness among teachers of the merits of the research project, not



minimizing the intrusion that would occur in their classrooms, and involving them in the design of the curriculum lessons were additional challenges.

The curricula were conceptualized as (1) an *interaction-based* curriculum and (2) a *law and justice* curriculum. The interaction-based curriculum (Appendix A) addressed GV/H by focusing on the setting and communication of boundaries in relationships; the formation of healthy and mutual relationships/friendships and the continuum between friendship and intimacy; the determination of wanted/unwanted behaviors; and the role of the bystander as intervener. The lessons in this treatment did not provide simple answers, or in some cases any answers at all, but rather made students struggle with subjectivity (which is clearly and legally embedded in any definition of sexual harassment) and ambiguity. The law and justice curriculum (Appendix B) focused on laws, definitions, information, and data about penalties for sexual assault and sexual harassment, as well as imparting research results about the consequences for GV/H perpetrators.

Both curricula contained five lessons (designed to last approximately 40 minutes, or one class session, each). Although more extensive curricula could have been developed, the project team decided to develop lessons that could be implemented within the typical time constraints that most schools faced. Both curricula began with the same lesson that discussed the establishment of boundaries, albeit fluid, in personal relationships. Since the lessons were written for middle school students, the classroom pedagogy had to engage them and not rely on simply didactic lessons. The distinctions between the two treatments (interaction-based, law and justice) were reflected in the questions that followed the activity during the first lesson. The law and justice curriculum prompted discussion about the consequences of not obeying boundaries (e.g., rules, laws). The interaction-based treatment centered on the ways in which one notices that boundaries have been crossed or violated, either in terms of transmitting oneself or understanding the ways in which someone else might indicate his or her boundaries had been crossed.

In addition to obtaining the consent of the school district superintendents to participate in the research project, it was also critical to gain buy-in for the project from teachers. This was accomplished through open discussions regarding expectations and the potential burden of the project on classroom instruction, as well as by soliciting teacher input about the curricula design.

The curricula evolved under the direction of the lead curriculum developer, who collaborated with the CRCC lead educator, school district curriculum personnel, health teachers who were experienced in teaching these topics, and other members of the project team.¹

The lead educator from CRCC played a central role throughout the entire curriculum development phase and became a key member of the project team. While she had never been employed by a school district, she nonetheless had years of experience working with students in schools throughout Ohio. She was included in almost every meeting with the school personnel and was part of almost every orientation session held with school staff. Her participation and presence at these meetings served to legitimize her as well and give the school staff an opportunity to gauge her value.

¹ Co-principal investigator Stein's various curricula, especially *Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in Schools (grades 6-12) (1994)* and *Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth & Fifth Grade Students (1996)*, were well known and respected by the teachers and administrators and, in some cases, used in the schools. Dr. Stein's creditability as a curriculum designer as well as a former middle school teacher was a vital part of the success of this curriculum development phase, winning teachers over to the merits of creating and using new lessons in their classrooms.



The project team held several on-site meetings with the Shaker Heights executive director of curriculum to review and discuss the proposed lesson topics and the distinctions between the two curricula. In addition, the lead curriculum developer reviewed existing lessons and textbooks that explored the same central topics. This phase of the project took considerable time and effort, yet it was vital to incorporate the school districts' existing approaches to teaching students about these issues as curricula design proceeded. In addition, the project team had to clarify for the school staff the distinctions between the two curricula and the manner in which various concepts would be conveyed through each curriculum.

The teachers were involved at every stage of curriculum design. In some instances, they served as a sounding board for choice of vocabulary, length of time planned for various lesson components, and other key decisions. Additionally, their ideas were incorporated into the lessons. For example, after the pilot phase of the project, Shaker Heights health teachers recommended that media/technology be added to the lessons to vary the pedagogy instead of relying solely on didactic pedagogy. The project team adopted their suggestions and altered what became Lesson #4 in both treatments, during which a 5-minute DVD featuring case studies about sexual harassment among students was shown as part of the class period. In the additional school districts (CHUH and Berea), the lessons were also reviewed and discussed by the teachers. In CHUH, pilot lessons were previewed with the health teachers, guidance counselors, and principals in a 3-hour session prior to the pilot phase in late winter 2006. Feedback from them during this session was instrumental in identifying revisions before the pilot phase that was implemented in late spring 2006.

Detailed instructions were included with each lesson covering items such as ground rules (e.g., no swear words) as well as the length of time to devote to each activity within the class period. Moreover, instructions were provided to teachers about how to handle potential questions from students that deviated from the intent of the treatment. For example, in the interaction-based treatment, alternative statements were provided to teachers in case students asked questions about laws.

NOTE TO ALL: This treatment **deliberately** contains **NO information on laws and NO discussion of laws or consequences of violating laws**. The focus is on interactions, boundaries in friendships/relationships, and moving out to discussions of communication, courage of bystander, and interventions.

WHAT IF: If the students bring up questions about **LAWS**, please tell them that you will cover that at another time and please ask them to write down their questions and tell them that you will address it another time.

NOTE TO TEACHERS: The questions in this treatment are different from those that are used in this same activity in the law and justice treatment. Please stick with the questions as they are laid out in this treatment and don't use the questions from the law and justice treatment.

Similarly, in the law and justice treatment, details also were provided to teachers.

(NOTE TO ALL: This treatment deliberately is silent about issues of impersonal communication, negotiations, and subjectivity. There is a heavy emphasis on laws, consequences and rights.



Sometimes a NOTE TO TEACHER was inserted prior to a particular activity.

(Prior to Lesson #4)

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

3. Implementation of the Treatments/Lessons

3.1 The Pilot Phase of Curriculum Implementation

After training and orienting the staff from two school districts (CHUH and Shaker Heights), the pilot phase of teaching the lessons to students began. By this time, permission forms had been sent home and had been returned, signed by parents. Moreover, approval of the lessons had been completed by the ICF Institutional Review Board. In Shaker Heights, the project team worked only with the seventh grade health teachers at Shaker Heights Middle School, and in two of the three CHUH middle schools in the health classes. In CHUH classrooms, the CRCC staff member taught the lessons from both treatments, whereas in Shaker Heights, the seventh grade health teachers taught the lessons in co-ed classes (which was a departure from their usual single sex health classes). In both school districts, evaluation forms were completed by the staff at the conclusion of each lesson, and students filled out evaluation forms at the end of the entire five-lesson unit. Those forms were reviewed to determine the revisions that needed to be made to the lessons for the full implementation.

Because the Shaker Heights teachers had taught the lessons themselves, they were interviewed to better understand their experiences with teaching the pilot lessons, and to glean from them any suggested changes they might have to the pilot lessons. The changes they suggested touched on the sequence of the lessons, the time allotted to the lessons, some of the vocabulary used, inclusion of “I” messages, addition of video/DVDs to the lessons, and inclusion of more concepts, such as “consent, coercion,” in the lessons.

Once all feedback on the pilot implementation was gathered, the pilot lessons were revised. Certain activities were eliminated, the number of student handouts was reduced (students had felt there were too many handouts) and small group work was eliminated in favor of the entire class watching a video/DVD. By late summer 2006, final curricula were resubmitted to the Institutional Review Board for expedited approval.

3.2 Full Implementation Phase

Prior to implementing the lessons in all the schools, all staff members who had not been involved in the pilot phase had to be oriented to the research project. Among these additional people were the science faculty from both middle schools in Berea (Berea only joined the research project at the end of the 2006 school year). In addition, the sixth grade teachers in Shaker Heights had to be trained as they had been randomly selected to teach the five lessons. These orientation sessions were conducted in the fall of 2006.

Unfortunately, not all CHUH staff whose classrooms would be used in the implementation phase of the research project were able to receive the orientation. Among those staff members were social studies and science teachers; in the previous school year, only the CHUH health teachers, guidance counselors, and principals had been oriented to the lessons. In hindsight,



this lack of orientation for all staff members was probably an obstacle to creating a smoother process at CHUH.

At the Woodbury School in Shaker Heights, an orientation session for the full sixth grade faculty was conducted in fall 2006. After random assignment was made (treatment 1, treatment 2, and control), an additional training was held for those teachers who would be teaching either treatment. At both training sessions, the executive director for curriculum attended all or part of the session.

In Berea, which had not joined the pilot phase of the project, two meetings were held in the fall prior to implementation. The director of curriculum and research served as our point of contact for any problems or issues throughout the project. An orientation session was held for the teachers in the two middle schools in whose classrooms the treatments/lessons would be conducted. It was decided that the treatments/lessons would be implemented in science classrooms. These teachers appreciated the content of the lessons and being involved in scientific discovery in a random assignment experiment. The science teachers reported they would use the involvement in the research project to explain to students the various steps involved in the scientific inquiry method of hypothesizing and experimenting.

From late November 2006 through January 2007, the lessons were implemented in classrooms of sixth and seventh grade students in the three school districts. In two of the three districts (Berea and CHUH), the lead educator from CRCC did all the teaching. In Shaker Heights, teachers taught the lessons in the sixth grade, and seventh grade students were taught by both their regular teachers and the lead educator from CRCC.²

² While having schoolteachers instruct a small number of the treatment classes introduced another variable into the study, it was a necessary compromise to complete the study. Shaker Heights was an original partner in this project and helped secure the participation of other districts. The project team could not risk losing its support, for this might have endangered the support of the other districts. While not having full standardization across the treatments was not desirable, it opened the possibility of increasing the generalizability of the treatment findings to alternative instructor arrangements.



IV. Research Methods

In this section we review the research design; use of random assignment; rationale for using a randomized controlled trial design; statistical power of the study given the sample size; data collection methods, including quantitative data collection (student survey administration, survey measures, and other quantitative measures) and qualitative data collection (focus groups with teachers, key informant interviews with school administrators, and human subject review); and analysis plan, including the approach to missing data, descriptive analysis, and multivariate analysis.

1. Research Design

1.1 Sample

This study was conducted with students in 123 sixth and seventh grade classrooms from three suburban school districts in the Cleveland, Ohio, area:

- 80 science classes
- 17 social studies classes
- 12 health classes
- 14 other classes

The 123 classrooms were drawn from three participating school districts: from Shaker Heights, Berea, and CHUH. In total, seven schools from across these districts were included in the study. These three school districts were selected because they had large numbers of sixth and seventh grade classes ($n > 100$) available for assignment to this study and a large student body ($n > 15,000$) to test the effectiveness of the study interventions. In total, there were 1,639 students in the study in the 123 study classrooms.

Another interesting aspect of the three participating school districts was the economic and ethnic diversity of the student body. Berea is a West side suburb, and the other two school districts are on the East side. Based on statistics from the State of Ohio Department of Education website (www.ode.state.oh.us, accessed on January 18, 2008), there are several demographic differences among these school districts. Shaker Heights and CHUH have a large African-American student population, but Berea has only about 5 percent African-American students. Also, all three districts have a relatively large number of students from low-income families, with CHUH showing over 50 percent. To address these disparities across the three districts, “site” was used as a variable in the statistical models to control for any possible differences across districts.

Table 1. Demographic Characteristics of Participating School Districts

	African American	Hispanic	White	Economically Disadvantaged	Mean ACT Score
Shaker Heights	52.3%	1.3%	38.1%	21.3%	21.7
CHUH	75.9%	.8%	18%	52.0%	19.6
Berea	4.8%	1.8%	88.3%	30.8%	22



1.2 Random Assignment

The study employed an experimental, longitudinal design that was carried out from 2006 to 2007. Logistically, it would not have been possible to take students out of their regular schedule and randomly assign them individually to new classes. Also, the funding necessary to assign a large number of schools (e.g., over 50 schools) randomly to the study conditions was not available. Therefore, classrooms were assigned randomly to study conditions, a typical design in the field of education. A key issue with assigning classrooms is the difficulty maintaining the integrity of the assignment process (e.g., avoiding contamination). The study team established a number of procedures to monitor and maintain the integrity of the classroom assignment process, and monitor for expectancy, novelty, disruption, and local history events.

The team used a stratified random allocation procedure (see Boruch, 1997). Classes were classified by two relevant stratifying criteria (grade level and school). Although not strictly necessary, pre-stratification helped ensure that groups started out with some identical characteristics and that there were adequate numbers of classrooms in each of the cells for each participating school. Also, given that the main question was whether treatment was more effective than no treatment, the team randomly assigned about half of the classes (54%) to the control condition and the other half to receive an intervention (either the interaction-based or law and justice curriculum).

The research team randomly assigned the 123 study classrooms to one of three conditions:

- *Treatment 1*, an *interaction-based* curriculum that addressed GV/H by focusing on setting and communicating boundaries in relationships, the formation of healthy and mutual relationships/friendships, and the role of the bystander as intervener. Twenty-three percent of the 123 classrooms (n=28) were assigned to this intervention, which was, in most classes, conducted over a 5-week period (once per week).
- *Treatment 2*, a *law and justice* curriculum that addressed GV/H by focusing on laws, definitions, information, and data about penalties for sexual assault and sexual harassment, as well as results from research about the consequences for perpetrators of gender violence. Twenty-three percent of the 123 classrooms (n=29) were assigned to this intervention which was, in most classes, conducted over a 5-week period (once per week).
- *Control group* that went through the normal class schedule and did not receive any of the elements of treatment 1 or treatment 2. Fifty-four percent of the 123 classrooms (n=66) were assigned to this condition. The randomly assigned classes that received the control group had their regular teachers instruct their normal class, except for the days when the research team conducted the surveys. The control group completed all three waves of data collection during one of their normally scheduled periods.

1.3 Rationale for Randomized Controlled Trials

Among the design flaws found in the GV/H prevention program literature were studies with non-comparable comparison groups. Some of these studies attempted to draw comparison groups in ways that maximized the likelihood that they would be similar to the treatment group. One of the study team members conducted a randomized experiment (Foshee et al., 1998), and there have been a few quasi-experimental design studies with matched control groups. One limitation of quasi-experimental design studies is that although measured differences can be controlled statistically, the many unmeasured variables related to the outcome variable (e.g., motivation to change) cannot be controlled. Randomized controlled trials typically are considered the best



method for eliminating threats to internal validity in evaluating social policies and programs (Berk, Boruch, Chambers, Rossi, & White, 1985; Boruch, McSweeney, & Soderstrom, 1978; Campbell, 1969; Campbell & Stanley, 1963; Dennis & Boruch, 1989; Riecken et al., 1974). Randomized controlled trials provide the best counterfactual description of what would have happened to the treatment group if they had not been exposed to the treatment (Holland, 1986; Rubin, 1974). When randomized controlled trial results are contrasted with results from other major designs and statistical alternatives, different effect sizes are found (e.g., Fraker & Maynard, 1987; Lalonde, 1986). Also, the variation in results across the quasi-experimental designs is greater than across the randomized controlled trials (Lipsey & Wilson, 1993). Support for randomized controlled trials in school settings also can be found in the No Child Left Behind Act (2001), which calls for education policy to rely on a foundation of *scientifically based research* and places randomized experiments at the top of the methodological hierarchy.

1.4 Sample Size/Statistical Power

The decision to draw a sample of over 100 classes was based on a statistical power analysis. This type of analysis indicates the required sample size to detect coefficients of the sort that were expected in the data analysis. Statistical power provides an estimate of how often one would fail to identify a relationship that in fact existed (Cohen, 1988; Weisburd, Petrosino, & Mason, 1991). Power is jointly determined by sample size and effect size. One of the most widely accepted methods of evaluating effect sizes is Cohen's formulation (treatment mean - control mean/shared variance): small effects=.25; medium effects=.75; large effects=1.25. The most basic and important analysis conducted was based on the two-group comparison of program treatment (n=57) versus the control group (n=66) and the three-group comparison (treatment 1=28 versus treatment 2=29 versus the control group=66). It is important to note that 23 classes were not included in the analysis because these classes within one site did not follow the same random assignment process as the other sites. Based on the sample size, the study team anticipated being able to detect fairly small effects for the two- and three-group comparisons, if they existed.

Given the need to use a hierarchical linear model (HLM) (see analysis section), the calculation of power was a more complex task than with traditional ANOVA designs. Computer routines developed by Raudenbush and Liu (2000) were used to calculate the statistical power of the HLM-based study. This program calculates approximate standard errors and optimal sample sizes for estimates of fixed effect parameters with multiple levels. This study with 100 classes (and about 14 students with completed surveys per class) was able to detect small effect size differences of .20 or higher with a power level of about .90 (assuming an alpha of .05, a two-sided test, Level-1 residual variance of 25, Level-2 residual variance of 10, and an intraclass correlation coefficient of .15). What this means is that with the sample, the study had power of over 90 percent to yield statistically significant results even when the differences between treatment 1, treatment 2, and the control group were small. Power levels were higher for effects larger than .20.

2. Data Collection

In this section, we describe our data collection methods, including quantitative data collection (student survey, interventionist³ rating forms to assess the fidelity of the implementation of the interventions, and attendance data) and qualitative data collection (focus groups with teachers

³ The term interventionist is used to describe both the lead educator and the classroom teachers who taught the curricula designed for this project.



and key informant interviews with school administrators). We also describe the processes for the review of human subject issues.

2.1 Quantitative Data Collection

In this subsection, we discuss administration of the student survey and the measures that were created using the survey data. We also summarize the collection of other quantitative data, including interventionist rating forms to assess the fidelity of the implementation of the interventions and attendance records for the treatment and control groups.

Student Survey Administration

Pencil-and-paper surveys were designed for students to complete, and were administered either by a member of the research team or by teachers who were trained by a member of the research team in proper administration processes. In most cases, research staff supervised distribution of the surveys in school classrooms, including providing an orientation to students on the purpose of the survey and instructions on completing it. The procedures did not reveal the assignment process to the research staff administering the survey or the students completing the survey. Surveys were distributed at three different times: immediately before the assignment to one of the three study conditions, immediately after the treatment (or control condition) was completed, and 5–6 months after their assignment to one of the three study conditions.⁴ Surveys included a pre-numbered unique research identification number generated through a random number sequence. In addition, each survey had a removable sticker with the student's name and corresponding ID number affixed. This allowed research staff to distribute surveys easily in classrooms. Students were instructed to remove the label before returning the completed surveys to research staff to ensure confidentiality. The ID-to-name code matrix was only available to the research team and was kept in a secure location. The student surveys (Appendix C) were designed for optical scanning, and prior to the surveys being scanned into a database, they were reviewed for completeness, inadvertent missing data, and removal of all stray marks from the scan sheets. Scan operators conducted random samples of a portion of the scanned surveys to determine accuracy with raw data from the physical scan sheet.

Survey Measures

Following is a short description of each of the measures developed based on self-reported data from the student surveys, including measures of the experience of being a victim and/or perpetrator of sexual violence and non-sexual violence, the experience of being a victim and/or perpetrator of sexual harassment, attitudes toward dating violence, knowledge related to gender violence and harassment prevention, intervening as a bystander, behavioral intentions to commit violence, and descriptive variables for the sample. As with any self-reported measure, the study's survey measures had limitations. For example, students may have had trouble remembering the timing of a victimizing event, may have deliberately under-reported certain behavior (e.g., they may have been embarrassed to admit they were victimized or ashamed to admit they attacked someone else), or may have exaggerated certain behavior (e.g., over-reported the number of times they were physically abusive with a girl). Despite these potential problems, which likely were balanced across treatment and control groups, self-report surveys (especially confidential surveys like the type used in the study) have become an accepted modality of collecting data on the subject matter of violence.

⁴ School scheduling precluded all the surveys being administered at the 6-month follow-up time.



Sexual and Non-Sexual Violence Victimization and Perpetration: The survey included prevalence (yes/no) and incidence (number of times) questions on the experience of being a victim and/or perpetrator of sexual violence and non-sexual violence by/of peers,⁵ people that you are interested in,⁶ people that you have dated.⁷ Physical violence items included: slapping or scratching; physically twisting an arm or bending back fingers; pushing, grabbing, shoving, or kicking somewhere on the body other than in the private parts; hitting with a fist or with something hard besides a fist; and threatening with a knife or gun. Sexual violence items included: pushing, grabbing, shoving, or kicking in the private parts; and made you touch their private parts or touched yours when you did not want them to. The items for this survey were adapted from the Centers for Disease Control and Prevention's YRBS and from the Foshee et al. (1998) dating violence index.

Appendix D presents Cronbach's alpha reliability scores for each of the study measures.⁸ All the violent victimization measures have Cronbach's alpha scores above .71, except for the lifetime prevalence measure for peer victimization in Wave 1, which was just below the .70 level (0.68), and the incidence measure of dating victimization in Wave 2 (0.58). All the violent perpetration measures have Cronbach's alpha scores above .69, except for the lifetime prevalence measure for peer perpetration in Wave 1 (0.67), the incidence measure for "people you are interested in" perpetration in Wave 1 (0.60), and the incidence measure for dating violence perpetration in Wave 1 (0.63).

Sexual Harassment Victimization and Perpetration: The survey included prevalence (yes/no) and incidence (number of times) questions on the experience of being a victim and/or perpetrator of sexual harassment. Sexual harassment questions included: made sexual comments, jokes, gestures, or looks; showed, gave, or left sexual pictures, photographs, messages, or notes about you; wrote sexual messages or graffiti about you on bathroom walls, in locker rooms, or other places; spread sexual rumors about you; said you were gay or a lesbian, as an insult; spied on you as you dressed or showered at school; "flashed" or "moon"ed you; touched, grabbed, or pinched you in a sexual way; intentionally brushed up against you in a sexual way; pulled at your clothing in a sexual way; pulled your clothing off or down; blocked your way or cornered you in a sexual way; made you kiss him or her; and made you do something sexual, other than kissing. The survey also included questions on who the perpetrator and victim of sexual harassment were. The items for this survey were adapted from the AAUW Educational Foundation's (1993 & 2001) sexual harassment in schools survey and from work by Fineran and Bennett (1999) and Basile et al. (2007).

As shown in Appendix D, all the sexual harassment measures both as a victim and as a perpetrator have Cronbach's alpha scores above 0.81, except for the lifetime prevalence measure for sexual harassment perpetration in Wave 1 (0.78) and the incidence measure for sexual harassment perpetration in Wave 1 (0.71).

⁵ Defined for students as, "People about the same age as you. They may be your classmates, kids in your school, neighborhood/community, and are both girls and boys the same age as you. You might or might not know them or think of them as your friends."

⁶ Defined for students as, "People who you have been talking to/getting to know, but have never gone out with, been on a date with, dated, or called your boyfriend or girlfriend."

⁷ Defined for students as, "People who you are 'going with,' 'dating,' 'going steady with,' or have 'gone out with,' 'dated,' or 'gone steady with' for at least a week. This group also includes anyone who is or was your boyfriend/girlfriend for at least a week."

⁸ Cronbach's alpha indicates how well a set of items (or variables) measures a single unidimensional latent construct. As a rule of thumb, Cronbach's alpha scores of 0.60, 0.70, or higher are generally considered acceptable levels of reliability (see Streiner & Norman, 2003).



Student Attitudes: A series of questions also explored student attitudes toward dating violence, asking about the acceptability of violent, abusive, and harassing behaviors (e.g., physical, sexual, and psychological abuse) and perceived norms of members of the students' referent groups and the students' motivation to comply with these norms. The items for this survey were adapted from Ward's (2002) evaluation of an adolescent GV prevention program. While our attitude scale included a large number of survey items, six underlying dimensions emerged after a factor analysis was conducted.

To better understand and summarize the attitudinal measures from the survey, the study team examined these data using exploratory and confirmatory factor analyses, which examined the correlations between scores on all the attitudinal measures for the first wave of data. After analyzing the factor structure, we estimated internal consistency with the Cronbach's alpha/reliabilities for the different factors. (See Appendix E for more information on the factor analyses performed.)

Six factors were created based on these solutions (by assigning items to the component on which they loaded most highly across the three waves of data and creating a unit weighted composite for each by summing scores across assigned items) and labeled based on item content. Each factor provided a good overall summary of the attitudinal measures included:

- Inappropriate Attributions of Girls' Fault in Sexual Harassment
- Belief that GV/H is Not a Problem
- Attitudes that Reduce Sexual Harassment
- Intention to Confront GV/H
- Attitude toward Preventing Sexual Harassment
- Disposition about Own and Others' Personal Space

Table 2 summarizes the reliability analyses of the final six factors. In most cases, the reliability of five of the factor scores is fairly good across all three waves. However, Factor 3 (Attitudes that Reduce Sexual Harassment) falls below the advised .60. We decided to keep Factor 3 because of the unique construct it measured and be cautious in our interpretations for this factor when running the HLM models. Other survey items that added little to the variance explained of the factor analysis model for these six constructs were dropped and later excluded from the HLM models.

Table 2. Reliability of Factor Analysis Scores for Student Attitudes

Factor	Factor Name	Variables Included	Alpha (Waves 1, 2, 3)
FACTOR 1	Inappropriate Attributions of Girls' Fault in Sexual Harassment	14a, 14f, 15d, 15e	.4892, .5909, .6367
FACTOR 2	Belief that GV/H is Not a Problem	13c, 14b, 14c, 14e, 15a, 15b	.5511, .6214, .6882
FACTOR 3	Attitudes that Reduce Sexual Harassment	13b, 13e, 14d, 15c	.3353, .3986, .4644
FACTOR 4	Intention to Confront GV/H	19a, 19b, 19d, 19e, 19f, 19h	.7529, .8537, .8391
FACTOR 5	Attitude toward Preventing Sexual Harassment	18c, 18d, 18e	.7271, .7913, .7910
FACTOR 6	Disposition about Own and Others' Personal Space	17b, 17c, 17d, 17e, 17f	.6543, .7614, .7871

Knowledge Related to GV/H Prevention: Knowledge measures included questions about State rape laws, definitions of abuse and sexual harassment, resources for help, and sexual harassment myths. The items for this index were developed by the study team and pilot tested prior to use in this study. As shown in Appendix D, all knowledge measures across Waves 1, 2, and 3 had Cronbach's alpha scores above .83. Students were asked to answer "true" or "false" to the following questions:

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

Intention to Intervene as a Bystander: For this measure, a set of questions were developed to assess whether students would intervene in various situations with peers as a bystander where the perpetrator is a good friend of the student, is not a friend of the student, is a popular boy in school, the student is alone and confronted with the situation, and where the victim is a good friend of the student or not a friend of the student. The items for this survey were adapted from Ward's (2002) evaluation of adolescent GV prevention program.

As shown in Appendix D, all intervening as a bystander measures across Waves 1, 2, and 3 have Cronbach's alpha scores above 0.81. The following three scenarios were used in the survey:

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

Behavioral Intentions: One of the concerns in relying on only behavioral measures of perpetration and victimization among young students is that many of them may be too young to engage in violence or only engage in it very rarely. Therefore, the intention of the students to engage in or avoid violence becomes a very important measure. We measured behavioral



intentions by asking about willingness to intervene in harmful situations, avoid violence, engage in retaliatory behavior, and engage in sexual and non-sexual violence. Due to the limited amount of time available for students to complete the survey, we were only able to explore behavioral intentions within the context of heterosexual relationships. Therefore, separate questions were developed for boys and girls through the use of gender-specific items. We also provided a variety of scenarios for the students to consider in assessing their intentions to use or not use violence. During pre-testing, we learned that many students were not likely to admit using violence in the abstract, but instead claimed to use violence because of some perceived slight or form of disrespect directed against them. The following four scenarios were used to aid in our measurement of behavioral intentions:

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

From the behavioral intentions survey items, we were able to develop five subscales summed across the four scenarios: (1) ignore what she/he did; (2) tell her/him not to do that again; (3) embarrass her back; (4) react with physical violence; and (5) react with sexual violence. The items for this survey were adapted from Ward's (2002) evaluation of an adolescent GV prevention program. As shown in Appendix D, all the intentions to reduce or avoid violence measures across Waves 1, 2, and 3 (for all five subscales) have Cronbach's alpha scores above .77.

Descriptive Variables for Sample: The survey included a small number of demographic variables on the students, including age, gender, and ethnicity/racial background. We also included questions on prior attendance at an educational program about sexual assault, harassment, or violence, and prior history of dating.

Other Quantitative Measures

The following summarizes collection of other quantitative data, including interventionist rating forms to assess the fidelity of the implementation of the interventions and attendance record data.

Interventionist Rating Form/Fidelity Checklists: Each of the two GV/H curricula included five lessons. A fidelity checklist was developed for specific topics based on each of these five lessons. Following each lesson, the interventionist was asked to reflect on the lesson, report the number of topics covered, and rate the degree to which participants were engaged in the lesson (e.g., asked questions, suggested solutions, responded correctly to questions, distracted others, participated in discussions, discouraged others from participating). These forms are included in Appendix F for the interaction-based curriculum and Appendix G for the law and justice curriculum.



Attendance: Attendance at the treatment and control conditions was taken by the schoolteacher. These records were copied and entered into a project database and linked to the project survey data.

2.2 Qualitative Data Collection

Teachers and administrators are sensitive to changes in school climate and have a perspective on the effects of GV/H within schools. Therefore, in addition to student surveys, we conducted six focus groups with teachers (ranging from 2 to 12 teachers per group, with an average of seven). We conducted two focus groups in Shaker Heights, one in Berea, and three in CHUH. We also conducted key informant interviews with school administrators (n=3). An attempt was made to audiotape all the focus groups; however, due to technical difficulties, this was not possible. We analyzed focus group data using an inductive process. Primary patterns and themes in the data were allowed to emerge rather than being imposed on them (Miles & Huberman, 1994; Patton, 1990). The qualitative data collection provided some rich contextual data for the effects of the intervention on the students.

Focus Groups with Teachers

Focus groups involve the "explicit use of group interaction to produce data and insights that would be less accessible without the interaction found in a group" (Morgan, 1988, p. 12). Focus groups can be used in an exploratory manner and can be more effective in certain research processes than more traditional approaches like individual interviewing (Greenbaum, 1993; Vaughn, Schumm, & Sinagub, 1996). One obvious advantage of focus groups is that greater amounts of information can be gathered in shorter and more efficient time spans (Krueger, 1994). Second, the group synergy fosters more creativity and therefore provides for a greater range of thought, ideas, and experiences (Vaughn, et al., 1996). That is, researchers are able to observe the interaction among group members, which sometimes provides additional valuable insights regarding a topic or phenomenon (Stewart & Shamdasani, 1990).

Six focus groups, lasting about the length of one classroom period, were conducted with classroom teachers about 5 months after all interventions were completed. The study team assembled open-ended topics, posed as questions, to start the discussion. Teachers who participated in focus groups were asked topics such as observed change in incidence of verbal abuse, inappropriate language, controlling and harassing behavior, bystander intervention, and willingness of students to seek help since the GV/H instruction began. Participants were asked to indicate if the behaviors targeted by the instruction have increased noticeably, increased slightly, were the same, decreased slightly, or decreased noticeably. In addition, they were asked to describe events upon which their judgment was based. One member of the research team conducted the focus groups. Each teacher received a small honorarium for participation.

Key Informant Interviews with School Personnel

The study team interviewed the two seventh grade health teachers from Shaker Heights who delivered the two curricula for a small number of classes. These individuals were asked to share their perceptions of how the subsample of students changed, if at all, during the treatment, as well as their perceptions of which treatment elements influenced such change. These two in-depth interviews were conducted once before and once immediately after treatment.

We also interviewed the superintendent from each of the three participating school districts after treatment. The purpose of these interviews was to gather more contextual information on the



school districts to aid in the interpretation of other project data. During these interviews, we explored their rationale and motivation for agreeing to have their district involved in the study. We also explored ways in which the project fit in with other initiatives they were implementing in their district, as well as their assessment of the content of the lessons. Additionally, we gauged whether the districts were likely to continue implementing the curricula, and whether they received any feedback from teachers, parents, or principals regarding the study and the intervention. See Section VI for results from these focus groups and interviews.

2.3 Human Subjects Review

The ICF Institutional Review Board conducted an assessment of the human subject implications of the project and approved the survey instrument, parental permission letter and form (see Appendix H), and student assent form (see Appendix I). The parental permission letter and form included sections for parents to provide permission for their children to complete a baseline and all subsequent follow-up surveys. Students were asked to return the permission form to their school, which forwarded the forms to the research staff. In some cases, classrooms whose students returned the most permission forms received a pizza party as an incentive. The surveys required approximately 35 minutes to complete. During regular school hours identified in consultation with each school, permitted students completed the surveys in their designated classrooms or in another designated area.

3. Analysis Plan

In this section, we describe the approach to data analysis, including handling of missing data on survey forms, basic descriptive analyses conducted, and the approach to addressing the nested nature of the data through HLM.

3.1 Missing Data

Missing data can cause problems with research by reducing power and threatening the validity of statistical inferences (Fichman & Cummings, 2003). To address missing data from partially completed questionnaires, the study team used multiple imputations in the analyses. First, we created five multiply imputed datasets in SAS 9.1 using the PROC MI procedure. Second, we analyzed the datasets in HLM 6, which supports multiple imputations.

3.2 Descriptive Analysis

The first set of univariate analyses presented describe the key analytic variables connected with the project aims. A series of frequencies were summarized with measures of central tendency and measures of dispersion (see Appendix J). The study not only provided for a rigorous comparison (the evaluation component), but also provided useful descriptive information about an understudied phenomenon (GV/H) among students in the sixth and seventh grades. The study had an interesting sample from which we were able to learn more about the characteristics of students' knowledge, attitudes, and intentions to commit GV/H.

3.3 Multivariate Analysis: HLM

To address all quantitative study aims, we used HLM 6 software developed by Raudenbush, Bryk, Cheong, and Cogdon (2004). HLM provides a conceptual framework and a flexible set of analytic tools to analyze the special requirements of the data. The data came from a multi-stage sample; first, we determined our sample of schools, and then obtained a sample of classes from

each study school and assigned them to one of three study conditions. HLM is the appropriate technique for analyzing the study data. That is, students are nested within classes that are nested within schools.⁹ The analyses explored the direct effect of student data, class, and school-level explanatory variables, and determined the extent to which the explanatory variables at the school level served as moderators of the class/student level relationships. Variables at the student, class, and school levels were likely to be correlated and not independent. In the past, hierarchical data were analyzed using conventional regression techniques, but these techniques yield biased standard errors and potentially spurious results (Hox, 2002). In addition, analyzing only at the aggregate level would have led to a loss of information and power.

In total, we estimated well over 400 HLM models examining the effects of GV/H classes on outcomes immediately after the GV/H classes and at a 6-month follow-up. We examined a number of HLM models for prevalence (yes/no) and incidence (number of times) measures on the experience of being a victim and/or perpetrator of sexual violence and non-sexual violence from/to “peers,” “people that you are interested in,” and “people that you have dated.” We examined a number of HLM models for prevalence (yes/no) and incidence (number of times) measures on the experience of being a victim and/or perpetrator of sexual harassment. We examined a number of HLM models for a series of measures on student attitudes toward dating violence (including five factors: Intention to Confront GV/H with Friends or Harasser with Unknown Relationship to Victim, Disposition About Own and Others' "Personal Space," Attitude toward Preventing Sexual Harassment, Attitude toward GV/H, and Intention to Confront GV/H with Non-Friends or Harassers with Known Relationship to Victim). Additional HLMs were conducted with measures of knowledge related to GV/H prevention, intervening as a bystander, and behavioral intentions to commit violence.

At level 1 of an HLM, the analysis of an outcome variable is predicted as a function of a linear combination of one or more level 1 variables, plus an intercept, so:

$$Y_{ij} = \beta_{0j} + \beta_{1j}(\text{pretest})_{ij} + r_{ij}$$

where β_{0j} represents the intercept of group j , β_{1j} represents the slope of variable X_1 of group j , and r_{ij} represents the residual for individual i within group j . On subsequent levels, the level 1 slope(s) and intercept become dependent variables for level 2:

$$\gamma_{10} \beta_{0j} = \gamma_{00} + \gamma_{01}(\text{treatment})_{1j} + \gamma_{02}(\text{School1})_{2j} + \dots + \gamma_{08}(\text{School7})_{8j} + u_{0j}$$

$$\gamma_{08} \beta_{1j} = \gamma_{10}$$

In the above equations, γ_{00} and γ_{10} are intercepts for β_{0j} and β_{1j} , and the coefficients γ_{01} through γ_{08} represent their variables' slopes predicting β_{0j} . Through this process, we accurately modeled the effects of level 1 and level 2 variables on the outcome. The first step was to identify the level of each of the study variables. We used a two-level HLM design, where Level 1 were the changes in students' knowledge, attitudes, and behavioral intentions, and Level 2 were classroom-level predictors and the treatment assignment variable. We also included a school categorical variable to account for variability across the schools in the study.

⁹ Nesting occurs when a unit of measurement is a subset of a larger unit and the units clustered in the larger unit might be correlated. A group and its members can influence and be influenced by the group composition.



V. Results from Quantitative Analyses

The first part of this section presents background characteristics of the study sample and tests conducted to compare the pre-treatment comparability of the treatment and control groups. The subsequent sections present the results of multivariate modeling and results of qualitative data collection and analysis.

1. Descriptive Statistics

Appendix J contains a full set of descriptive statistics for all the survey items, across all three waves. This following section is a summary of just the key variables. The students in the study were from the sixth and seventh grades and were generally between 11 and 13 years old. This study is unique in the use of such a young group to study GV/H; most GV/H studies have been conducted with students in the ninth through twelfth grades.

Slightly more girls (52%) than boys (48%) were in the sample. Approximately a quarter of the student sample were African-American, about 4 in 10 were Caucasian, 4 percent were Asian, 4 percent were Hispanic, 6 percent Native American, and 19 percent other ethnicities. About a quarter of the sample also had prior experience with a violence prevention educational program. The majority of the sample (56%) had been in a dating relationship at least once in their lifetime (where the dating lasted longer than at least one week); about half of these students had either one or two dating partners (75% had five or fewer dating partners). The sample consisted of a relatively large number of students who already had experienced dating violence in their lifetime. Twenty-eight percent of the sample had experienced at least one act of dating violence in their lifetime, as reported in the baseline survey. The sample also included perpetrators of dating violence (21% of the sample reported perpetrating at least one act of dating violence in their lifetime at baseline).

2. Pre-Treatment Comparability of Treatment and Control Groups

Among the flaws found in the GV/H prevention program literature were studies with non-equivalent comparison groups. To address this issue, we conducted a randomized controlled trial. Randomized controlled trials provide the best counterfactual description of what would have happened to the treatment group if it had not been exposed to the treatment (Holland, 1986; Rubin, 1974). While the randomized controlled trial was designed to produce equivalent treatment and control groups prior to the delivery of the intervention, it is always prudent to assess if this was achieved. First, we found no pre-treatment differences between the control, interaction-based treatment group, and law and justice treatment group for the following variables:

- Age
- Baseline dating violence victimization or perpetration
- Number of sixth or seventh grade students
- Ethnicity
- Prior experience with dating violence prevention programs
- Number of people who dated for more than 1 week



We did find some small differences between these three groups for two variables: gender and lifetime history of ever dating. The control group had more boys than either of the treatment groups ($X^2= 7.87$ [df=2] $p=.02$).¹⁰ The control group had fewer students with a history of dating than either of the treatment groups ($X^2= 9.88$ [df=2] $p=.007$).¹¹ Given the large number of variables that we achieved comparability for between the treatment and control groups, and the relatively small differences between the treatment and control groups for only two variables, we believe that the randomized controlled trial design achieved its goal. Additionally, random assignment procedures were followed closely (no overrides). All classes assigned to treatment received their appropriate treatment. The same held true for the control group.

3. HLM

HLM is a group of statistical techniques for analyzing data having a hierarchical or nested structure. For example, this study included students who were nested within classrooms that were nested within schools. Analyzing nested data can be complex. Conventional regression techniques either treat the school as the unit of analysis (ignoring the variation among classrooms and students within schools) or treat the students as the unit of analysis (ignoring the nesting within classrooms and schools). Both approaches are problematic.

In the first case, valuable information is lost, and the fitted school-level model can misrepresent the relationships among variables at the student and classroom levels. In the second case, it is assumed that if the model is correctly specified, all the observations (e.g., student outcomes) are independent of one another. However, students attending the same school and same classroom share many common, educationally relevant experiences that may affect student outcomes. Therefore, data on student outcomes in the same school or same class will not be independent, even after adjusting for student characteristics. Violation of the independence assumption could lead to biased estimates and incorrect statements of statistical significance. The problems of neglecting the hierarchical or nested nature of the data gathered by using a single-level statistical model have been acknowledged and addressed by a number of researchers (see Burstein, 1980; Pascarella & Terenzini, 1991; Raudenbush & Bryk, 2002). On the other hand, HLMs are very flexible, consisting of two or more sets of linear regression equations that can incorporate explanatory variables at each level of the data structure. With HLM, our nested data would be represented explicitly in a multilevel model, with different variances assumed for each level. In addition, it is possible to estimate a separate student-level regression for each class and each school. Student, class, and school characteristics can be included, and standard errors of means and regression coefficients can be estimated without bias (see Raudenbush & Bryk [2002] chapter 1 for more detail).

4. Student/Classroom/School Variables

The student, classroom, and school variables used in the analyses were selected from the student surveys and included a level 1 classroom variable of a baseline score for each respective outcome variable selected (e.g., when sexual harassment at time 2 follow-up is the outcome variable than we included a baseline measure of sexual harassment). Level 2 student variables included a variable noting the treatment assignment (i.e., treatment 1, treatment 2, and control group) and a site variable (coded as 1 to 7 for each school building). Detailed

¹⁰ Treatment 1 = 46% boys; treatment 2 = 44% boys; control group = 52% boys.

¹¹ Treatment 1= 38% never been in a boyfriend/girlfriend dating relationship for more than one week; treatment 2 = 39% never been in a boyfriend/girlfriend dating relationship for more than one week; and control group = 47% never been in a boyfriend/girlfriend dating relationship for more than one week.



descriptions of the variables that were used in the models are presented in the Methods section of this report.

For each covariate introduced at the classroom level, it was centered at the grand mean for that variable; that is, at the mean over all students in the population. This was consistent with standard practice in the analysis of covariance and has implications for the interpretation of the regression coefficients in the model. In particular, it means that for each school, the intercept of the level 1 model was adjusted for the linear regression of the test scores on that variable. In a sense, that puts all school means on an equal footing with respect to that variable. In the HLM setting, the adjusted intercepts can be described as “adjusted school means.” The variation among adjusted means will usually be less than the variation among the unadjusted means (see Raudenbush & Bryk, [2002] chapter 5).

The tables in Appendix K present estimated HLM beta coefficients for the treatment assignment variable and the corresponding estimated standard errors for each fitted model (the numbers in parentheses). The standard errors generated by the HLM program are intended to capture variability due to both sampling and measurement error. Also presented in the tables are p values that convey the level of statistical significance of an estimate. Wave 2 and Wave 3 results are presented separately. Wave 2 represents the survey administered immediately post-intervention, covering the period of the intervention/control (about 4 to 5 weeks in length). Wave 3 represents the survey administered about 6 months after the conclusion of the intervention. Tables K-1 and K-2 summarize the outcomes immediately post-intervention (Table K-1) and 6 months after the intervention (Table K-2) for nine different measures of peer victimization.

Additionally, Table L-1 (Wave 2) and Table L-2 (Wave 3) in Appendix L provide variance components for the HLMs where we had statistically significant results for one of our treatment comparisons. Both Tau (i.e., classroomlevel 2 variance) and Sigma squared (i.e., individual-level 1 variance for the students) results are presented. Generally, across all HLMs, we found the individual-level 1 variance explained more of the variation in the data than the classroomlevel 2 variables. Classroom effects were thus not particularly salient in our study.

Quantitative Data

Victimization Outcomes

We explored personal victimizations perpetrated by the respondent’s peers, people the respondent was “interested in,” and people the respondent had dated. For each of these types of personal victimizations, we explored an overall victimization measure, sexual victimization, and non-sexual victimization. Within each of these three victimization measures, we explored lifetime prevalence, prevalence post-intervention, and incidence/frequency post-intervention.

Q1. Experience of Being Victimized by a Peer: The victimization variable represents a sum of the seven types of victimization asked about in the survey, therefore a positive score was indicative of a greater level of victimization, while a negative number indicated decreased levels of victimization.

Immediately Post-Intervention. No statistically significant differences emerged between the treatment and control groups for any of the three comparisons (i.e., treatment 1 versus control, treatment 2 versus control, and both treatments versus control) for any of the nine peer violence

measures. That is, neither treatment had an effect on peer violence immediately after the intervention.¹²

Six Months Post-Intervention. Although there were no significant treatment differences at the 1 percent significance level, the interaction-based treatment group's score on all three of the sexual victimization measures were approaching statistical significance (at the 5 percent level) as compared to the control group. This means that those students in the interaction-based group reported significantly lower rates of sexual victimization over their lifetimes ($\beta = -.075$ [.035], $p = .037$) and during the post-intervention period ($\beta = -.073$ [.034], $p = .037$), as well as lower total incidences of sexual victimizations ($\beta = -.151$ [.063], $p = .020$).

Q2. Experience of Being Victimized by a Person the Respondent Was Interested In¹³:

Again, the victimization variable represents a sum of the seven types of victimization asked in the survey, with a positive score indicating more victimization and a negative number indicating less victimization. Tables K-1 and K-2 summarize our outcomes immediately post-intervention (Table K-1) and 6 months after the intervention (Table K-2) for the nine measures of victimization by a person the respondent is interested in.

Immediately Post-Intervention. There were no statistically significant differences between the treatment and control groups for any of the models run for victimization models perpetrated by individuals the respondent was interested in.

Six Months Post-Intervention. There were no significant treatment differences at the 1 percent significance level; however there were two findings that were approaching statistical significance at the 5 percent significance level. The interaction-based treatment group's scores on two of the three non-sexual victimization outcomes were significantly lower than the control group's during the respondents' lifetimes ($\beta = -.126$ [.056], $p = .026$) and the respondents had fewer incidents of non-sexual victimization ($\beta = -.234$ [.109], $p = .035$). This result is consistent with the finding on peer sexual victimization 6 months after the intervention.

Q3. Experience of Victimization by a Person the Respondent Had Dated: The victimization variable represented a sum of the seven types of victimization addressed in the survey. A positive score indicated a greater magnitude of victimization, while a negative score indicated fewer incidents of victimization.

Immediately Post-Intervention. There were no statistically significant differences between the treatment and control groups for any of the models run for these victimization models.

Six Months Post-Intervention. Six months later, no significant treatment differences emerged between any of the treatment and control groups.

Perpetrating Violence Outcomes

We also explored violence perpetrated by respondents against their peers, people the respondent was interested in, and people the respondent had dated. For each of these types of violence, we explored an overall violence measure, a sexual violence measure, and a non-sexual violence measure. Within each of these three types of violence measures, we explored

¹² The time from the start of the treatment to the end of the treatment or, for those in the control group, from the start of the formation of the control group to the end of the same reference period.

¹³ This measure explores victimization from a group of people that are more than peers. These are victimizers that the respondent has a type of romantic interest in but are not people they have dated.



lifetime prevalence of violent acts, prevalence of violence post-intervention, and the incidence/frequency of violent acts post-intervention.

Q4. Experience of Perpetrating Violence Against Respondent's Peers: The violence variable represented a sum of the seven types of violent acts addressed in the survey. A positive score was indicative of greater levels of violence, while a negative number indicated decreased levels of violence.

Immediately Post-Intervention. No differences emerged between the treatment and control groups for any of the three comparisons.

Six Months Post-Intervention. There were no significant findings at the 1 percent significance level; however, there was one significant finding at the 5 percent level. Six months after the intervention, students in the law and justice treatment group committed significantly fewer non-sexual violent acts than students in the control group ($\beta = -.149$ [.070], $p = .036$), a result that was consistent with earlier reported findings.

Q5. Experience of Perpetrating Violence Against Persons Respondent Was Interested In: The violence variable represented a sum of the seven types of violent acts asked in our survey; therefore, a positive score was indicative of more violent acts, while a negative number indicated fewer violent acts.

Immediately Post-Intervention. No differences emerged between the treatment and control groups.

Six Months Post-Intervention. Six months after the treatment, no significant differences emerged between the treatment and control groups.

Q6. Experience of Perpetrating Violence Against Persons Respondent Had Dated: The violence variable represented a sum of the seven types of violent acts addressed in the survey, with a positive score revealing more violence and a negative score revealing less violence.

Immediately Post-Intervention. In total, there were six significant findings at the 1 percent significance level (out of 27) and 10 significant findings at the 5 percent significance level (out of 27).

Eight of the nine violence prevalence measures were significant at the 5 percent level, although all these findings were significant in an unexpected direction and different from the earlier reported positive findings on reductions of violence.¹⁴ Students in the interaction-based treatment were significantly more likely to perpetrate higher rates of violence over their lifetimes ($\beta = .116$ [.034], $p = .001$), perpetrate higher rates of violence immediately post-intervention ($\beta = .074$ [.029], $p = .014$), and commit more acts of violence immediately post-intervention ($\beta = .087$ [.043], $p = .047$). Students in the law and justice treatment mirrored these trends with students in this treatment group committing more violent acts over their lifetimes ($\beta = .083$ [.036], $p = .024$) and more violent acts immediately post-intervention ($\beta = .068$ [.031], $p = .031$). Additionally, comparison of both treatment groups against the control groups showed that regardless of the treatment group, those students were more likely to commit more violence over the course of their lifetimes ($\beta = .097$ [.031], $p = .003$), have higher prevalence of violence immediately after the intervention ($\beta = .068$ [.025], $p = .008$), and have more incidences of violence immediately after the intervention ($\beta = .075$ [.035], $p = .036$).

¹⁴ This conflicting finding is addressed extensively in the Conclusion section of this report.



Four of the nine sexual violence measures were significant at the 5 percent level, although only one of these findings was significant at the 1 percent significance level. Students in the intervention-based treatment were significantly more likely to commit more sexually violent acts over their lifetimes than students in the control group ($\beta=.028$ [.011], $p=.014$). This finding also held for students in the law and justice treatment group ($\beta=.027$ [.011], $p=.021$) and students in the combined treatment category ($\beta=.027$ [.010], $p=.009$). Respondents in the combined treatment group were significantly more likely to commit more sexually violent acts immediately after the intervention than respondents in the control group ($\beta=.017$ [.008], $p=.044$).

Four of the nine non-sexual violence measures were significant at the 5 percent level, and two of these findings were significant at the 1 percent significance level. Students in the interaction-based treatment were significantly more likely to commit non-sexual violence over their lifetimes ($\beta=.088$ [.029], $p=.004$) and perpetrate higher rates of non-sexual violence immediately post-intervention ($\beta=.055$ [.028], $p=.004$) than students in the control group. Although there were no significant outcomes for students in the law and justice treatment group, students in the combined treatment group were significantly more likely to commit more non-sexually violent acts throughout their lifetimes ($\beta=.068$ [.026], $p=.010$) and more non-sexually violent acts after the intervention ($\beta=.051$ [.022], $p=.026$) than students in the control group.

Six Months Post-Intervention. Six months after the intervention, a number of the significant findings from the first wave had become either less statistically significant or no longer statistically significant. In fact, none of the results at the 6-month post-intervention point were significant at the 1 percent level. Indeed, for the total violence measure, significant findings dropped from eight (of nine) to five (of nine), however the direction of these findings did not change.

Specifically, respondents in the law and justice treatment committed significantly more violence in their lifetimes ($\beta=.132$ [.054], $p=.018$), committed significantly more violence 6 months after the intervention ($\beta=.083$ [.041], $p=.041$), and committed more individual acts of violence post-intervention ($\beta=.190$ [.084], $p=.028$) than students in the control group. Students in the combined treatment were also more likely to commit more acts of violence in their lifetimes ($\beta=.100$ [.043], $p=.021$) and 6 months after their treatment ($\beta=.072$ [.034], $p=.038$) than students in the control group. Although all three outcomes associated with the intervention-based treatment were significant immediately after the intervention, none of these outcomes remained significant 6 months later.

Immediately after the GV/H treatment, there were four statistically significant findings (of nine) for sexual violence outcomes. However, 6 months after the intervention, only one statistically significant finding remained. Respondents in the law and justice treatment group were significantly more likely to commit more acts of sexual violence 6 months after intervention than respondents in the control group ($\beta=.063$ [.030], $p=.041$).

In addition, the number of statistically significant findings for non-sexual violence dropped from four (of nine) immediately post-intervention to one (of nine) 6 months after the intervention. Respondents in the combined treatment group were significantly more likely ($\beta=.067$ [.032], $p=.039$) to commit more acts of non-sexual violence over their lifetimes than students in the control group.

Q7. Experience of Being a Victim of Sexual Harassment: Survey questions addressed the prevalence and incidence of the experience of being a victim of sexual harassment.



Immediately Post-Intervention. No differences emerged between the treatment and control groups for any of the three comparisons (i.e., treatment 1 versus control, treatment 2 versus control, and both treatments versus control) for ever having the experience of being a victim of sexual harassment in the participant's lifetime, prevalence immediately after the intervention, and incidence immediately after the intervention.

Six Months Post-Intervention. Six months after the treatment, no significant differences emerged between the treatment and control groups.

Q10. Experience of Being a Perpetrator of Sexual Harassment: Survey questions addressed the prevalence and incidence of the experience of being a perpetrator of sexual harassment.

Immediately Post-Intervention. No differences emerged between the treatment and control groups for any of the comparisons for ever having the experience of being a perpetrator of sexual harassment in the participant's lifetime, prevalence immediately after the intervention, and incidence immediately after the intervention.

Six Months Post-Intervention. Six months after the treatment, no significant differences emerged between the treatment and control groups.

Six Factors Used to Measure Student Attitudes toward GV/H

A series of questions explored student attitudes toward dating violence, asking about the acceptability of violent, abusive, and harassing behaviors (e.g., physical, sexual, and psychological abuse) and perceived norms of members of the students' referent groups and the students' motivation to comply with these norms. Six factors were created (see Appendix K):

- Factor 1: Inappropriate Attributions of Girls' Fault in Sexual Harassment
- Factor 2: Belief that GV/H is Not a Problem
- Factor 3: Attitudes that Reduce Sexual Harassment
- Factor 4: Intention to Confront GV/H
- Factor 5: Attitude toward Preventing Sexual Harassment
- Factor 6: Disposition about Own and Others' Personal Space

Factor 1: Inappropriate Attributions of Girls' Fault in Sexual Harassment (Reverse): This factor was created from four attitudinal variables (14a, 14f, 15d, and 15e) that measured whether a respondent believed that girls encourage sexual violence and harassment. This variable was reverse coded so that a positive outcome indicated a respondent disagreed with statements that girls encourage GV/H.

Immediately Post-Intervention. Immediately after the intervention, students in the law and justice treatment were more likely to disagree with statements that girls were at fault for encouraging violence and sexual harassment ($\beta = .285$ [.094], $p = .004$).

Six Months Post-Intervention. Six months after the treatment, students in the law and justice program no longer held beliefs about girls' fault that were significantly different from those of students in the control groups. In addition, there was one finding at the 5 percent significance level suggesting that students in the interaction-based treatment had significantly poorer



attitudes toward girls' role in engendering GV/H than students in the control group ($\beta = -.104$ [.052], $p = .050$). Although this was an interesting effect, its p value was at exactly 5 percent and we believe that it signified a spurious finding since there were no significant findings for students in the law and justice treatment immediately after the treatment.

Factor 2: Belief that GV/H is Not a Problem (Reverse): This factor was created from six attitudinal variables (13c, 14b, 14c, 14e, 15a, 15b) that measured whether students agreed that GV/H was a serious problem. The statements were reverse coded so that a positive outcome indicated that students believe GV/H was in fact a serious problem.

Immediately Post-Intervention. Directly following the intervention treatment, students in the law and justice treatment were more likely to perceive GV/H as a serious problem ($\beta = .133$ [.066], $p = .047$) than students in the control groups.

Six Months Post-Intervention. However, 6 months after the treatment, these positive program effects were no longer significant for students in either treatment.

Factor 3: Attitudes that Reduce Sexual Harassment: The factor representing attitudes that reduce sexual harassment was composed of four variables (13b, 13e, 14d, and 15c) measuring students' beliefs that they had the ability and self-efficacy to reduce violence and harassment. It is important to note that all three of these factor constructs had Cronbach Alphas that fell below the .60 suggested cutoff.

Immediately Post-Intervention. There were no significant differences between students in either treatment group and students in the control group immediately after the treatments. It is interesting to note that at the 10 percent significance level, students in the law and justice treatment were more likely to have positive attitudes toward reducing sexual harassment than students in the control group ($\beta = .094$ [.052], $p = .074$).

Six Months Post-Intervention. Six months after the treatment, students in the law and justice treatment had significantly better attitudes toward the reduction of GV/H than students in the control group ($\beta = .141$ [.061], $p = .024$). Although this finding was significant at only the 5 percent level, it was important because the same finding was significant at the 10 percent level immediately after the treatment; however, this finding is offered with caution given the low reliabilities across all three waves.

It is important to note that all three of these factor constructs had Cronbach alphas that fell below the .60 suggested cut-off.

Factor 4: Intention to Confront GV/H: This factor was created from six attitude variables (19a, 19b, 19d, 19e, 19f, and 19h) that sought to measure whether a respondent was willing to confront GV/H, even in cases where the harasser was a friend.

Immediately Post-Intervention. There were no statistically significant differences between either treatment groups and the control groups for any of the models run for intentions to confront GV/H.

Six Months Post-Intervention. Six months after the interventions, no significant treatment differences had emerged between students in either treatment and the control group.



Factor 5: Attitude toward Preventing Sexual Harassment: This factor was composed of three variables (18c, 18d, and 18e) that measured respondents' confidence in their ability to prevent sexual harassment.

Immediately Post-Intervention. Immediately after the treatment, students in the law and justice treatment were significantly more likely to have better attitudes about preventing sexual harassment than students in the control group ($\beta = .110$ [.044], $p = .015$). Also, both treatments combined were more likely at the 5 percent level to have better attitudes about preventing sexual harassment than students in the control group ($\beta = .089$ [.038], $p = .021$).

Six Months Post-Intervention. However, 6 months after the intervention, these positive program effects for students in the law and justice treatment and the combined treatments were no longer significant.

Factor 6: Disposition about Own and Others' Personal Space: The personal space factor was created from five variables (17b, 17c, 17d, 17e, and 17f) that addressed respondents' thoughts on the importance of personal space and whether respondents believed personal space needs should be respected.

Immediately Post-Intervention. Students across three treatment measures had significantly better attitudes toward personal space than students in the control groups. Specifically, students in the interaction-based treatment ($\beta = .110$ [.036], $p = .004$), the law and justice treatment ($\beta = .114$ [.036], $p = .003$), and the combined treatment ($\beta = .112$ [.031], $p = .001$) all had significantly better attitudes toward personal space than students in the control groups.

Six Months Post-Intervention. Six months after the interventions, students in the interaction-based treatment ($\beta = .096$ [.040], $p = .021$), the law and justice treatment ($\beta = .086$ [.039], $p = .029$), and the combined treatment ($\beta = .090$ [.032], $p = .007$) still had significantly better attitudes toward personal space than students in the control groups.

Q16. Knowledge Related to GV/H Prevention: The knowledge measure is composed of the percentage of correct answers on the 10 questions regarding state rape laws, definitions of abuse and sexual harassment, resources for help, and sexual harassment myths.

Immediately Post-Intervention. Although the interaction-based treatment group's score on the knowledge measure was not statistically different from that of the control group, both the law and justice treatment group and the combined treatment group were significantly ($p < .01$) more knowledgeable about GV/H than the control groups. Specifically, the law and justice treatment group had a significantly higher level of knowledge than the control group ($\beta = .097$ [.024], $p < .001$). This relationship seemed to have driven the statistically significant finding for a higher knowledge score when examining both treatments combined versus the control group ($\beta = .066$ [.020], $p = .002$).

Six Months Post-Intervention. Six months after the GV/H program, students had retained their GV/H knowledge. The law and justice treatment group ($\beta = .093$ [.021], $p < .001$) and the combined treatment group ($\beta = .062$ [.018], $p = .001$) both had a statistically significant higher level of knowledge than the control group.

Q20–22. Intervening as a Bystander: This measure assessed whether students would intervene in various situations with peers under three hypothetical scenarios involving a boy joking about a girl's body and touching her buttocks, a boy bragging about "how far he got" with a girl he was dating, and a boy using intimidation and homosexual slurs against another boy.



Immediately Post-Intervention. Directly after the intervention, no differences emerged between any of the treatment and control groups (i.e., treatment 1 versus control, treatment 2 versus control, and both treatments versus control) for all three measures of intervening as a bystander.

Six Months Post-Intervention. Six months later, there were still no significant differences between the treatment and control groups.

Q23–26. Behavioral Intentions to Reduce/Avoid Violence: Behavioral intentions were measured by asking respondents about their willingness to intervene in harmful situations, avoid violence, engage in retaliatory behavior, and engage in sexual and non-sexual violence. From the behavioral intentions measure, the study team developed five subscales summed across four hypothetical scenarios: ignore what she/he did, tell her/him not to do that again, embarrass her back, react with physical violence, and react with sexual violence.

Immediately Post-Intervention. No significant differences emerged between the treatment and control groups for any of the three comparisons for all five measures of behavioral intentions.

Six Months Post-Intervention. No statistically significant differences emerged between the treatment and control groups for any of the three comparisons at the 1 percent significance level. Students in the interaction-based treatment reported that they were significantly more likely to retaliate against their harasser by embarrassing him or her back than were students in the control group ($\beta = .650$ [.279], $p = .023$). Since there were no other patterns across other treatment groups or among the other methods of dealing with a harasser, we were inclined to ignore this finding as spurious.



VI. Results from Qualitative Analyses

1. Key Informant Interviews: Superintendents

The research team interviewed each of the three school district superintendents in March and April 2007. Two were interviewed in their offices and the third was interviewed on the telephone. The office interviews lasted 40–50 minutes and the phone interview lasted about 30 minutes. The superintendents were asked open-ended questions:

- Why did you agree to be involved in a research project like this? What motivated you to do this study and implement the curriculum?
- How does the study/intervention fit in with what else you are trying to do in the district?
- What was your assessment of the program/intervention/lessons? Are you likely to continue implementing them?
- Have you received any feedback from teachers/parents/principals regarding the study (i.e., the surveys, the parental/student permission forms) and the intervention (i.e., the lessons in the classrooms)?

The superintendents discussed their history of involvement with research projects, most of which were sponsored by institutions of higher education. They felt that university-based research projects were more acceptable to parents and community members and carried more prestige than research projects sponsored by other organizations. However, the superintendents always required information about the background of the researchers, the purpose of the project, and the methods to be used. They also weighed the potential for publicity. They revealed that they did not accept every offer they received from researchers to implement studies in their districts, even if those projects were sponsored by universities. All three superintendents felt that the subject of this research project, teen dating violence, warranted attention, and they acknowledged their desire to have help with this issue. Only one superintendent indicated that having federal funding for this research project was of note; the other two indicated that federal funding had no bearing on their decision to participate. The one for whom it did matter mentioned that funding from the National Institute of Justice might imply higher level protocols for protection of human subjects.

We had surmised that fear of sexual harassment lawsuits or actual involvement in an ongoing lawsuit might have influenced their decision to participate in the research project. For two of the superintendents, that had no bearing on their decision. However, at the first meeting (fall 2005) with the other superintendent, the research team was informed that the school district was involved in a lawsuit in federal court for Title IX/peer-to-peer sexual harassment (sexual assault). This superintendent indicated that participating in the study would help with the lawsuit and show the federal judge the school district's willingness to address the problem of sexual harassment and teen dating violence.

The study team learned from these interviews that the three superintendents had spoken with each other about the research project. They reported that they had consulted with each other about their concerns with aspects of the research project, such as terminology used in the survey questions or the content of classroom lessons. When they found out that the others were moving forward to commit their districts to participate in the study, they said they had felt confident to participate as well.



Additionally, interviews with the superintendents revealed that the research project's flexibility to negotiate discrete arrangements with each district, separate and distinct from the others, worked to our advantage. The superintendents regarded us as respectful, collaborative partners because of our willingness to make compromises.

2. Focus Groups: Teachers

Six focus groups (two in Shaker Heights, one in Berea, and three in CHUH) were held with teachers following implementation of the program. All teachers whose classes had participated in the treatments were invited, as were teachers from classes assigned to the control condition. Those teachers who taught students in the treatment groups were more knowledgeable and involved in the intervention and the research project. Thus, the composition of the focus groups limited conversation among the participants; in one instance, only two of seven people were knowledgeable about the project.

Most of the focus groups were conducted during the school day and, therefore, lasted about 40 minutes; in rare cases, a few groups took place after school and lasted slightly longer, for 50–60 minutes (Berea, and one in CHUH). The smallest focus group was composed of two teachers, and the largest had about a dozen teachers. On average, there were seven participants per group.

Six open-ended questions were formulated in advance but often were not asked in any particular order (see Appendix M for the full document, including the introductory statement).

Some recurring themes emerged from the focus groups. In almost every focus group, at least one teacher was able to cite an incident of sexual harassment that they had been able to defuse after students had come to them. The teachers felt that students were comfortable bringing to the teacher's attention the harassment that they were experiencing or noticing. The teachers reacted positively to this, and for some of them, it was their first time dealing with sexual harassment incidents. Some of the teachers attributed this situation to the interventions/lessons. In addition, some teachers were told by other students which students played the role of intervener (bystander to intervener) in incidents of peer-to-peer sexual harassment in schools. Teachers also noticed that students learned some vocabulary words from the interventions/lessons.

Furthermore, the law and justice treatment seemed to provoke the most questions from the students and the most discomfort from the teachers. Teachers said that the students who received the law and justice treatment asked more questions, especially about rape laws and consensual sex. This was especially true in Berea and CHUH. On the other hand, some teachers expressed their own discomfort or claimed they felt students were signaling their own discomfort with some of the topics under discussion.

Information from the Shaker Heights middle school teachers was particularly useful. These teachers had been involved in both the pilot sessions and in the full implementation, and in both phases, taught the lessons to their students. In addition, they served as key informants or advisors in the development and revision of the curriculum. They were an essential part of this project from beginning to end, and planned to continue using a combination of the treatments/lessons in their future teaching. Specifically, the Shaker Heights middle school health teachers felt that by blending the best lessons from the two treatments, they would create a new unit containing eight or nine of the lessons (see Appendix N for further discussion).



Among the key elements raised by the Shaker Heights middle school teachers was their incorporation of some of the vocabulary words that were introduced in the treatments. Teachers found it very useful to use the word “boundary” in their daily vocabulary with the students instead of the word “rules” to describe behavioral limits. They indicated that their students responded better and more positively to the word “boundary” as opposed to “rules,” which they felt put their students into a defensive posture. They also found that their students used the term “boundary” with each other often. In addition, these teachers noted that their students used the word “harassment” more frequently than in the past. Clearly, the lessons/treatments had influenced the vocabulary that students were learning and applying; there was resonance and incorporation. Interestingly, the middle school teachers felt that the seventh grade students, even at the beginning of the school year, were more sexually active than their students had been in the previous year. This perception of the teachers may have influenced the behaviors and vocabulary of the students that we cannot account for through any measure.

The majority of the focus group participants offered general comments about the research project. Overall, the comments were about project logistics, such as the schedule, choice of vocabulary used in the student surveys, length of the survey, and conducting study-related activities late in May. Among their comments were: “We never should have run anything associated with the research project in late May – testing for kids; focus groups for teachers – everyone’s minds are on how many days are left in the school year and it is hot and uncomfortable in the school buildings;” “The terms/language/directions in the surveys were too complicated and too long,” In addition, some of the science teachers felt these lessons/interventions should have taken place in health classes, not science classes. Initially, however, science teachers were enthusiastic about their involvement with the research project and the random assignment process because they recognized the scientific nature of both (i.e., hypothesis, experiment).



VII. Discussion and Conclusion

In this report, we reviewed the deleterious effects of GV/H, its increasing presence in schools, and the general lack of rigorous evaluation research on the effectiveness of GV/H prevention programs. This study evaluated the relative effectiveness of two common approaches to youth GV/H prevention programming for one of the youngest populations ever studied in this area (sixth and seventh grade students). While most research on this topic had been on programs that targeted older middle school or high school students, the research team geared the design and intervention toward studying sixth and seventh grade students to serve as a true primary prevention effort. The project's initial short-term goal was to incorporate GV/H prevention programming into sixth and seventh grade curricula. Therefore, two customized five-session curricula were designed by the lead curriculum developer in collaboration with an educator from a local rape crisis center and teachers and staff from the participating school districts. The long-term goal was to prevent or reduce youth GV/H and dating violence through changing knowledge, attitudes, and intended behavior.

The randomized experiment provided high-quality scientific evidence concerning the effectiveness of targeting youth, the relative effectiveness of two theoretically distinct approaches to programming, and possible unintended consequences (e.g., increases in violence). We assessed the effects of providing prevention programs compared to no prevention. Also, we explored whether prevention programs that incorporated a gender socialization/ interaction-based component (treatment 1) were more effective in changing knowledge, attitudes, and behavior than programs that were fact-based and emphasized laws and consequences (treatment 2), compared to no programming at all (control group).

1. Review of Key Features of the Study Sample

The sample was a sixth and seventh grade student population from school districts in the Cleveland, Ohio, area. The generalizability of the results were improved, at least to some extent, by using a sample with ethnic and economic diversity. The population of school districts from which the sample was drawn included upper- and middle-class African-Americans as well as low-income African-Americans; as well as both upper- and middle-class and low-income Caucasian families. Also, two of the participating school districts were active members of the Minority Student Achievement Network.¹⁵ In addition, the actual achieved sample included many ethnic groups. Approximately a quarter of the student sample were African-American, about 4 in 10 were Caucasian, 4 percent were Asian, 4 percent were Hispanic, 6 percent Native American, and 19 percent other ethnicities. Another noteworthy feature was that the sample consisted of a relatively large number of students who already had experienced dating violence in their lifetime. Twenty-eight percent of the sample had experienced at least one act of dating violence in their lifetime, as reported in the baseline survey. This percent is considerably higher than the 17.7 percent national average reported by youth in the YRBS (Silverman, Raj, & Clements, 2004). The sample also included perpetrators of dating violence (at baseline, 21% of the sample reported perpetrating at least one act of dating violence in their lifetime).

¹⁵ The Minority Student Achievement Network is an unprecedented national coalition of multiracial, relatively affluent suburban school districts that have collaborated to study the disparity in achievement between white students and students of color through intensive research. The network of 25 school districts was established to discover, develop, and implement the means to ensure high academic achievement of minority students. Participation in the network is significant because it identifies these districts as having substantial minority populations but also as progressive in their concern to reduce the achievement gap as well as a commitment to research.



2. Substantive Findings

This section reviews substantive findings from the interventions on key outcome measures: behavior of the students (violent victimization/perpetration of GV/H), attitudes of the students toward GV/H, student knowledge of GV/H and its prevention, student intervention as a bystander, and behavioral intentions to reduce/avoid violence.

Due to the large number of HLM models run (approximately 400), results were interpreted conservatively. Using an alpha level of .01 (two-tailed test because we were uncertain of the direction of the results) provided a more conservative test than using a .05 alpha level, and helped avoid potential Type I errors.¹⁶ Therefore, we highlighted findings that were statistically significant at the .01 level and noted any results that were significant at the .05 level. In many cases, certain variable outcomes were statistically significant either across treatment groups or within different outcome measures. In cases where patterns of significance were found in outcomes, we interpreted any findings that were significant at the 5 percent level. At the same time, we downplayed any findings that were significant at the 5 percent level that stood alone and were not related to other significant findings. For each measure, we provided an overall assessment of the effects we believed the intervention had on each of the five main measures.

Exhibits 1 and 2 summarize the key study findings. Exhibit 1 summarizes statistically significant findings that were significant at the .01 level; Exhibit 2 shows results significant at the .05 level.

Exhibit 1: Summary of Significant Findings (significant at .01 level)

Variables	1 month post-intervention	6 months post-intervention
Perpetration of violence with people you have dated (Question 6)		
All types of violent acts over the students' lifetimes (A)	Interaction Treatment (+) Both Treatments (+)	-----
All types of violent acts post-intervention (B)	Both Treatments (+)	-----
All types of sexual violent acts over the students' lifetimes (D)	Both Treatments (+)	-----
All types of non-sexual violent acts over the students' lifetimes (G)	Interaction Treatment (+) Both Treatments (+)	-----
Factors (Questions 13 through 15 and 17 through 19)		
Factor 1: Inappropriate attributions of girls' fault in sexual harassment	Law & Justice Treatment (+)	-----
Factor 6: Disposition about own and others' personal space	Interaction Treatment (+) Law & Justice Treatment (+) Both Treatments (+)	Both Treatments (+)
True/False Statements (Question 16)		
Percentage of correct answers	Law & Justice Treatment (+) Both Treatments (+)	Law & Justice Treatment (+) Both Treatments (+)

Note: (+) refers to the positive direction of the coefficient, while (-) refers to the negative direction of the coefficient.

¹⁶ That is, we ran over 400 HLM models and, if we used an alpha level of .05, it was possible that 20 results by chance could have been statistically significant. By using a .01 alpha level, we reduced this possible Type I error to 4 in 400 being statistically significant by chance. Type I errors, also known as α errors or a false positives, are mistakes of rejecting a null hypothesis when it is actually true (see Allchin, D., [2001, spring]. Error types., *Perspectives on Science*, 9(1), pp.38–58.). In other words, Type I errors occur when a researcher observes what appears to be a statistical difference when in truth there is none.



Exhibit 2: Summary of Significant Findings (significant at .05 level)

Variables	1 month post-intervention	6 months post-intervention
Victimization by peers (Question 1)		
All types of sexual victimization over the students' lifetimes (D)	-----	Interaction Treatment (-)
All types of sexual victimization post-intervention (E)	-----	Interaction Treatment (-)
Frequency of all types of sexual victimizations post-intervention (F)	-----	Interaction Treatment (-)
Victimizations by people you are interested in (Question 2)		
All types of non-sexual victimization over the students' lifetimes (G)	-----	Interaction Treatment (-)
Frequency of non-sexual victimizations post-intervention (I)	-----	Interaction Treatment (-)
Perpetration of violence against peers (Question 4)		
All types of non-sexual violent acts post-intervention (H)	-----	Law & Justice Treatment (-)
Perpetration of violence with people you have dated (Question 6)		
All types of violent acts over the students' lifetimes (A)	Interaction Treatment (+) Law & Justice Treatment (+) Both Treatments (+)	Law & Justice Treatment (+) Both Treatments (+)
All types of violent acts post-intervention (B)	Interaction Treatment (+) Law & Justice Treatment (+) Both Treatments (+)	Law & Justice Treatment (+) Both Treatments (+)
Frequency of all types of violent acts post-intervention (C)	Interaction Treatment (+) Both Treatments (+)	Law & Justice Treatment (+)
All types of sexual violent acts over the students' lifetimes (D)	Interaction Treatment (+) Law & Justice Treatment (+) Both Treatments (+)	-----
All types of sexual violent acts post-intervention (E)	Both Treatments (+)	-----
Frequency of all types of sexual violent acts post-intervention (F)	-----	Law & Justice Treatment (+)
All types of non-sexual violent acts over the students' lifetimes (G)	Interaction Treatment (+) Both Treatments (+)	Both Treatments (+)
All types of non-sexual violent acts post-intervention (H)	Interaction Treatment (+) Both Treatments (+)	-----
Factors (Questions 13 through 15 and 17 through 19)		
Factor 1: Inappropriate attributions of girls' fault in sexual harassment (reverse)	Law & Justice Treatment (+)	Interaction Treatment (-)
Factor 2: Belief that GV/H is not a problem (reverse)	Law & Justice Treatment (+)	-----
Factor 3: Attitudes that reduce sexual harassment	-----	Law & Justice Treatment (+)
Factor 5: Attitude toward preventing sexual harassment	Law & Justice Treatment (+) Both Treatments (+)	-----
Factor 6: Disposition about own and others' personal space	Interaction Treatment (+) Law & Justice Treatment (+) Both Treatments (+)	Interaction Treatment (+) Law & Justice Treatment (+) Both Treatments (+)
True/False Statements (Question 16)		
Percentage of correct answers	Law & Justice Treatment (+) Both Treatments (+)	Law & Justice Treatment (+) Both Treatments (+)
Intentions to reduce or avoid violence (Questions 23 through 26)		
Embarrass her back option	-----	Interaction Treatment (+)

Note: (+) refers to the positive direction of the coefficient, while (-) refers to the negative direction of the coefficient.



2.1 Violent Victimization

We developed three types of measures of violence including any violence, sexual violence, and non-sexual violence. Within each of these three measures, we explored prevalence and incidence immediately after intervention (1-month follow-up since the start of the intervention or control period), and prevalence and incidence 6 months after intervention (6-month follow-up).¹⁷ The survey included questions about the experience of being a victim of violence with “peers,” “people that you are interested in,” and “people that you have dated.”

Although there were no significant findings immediately following the treatments, 6 months after intervention, respondents in the interaction-based treatment reported that they experienced lower levels of sexual victimization by their peers (both prevalence and incidence) and lower levels of the incidence of non-sexual victimization by individuals the respondent was interested in. However, all three of these findings were only significant at the 5 percent level. For the peer finding, all three outcomes were significant at the 5 percent level and for the people the respondent was interested in, and two of three findings were significant at the 5 percent level (and that third variable was significant at the .10 level).

Although both interventions were designed to reduce students’ experience of being a victim of violence, only the interaction-based treatment appeared to result in any significant changes. These different findings likely were due to the different natures of the programs. The interaction-based treatment focused largely on the prevention of violence and explicitly avoided information on laws and the consequence of violating the laws (see earlier section on development of the curricula). The interaction-based treatment appeared to have a positive outcome in lowering victimization rates among those students who participated in the program. These lower victimization rates most likely arose at the classroom level (the same level at which the program was delivered), resulting in the interaction-based treatment classrooms having fewer students who were victims of violence.

2.2 Perpetration of Violence

The same measures for victimization described above also were developed and assessed for perpetration. We examined perpetration of violence outcomes to determine whether the treatment programs changed respondents’ behaviors. Although there were no significant changes in violent behaviors against respondents’ peers and people the respondents were interested in, there were significant differences between the treatment and control groups for violence against people the respondent dated. However, these differences were in an unexpected direction. Specifically, immediately after the intervention, respondents in both treatment groups were more likely to have committed violence, both sexual and non-sexual, against people they had dated. Six months later, only respondents in the law and justice treatment group were more likely to have committed sexual and non-sexual violence against people they had dated.

There were certain differences between the interaction-based and the law and justice treatment groups that may help explain these different outcomes. The interaction-based treatment program was centered largely on the prevention of violence. As students learned these lessons, they may have reflected on past behaviors that previously had seemed normal, but after the treatment, were seen as GV/H. Given that students in the interaction-based treatment reported

¹⁷ We also presented lifetime prevalence HLM models for contextual purposes in the earlier analysis section. However, these were not outcome measures designed to assess the effectiveness of the interventions because they referred to a time period before the intervention started. Therefore, these are not discussed in this section.



that they had committed more violence in their lifetimes than students in the control group, it appears likely that the interaction-based treatment encouraged a certain amount of reflection and awareness of one's actions. The fact that these same respondents no longer reported significantly higher rates of perpetration of violence 6 months later may mean that booster lessons would be necessary to maintain students' awareness of sexual harassment and reinforce the lessons of the interaction-based curriculum.

Students in the law and justice treatment reported higher levels of violence, both sexual and non-sexual, than students in the control groups both immediately after the intervention and during the 6-month follow-up. It is possible that the law and justice treatment also encouraged students to recognize violence as non-normal; however, it is puzzling that these behaviors still were reported as elevated 6 months later. This might mean that the law and justice treatment encouraged students to recognize violence, but did not prompt students emphatically enough to change their actual behavior.

This conflicting finding of some positive and some negative behavioral outcomes likely will require further research, for these results contradict the literature suggesting that prevention programs are generally associated with *less* self-reported perpetration. One possibility (pointed out to the study team by an anonymous reviewer) is that we might have observed a testing/reactivity effect in these groups that was affecting the *responding* of the individuals in the treatment group, which may or may not be representative of their actual behavior. Other researchers also have confronted instances in which programs have altered reporting in the undesired direction. For example, Jaffe et al. (1992) found there was a proportion of males in their study who changed in the undesired direction following the intervention, which may suggest a reporting artifact or that some males experienced defensiveness as a result of the program, or alternatively, that some males already were engaged in abusive relationships and the program amplified their negative responses, and thus required secondary, rather than primary, prevention.

2.3 Sexual Harassment

Study questions also explored the experience of being a victim and/or perpetrator of sexual harassment. Despite some of the difference reported for the violent behavioral measures, no differences emerged between the treatment and control groups for any of the comparisons (prevalence and incidence) examined for having the experience of being a victim or perpetrator of sexual harassment at Wave 2 or Wave 3. This finding was unexpected. We designed the interventions to reduce students both experiencing sexual harassment and perpetrating it, but the interventions were unsuccessful in altering these behavioral measures.

As the literature review pointed out, sexual harassment in schools is a ubiquitous phenomenon that has become normalized. In a national survey of 8th to 11th grade students, over 83 percent of the girls and 79 percent of the boys indicated they were sexually harassed, and 30 percent of the girls and 24 percent of the boys reported they were sexually harassed "often" (AAUW, 2001). Given the prevalence of this problem among youth participating in national surveys, the study sample of sixth and seventh grade students would have been expected to experience the same type of environment with such a widespread problem. The consequences of the pervasiveness of sexual harassment may have hampered students' abilities to articulate their experiences of it or their objections to it. In addition, the terms used in the study may not have been appropriate for the sample of participants. These factors may have artificially suppressed reporting of sexual harassment in our survey for both the treatment and control groups.



This problem also may have extended to other areas of the study, for the interaction-based treatment had more material on the prevention of sexual harassment than the law and justice treatment. The interaction-based treatment explicitly avoided information on laws and the consequence of violating the laws. Thus, the presentation of sexual harassment in the interaction-based treatment might have appeared ambiguous and somewhat subjective, which may have reduced the effectiveness of the interaction-based treatment. Future work in this area might be better served by explicitly acknowledging the illegal dimension of sexual harassment, as was done in the law and justice treatment.

2.4 Attitudes

We assessed whether either of the two treatments could alter the attitudes of the students toward GV/H. We developed six factor scores to assess students' attitudes: inappropriate attributions of girls' fault in sexual harassment, belief that GV/H is not a problem, attitudes that reduce sexual harassment, intention to confront GV/H, attitude toward preventing sexual harassment, and disposition about own and others' personal space.

Inappropriate Attributions of Girls' Fault in Sexual Harassment

Immediately after the program's conclusion, although not in the long term, we found that the law and justice treatment significantly improved students' beliefs about girls' fault in engendering GV/H.

Belief that GV/H is Not a Problem

Immediately after the treatment, students in the law and justice treatment were significantly more likely to believe that GV/H was a serious problem; however, this finding was no longer significant at the 6-month follow-up.

Attitudes that Reduce Sexual Harassment

Six months after the treatment, students in the law and justice treatment had significantly improved attitudes toward the reduction of GV/H.

Intention to Confront GV/H

Student attitudes toward confronting GV/H were not improved by either treatment.

Attitude toward Preventing Sexual Harassment

Students in the law and justice treatment had significantly improved attitudes toward preventing sexual harassment, yet this positive outcome disappeared after 6 months.

Disposition about Own and Others' Personal Space

Immediately after the interventions and during the 6-month follow-up, both the interaction-based treatment and the law and justice treatment significantly improved student attitudes toward personal space.

Three of these findings were particularly important. First, the law and justice treatment was effective in improving three of the six student attitudinal measures immediately after the



program's conclusion (although not during the 6-month follow up). Specifically, the law and justice treatment improved the following outcomes immediately following the treatment:

- Appropriate Attributions of Girls' Fault in Sexual Harassment
- Belief that GV/H is a Serious Problem
- Positive Attitude toward Preventing Sexual Harassment

This suggests that the law and justice program can improve student attitudes toward GV/H, although it cannot sustain this effect over the long run. Booster lessons might help maintain these positive outcomes by reminding students of the important lessons learned.

A second important finding among the attitudinal measures was that both treatment programs were successful in making students more respectful of people's personal space needs, both immediately after the program and 6 months later. This indicated it is indeed possible to teach students about personal space, and also that students are generally receptive to these lessons. The third important finding indicated that students in the law and justice treatment had significantly improved attitudes toward the reduction of GV/H 6 months after the treatment. A possible explanation for this outcome is that as students became more adept at confronting GV/H, confidence in their knowledge learned through the law and justice treatment also grew.

Overall, we believe that both treatments produced significant changes in improving student attitudes toward GV/H and its prevention, with the law and justice treatment producing more consistent significant changes across more of the attitudinal components.

2.5 Knowledge

The knowledge index included questions about state rape laws, definitions of abuse and sexual harassment, resources for help, and sexual harassment myths. Students in the law and justice treatment group had significant increases in their GV/H knowledge compared to students in the control group. This was an important finding for the law and justice curriculum was designed specifically to be a fact-based intervention on GV/H and appeared to meet this goal of increasing students' knowledge. Increasing knowledge was a critical part of the law and justice curriculum; without an increase in knowledge, we did not believe this curriculum could succeed in changing attitudes and behavior (or intended behavior).

The interaction-based treatment group's score on the knowledge measure was not statistically different from the control group's score either immediately after the intervention or 6 months later. This finding was not surprising because the interaction-based curriculum had a different focus than the law and justice program and did not cover facts about GV/H laws or definitions. With the interaction-based curriculum, we thought we could affect attitudes and behavior more directly (even without knowledge change).

2.6 Intervening as a Bystander

We also assessed whether students would intervene in various situations with peers under three hypothetical scenarios involving a boy joking about a girl's body and touching her buttocks, a boy bragging about "how far he got" with a girl he was dating, and a boy using intimidation and homosexual slurs against another boy. We expected that students in the interaction-based treatment would report increased interventions in cases of GV/H because this was an important component to the interaction-based curriculum. However, the data suggested that neither the interaction-based treatment nor the law and justice treatment had a significant



effect on whether students would intervene in various GV/H situations at any point after the treatment.

2.7 Behavioral Intentions to Reduce/Avoid Violence

One of the concerns in relying on only behavioral measures of perpetration and victimization among young students is that many of them may be too young to engage in violence or only engage in it very rarely. This turned out not to be a concern in this study, for we had relatively high levels of reporting violent behavior. Not expecting this at the outset of the study, we measured behavioral intentions by asking about students' willingness to intervene in harmful situations, avoid violence, engage in retaliatory behavior, and engage in sexual and non-sexual violence. Both immediately after the intervention and during the 6-month follow-up, we found only one statistical difference between the treatments and the control groups for all five measures of behavioral intentions.¹⁸ We were inclined to dismiss this effect because it was the only significant effect out of 30 models, only reached the 5 percent significance level, and there was no pattern of significance among the variables, suggesting that this finding was spurious. Thus, we concluded that neither the interaction-based treatment nor the law and justice treatment was effective in promoting behavioral intentions among students to reduce or avoid violence.

3. Conclusion

This study was conducted to address the serious problem of GV/H through the development of a prevention program intervention for middle schools students in sixth and seventh grades. Most research in this area had focused on older middle and high school students, whereas we believed those groups were too old for this type of effort. Instead of relying on a single prevention curriculum, we designed two distinct curricula: an *interaction-based* curriculum and a *law and justice* curriculum. Also, in response to the need for more rigorous research, we used a randomized controlled trial design with a true (no treatment) control group. The randomized controlled trial design allowed us to compare the curricula to a control group, and in doing so, we were able to assess the following key outcomes: student knowledge of GV/H, attitudes of the students toward GV/H, behavior of the students (level of perpetration and/or victimization), likelihood of the student intervening as a bystander, and behavioral intentions to reduce/avoid violence.

The clearest findings emerging from this study related to the knowledge and attitude measure of GV/H and its prevention. The law and justice treatment group had a statistically higher level of knowledge than the control group at both waves. This finding verified the basic design and fact-based components of the law and justice curriculum. While we did not find significant results for the interaction-based treatment group's score on the knowledge measure, we did not anticipate such a finding. We did not design the interaction-based curriculum to improve knowledge in the same way as it was incorporated into the law and justice curriculum.

Evidence related to the production of short- and long-term behavioral reductions in violence was mixed. Positive results occurred for peer violence, essentially no differences for "people you are interested in" violence, and some negative results for dating violence. A conflicting finding remains that the intervention appears to have reduced peer violence victimization and perpetration, but increased dating violence perpetration (but not dating violence victimization).

¹⁸ Compared to the control group, respondents in the interaction-based treatment group were more likely to embarrass their harasser back instead of resorting to violence ($p=.023$).



One possible interpretation is that the intervention had no actual effect on any measures of victimization and perpetration, for no clear statistically significant pattern (i.e., $p < .01$) emerged across a large range of victimization and perpetration items. This view was supported by the lack of statistically significant differences on the measure of sexual harassment, intervening as a bystander, and behavioral intentions to reduce/avoid violence. A case could be made that if the treatment were having an effect on actual behavior, some indication of this likely would have been seen in these other measures. Additionally, even if we surmised that the positive peer violence finding was real and the dating violence finding was spurious, we may only have measured willingness or sensitivity to report violence, as opposed to actual behavioral change.

Another interpretation is that the interventions (in particular law and justice) did have a positive effect on reducing violence. The argument is that we had two positive results for peer violence (peer violence victimization and perpetration) and only one of two negative results for dating violence (dating violence perpetration but not victimization). In addition, we were able to positively affect knowledge and attitudinal changes, both of which were considered prerequisites for behavioral change. Additional longitudinal research with the study sample would help confirm this positive interpretation. As Foshee et al. (2004) reported, positive findings tend to dissipate when examined several years after the intervention.

Although data from the 6-month follow-up survey showed mixed results, additional research is justified to investigate further the long-term effects of this program. In fact, we recommend implementing additional booster sessions in the classrooms potentially to maintain the initial changes that were reported post-intervention.

We also learned several lessons in implementing this study in the three participating school districts that could prove valuable to researchers planning similar studies. (See Appendix N for a more detailed chronological report of the lessons learned).

We realized early that without the commitment of the school superintendents, the study would not have taken place. By spending time in face-to-face visits with the superintendents, senior staff, and teachers, we were able to demonstrate our willingness to be flexible. We also were able to show our commitment to understanding their needs and incorporating them into our program. This also helped to secure buy-in from the teachers and school staff so we could teach the curricula successfully to students. Collaboration was also a key component for success; by establishing a solid relationship with CRCC early in the development of this study, we were able to create meaningful curricula and have an experienced and competent person from CRCC implement them. In addition, flexibility was imperative for the success of this study, as we needed to adjust our timeline to the school schedule to accommodate school trips, assemblies, fire drills, and other activities.

We also confirmed the importance of pilot testing the student survey and appreciated the value of having a research team member facilitate data collection. These steps helped ensure standardization in survey administration. Incorporating standardized measures from other researchers in this field into the survey also was valuable to establish a record of validity.

We also recognized the need to consider carefully the timing of qualitative data collection. Due to certain logistical and timing issues, the focus groups were delayed and rescheduled toward the end of the school year. In hindsight, we might have waited too long after the lessons had been conducted to carry out these focus groups; the interventions/lessons had ended in late January and we did not run the focus groups until May. In the course of a school year, that was



a long time, especially as the school year was almost over and activities were winding down in anticipation of the summer break.

Additionally, it was important to conduct focus groups with teachers who were involved in the study, as well as interviews with key informants (superintendents). The data gathered helped us understand what motivated schools to take part in a research study and we considered the suggestions to revise further the curricula and its implementation. We would have liked to run focus groups with students who received the curricula, but it was not possible due to funding restraints. The students could have provided additional information about the prevalence of GV/H in their schools and offered feedback on the curricula and survey. As other studies evaluate school-based prevention programs addressing GV/H, this study's use of a rigorous design, flexibility with scheduling, and responding to the needs of the staff and students can inform their efforts.

The field will benefit from future research that investigates interaction-based versus law and justice curricula to provide further information as to which components are most successful in reducing GV/H among middle school students. Learning whether booster sessions were sufficient for maintaining effects or if curricula should be longer than five sessions also would be important research topics that could advance knowledge in the field.

Overall, the interventions (in particular the law and justice curriculum) were shown to affect student knowledge and attitudes regarding GV/H in a positive manner. The findings on behavioral change were more difficult to interpret and more research is needed to aid in interpretation of the findings. Despite some of the mixed findings regarding the efficacy of the interventions in reducing actual violent victimization and perpetration, the results were encouraging and offer preliminary support to our contention that these types of lessons and pedagogy are effective with students in sixth and seventh grades, especially for increasing knowledge and changing attitudes. As a result of this study, scientific data are now available on the behavior, attitudes, and knowledge about GV/H among sixth and seventh grade students from an economically and ethnically diverse middle school population. Other researchers and program developers have the opportunity to expand on this study as they pursue efforts to interrupt the precursors to teen dating violence.

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Appendix A: Interaction-based Treatment Curriculum

Final Revised treatments
10-26-2006

Interaction-based Treatment

Prior to beginning Class #1:

- The students will have taken a pre-test, administered several days earlier
- The students will have returned the signed parental permission forms (and these forms will have been collected by the teacher).
- Students will have signed their own permission form, agreeing to participate in these five classes.
- Create folders a day/week in advance
 - Each student will be provided with a folder that they should decorate/mark-up and individualize but instruct them **NOT to write their names on the folders.**
 - These folders will remain in the classroom but the students need to keep their papers, homework and class work in these pocket folders.
 - We (the researchers) will collect these written assignments at the end of the five sessions.
- The word **“HANDOUT”** is written along the right side of the page indicating that it is meant for the students.
- **Read aloud** to the students the introductory statement (attached) that will give them a brief overview of the next 5 classes.
- Teacher/Instructor will **read aloud** a statement that alerts them to services/people available to them should they become upset or want more information.
- Teachers/Instructor will have signed a confidentiality form.

- **NOTE TO Teachers** who are not teaching this unit: We need you - Please stay in the room, & observe the presentations.

NOTE TO ALL: This treatment **deliberately** contains **NO information on laws and NO discussion of laws or consequences of violating laws.** The focus is on initially on interactions, boundaries in friendships/relationships, and moving out to discussions of communication, courage of bystander, and interventions.

WHAT IF: If the students bring up questions about **LAWS**, please tell them that you will cover that at another time and please ask them to write down their questions and tell them that you will address it another time.



Final Revised treatments
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Class #1: Measuring Personal Space, with discussion (see attached with **homework assignment** – writing assignment).

- Spend the first **20 minutes**. of the class period doing the measuring part of the exercise
- Spend the last **20 minutes**. of the class period going over the discussion questions
- Assign a question or two as homework/reflection essays
- **NOTE TO TEACHERS:** The questions in this treatment are different from those that are used in this same activity in the “Law & Justice” treatment. Please stick with the questions as they are laid out in this treatment and don’t use the questions from the “Law & Justice” treatment.



Revised treatments
September 2006

**First activity – for – Interaction-based Treatment –
Measuring Personal Space**

(Time: spend 20 minutes on the measuring, and 20 minutes on the discussion)

Class/School _____
Grade _____
Teacher _____ Date: _____

Divide into groups of three students (coed). Make sure that friends do not cluster with friends, and make sure that each group has a combination of boys/girls.

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

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

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

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

Then switch roles

#1 Name: _____
Partner who walks toward #1: _____
Number of inches: _____

#2 Name: _____
Partner who walks toward #2: _____
Number of inches: _____

#3 Name: _____
Partner who walks toward #3: _____
Number of inches: _____

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

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



Revised treatments
September 2006

TIME: spend 20 minutes on this section

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

1. What do we notice when people of the opposite sex walked towards each other?
 - Was the distance greater or smaller when the word STOP was said?
 - Why do you think that is?
2. How could you tell when either student was feeling that his/her personal space had been invaded?
 - What behaviors did you notice?
3. What responsibilities does the standing still person have to tell the other person to stop?
4. What responsibilities does the walker have even when the standing still person hasn't asked them to stop?
5. If you saw this really happening as an observer, what do you think your responsibilities are when a person does not stop after being asked to stop by another person?

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NIJ research project September 2006

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10-26-2006

BEFORE BEGINNING CLASS #2, COLLECT THE HOMEWORK FROM CLASS #1. ASK THE STUDENTS TO KEEP THE ASSIGNMENT AND TO FILE IT IN THEIR FOLDERS.

Class #2. Boundaries and friendships (from *Gender Violence/Gender Justice*)

Distribute the handout page called "*Fringe Friends*" (based on pages 53-55 in **GV/GJ**).

- Define "fringe friends": friends at the far end of your friendship spectrum; an acquaintance, someone you just met or don't know very well.
- Have each students fill in the choices for all 18 questions (options are "Yes, No, Maybe") (**Time: 10 minutes**).
- Direct the students to move on to the "follow-up" questions (**10 minutes**)
- Lead a class discussion about the 5 questions (**20 minutes**) – assign the remaining questions as homework.



"FRINGE FRIENDS"

Objectives

To help students understand the elements of a good friendship and to distinguish between the various kinds of friendships that they create.

Preparation

Photocopy the handout "FRINGE FRIENDS" for the students.

Introducing the Activity

A fringe friend is someone with whom you normally don't spend a lot of time. You may call them a "buddy" or an "acquaintance." Some of these fringe friends are platonic, and some are romantic.

Think of someone you have or have had as a fringe friend. What do you allow friends to do with (or to) you? Look at the list below. Choose *yes*, *no*, or *maybe*. For example, if you loan money to a fringe friend, circle *yes*.

1. Visit your house	Yes	No	Maybe
2. Walk to school with you	Yes	No	Maybe
3. Eat lunch with you	Yes	No	Maybe
4. Go to a movie with you	Yes	No	Maybe
5. Borrow your clothes	Yes	No	Maybe
6. Borrow your money	Yes	No	Maybe
7. Know your secrets	Yes	No	Maybe
8. Hug you	Yes	No	Maybe
9. Kiss you	Yes	No	Maybe
10. Grab your butt	Yes	No	Maybe
11. Hold your hand	Yes	No	Maybe
12. Intensely make out with you	Yes	No	Maybe
13. Have sex with you	Yes	No	Maybe
14. Shove you	Yes	No	Maybe
15. Tease you	Yes	No	Maybe
16. Yell at you	Yes	No	Maybe
17. Tickle you	Yes	No	Maybe
18. Hit/slap you	Yes	No	Maybe

Time

- 10 minutes to complete the 18 questions
- 10 minutes for "follow-up questions"
- 20 minutes for class discussion



Time:

- 10 minutes to answer questions
- 20 minutes to discuss

Follow Up Questions

1. What's the difference between a fringe friend and a trusted friend?
2. How can a fringe friend turn into a trusted friend?
3. How can a trusted friend turn into a fringe friend?
4. If a good friend of yours started to hang around with someone who you didn't trust, what are some possible actions you could take to warn your friend of your suspicions?
5. What do you do if your friend is being abused by another friend?
6. What do you do if your friend abuses someone?



"Fringe Friends"

Instructions

A fringe friend is someone with whom you normally don't spend a lot of time. You may call them a "buddy" or "acquaintance." Some of these fringe friends are platonic, and sometimes they are romantic. Think of someone you have or have had as a fringe friend. What do you allow fringe friends to do with (or to) you? Look at the list below. Choose *yes*, *no*, or *maybe*. For example, if you loan money to a fringe friend, circle *yes*.

1. Visit your house	Yes	No	Maybe
2. Walk to school with you	Yes	No	Maybe
3. Eat lunch with you	Yes	No	Maybe
4. Go to a movie with you	Yes	No	Maybe
5. Borrow your clothes	Yes	No	Maybe
6. Borrow money	Yes	No	Maybe
7. Know your secrets	Yes	No	Maybe
8. Hug you	Yes	No	Maybe
9. Kiss you	Yes	No	Maybe
10. Grab your butt	Yes	No	Maybe
11. Hold your hand	Yes	No	Maybe
12. intensely make out with you	Yes	No	Maybe
13. Have sex with you	Yes	No	Maybe
14. Shove you	Yes	No	Maybe
15. Tease you	Yes	No	Maybe
16. Yell at you	Yes	No	Maybe
17. Tickle you	Yes	No	Maybe
18. Hit/slap you	Yes	No	Maybe

Follow Up Questions

1. What's the difference between a fringe friend and a trusted friend?
2. How can a fringe friend turn into a trusted friend?
3. How can a trusted friend turn into a fringe friend?
4. If a good friend of yours started to hang around with someone who you didn't trust, what are some possible actions you could take to warn your friend of your suspicions?
5. What do you do if your friend is being abused by another friend?
6. What do you do if your friend abuses someone?

Write answers on back

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Final Revised treatments
10-26-2006

BEFORE BEGINNING CLASS #3: COLLECT THE HOMEWORK FROM CLASS #2. ASK THE STUDENTS TO KEEP THE ASSIGNMENT AND TO FILE IT IN THEIR FOLDERS.

3. Class #3 – *Flirting or Hurting*:

a. What's the difference between "Flirting vs. Sexual Harassment?" – do this activity on the board/on newsprint.

- Establish the **GROUND RULES**:
 - No swearing/street words/terms permitted- okay to use first letter of the word, followed by dashes....
 - No names of people are permitted
 - Read the "**INTRODUCTION**" statement (see page 12 that follows) prior to beginning the activity with the students.
- Spend **30 minutes** on this activity (it can generate a lot of laughs, disagreements, story-telling, so keep returning to the chart to focus the students)
- Make sure you keep a list of "*Depends...*" (how a behavior can vary between either the "flirting" column or the "Sexual Harassment" column, depending on.....)

b. **Homework assignment:** "*Write about a time that flirting crossed over into Harassment- either that you observed, happened to you, or if necessary, use your imagination and make it up.*"

Let the students know that you (the teacher) will have some written dialog with them about their homework assignment in the near future.

Class Session 3a

30 mins

Flirting vs. Sexual Harassment:



A Teacher-led Discussion

Objectives

To raise student awareness about the kinds of sexual harassment which take place all the time; to discern the fluid, subjective line between flirting and sexual harassment; to encourage open student discussion of a complicated topic.

Preparation

Prepare three lists with headings and subheadings either on the blackboard or on big sheets of newsprint (these sheets may be used as reference points in later lessons). The titles of the three lists should read "Verbal or Written," "Gestures," and "Physical." Under each heading, write the two subheadings "Flirting" and "Harassment." During the discussion, anticipate creating a third subheading on each of the three lists titled "Depends." At this point, the three lists should look like this:

Verbal or Written	Gestures	Physical
<u>Flirting</u> <u>Harassment</u>	<u>Flirting</u> <u>Harassment</u>	<u>Flirting</u> <u>Harassment</u>

Decide beforehand if you will allow students to use profanity or if they should speak in euphemisms. Another alternative is for students to write their answers on paper and hand these to you to decide what to record on the lists.

Ask students to arrange their chairs in a circle, if possible.

Decide upon the ground rules, e.g.:

- 1) Everyone must listen when someone is speaking.
- 2) Don't get personal by mentioning anyone's name when telling about a specific incident.
- 3) Ask students to determine other rules, such as "What's said here, stays here."

Activity

- To avoid confusion, walk students through the lists one at a time.
- Write down student answers under the appropriate sub heading.
- Encourage students to stay with specifics they know from a school setting and not stray to hypothetical or out-of-school situations.
- If one column isn't being addressed, ask students specific questions; e.g.: "Can you give me examples of physical ways people flirt?"
- When students disagree upon the nature of a particular behavior or comment, ask them what criteria they are basing their opinion upon and enter this under a heading "Depends." For example, perhaps the nature of a comment depends upon whether the speaker is a friend or a stranger, or upon their tone of voice. Write these dependent variables on the appropriate list.
- If one behavior falls under both headings of "Flirting" and "Harassment," note this by drawing an arrow from one column to the other; e.g.:

Verbal or Written		Gestures		Physical	
Flirting	Harassment	Flirting	Harassment	Flirting	Harassment
you look nice		blowing kiss		smug	pinch
like your hair	nice ass	wink	grab/own/steal	hold hands	grabbing
	no	wave	liplicking		
depends		depends		depends	
tone of voice		friend or stranger		friend or stranger	
how they look at you		how old they are		where you are	
who else is around		in public or in private			

Introduction

(Read allowed to students before beginning activity)

"You are the best anthropologists of you own culture - and 'subcultures' (cliques, who you 'hang' with). All the time, you are observing other kids' behaviors in school, and you see how behaviors differ depending on where you are and whether there are adults around or not - in classrooms, locker rooms, the cafeteria, the parking lot, the hallways. In this discussion, I want you to draw upon what *you* already know and see. You are the experts and sophisticated 'critiquers' of your subcultures.

"In this exercise, we're going to talk about how you interact with each other and what you observe, how you make sense between what is sexual harassment and what is flirting ('hanging out,' 'getting to know someone').

"First we'll focus on verbal or written exchanges, such as comments or notes. Then we'll focus on gestures such as winking, waving and other ways you communicate without speaking or touching. Lastly we'll consider physical interactions. For each category, we'll talk about examples of flirting and then instances that cross the line into sexual harassment. I don't expect everyone to agree. What's most important is that we start talking. Can anyone give me an example of a comment or a note that's flirtatious and nice...?"

"While we do this activity, think about all kinds of interactions, boys to girls, girls to boys, boys to boys and girls to girls."

Troubleshooting

Discussion often gets heated and students can raise many challenging questions. Here are some typical questions and scenarios, along with suggested responses:

- 1.) Students interrupt one another; everyone begins talking and disagreeing at once.

"We all have to be in the same conversation, so we all have to listen. We don't need to achieve consensus. It's good to travel through lots of opinions and disagreements because this is a complicated subject for everyone. Every definition of sexual harassment contains a subjective component, meaning the target can define the harassment. So, if you're confused, that's to be expected."

- 2.) Boys raise the argument that girls are asking to be harassed by the way they dress.

"All of our opinions about temptation are shaped by the times we live in. Did you know that Puritanical New England in the 1600's if a woman wore a dress and her ankles or wrists showed, men would walk on the other side of the street and turn their eyes away in horror? They believed that the devil was tempting them!

"Sometimes we - both males and females - do dress to look good and feel good about ourselves. Yes, we may want attention, but that doesn't mean we want to be harassed. There are different types of attention, as we're noting on these lists."

- 3.) Student's ask: "But how do you know which is which? We won't be able to say anything to one another!"

"We're figuring this out all the time - silently. You don't ever go up to someone and say, 'Hi, can we flirt now?' This is why we need to keep talking and openly discussing our intentions, feelings, and interpretations of each other's words and behaviors."

- 4.) If a student asks a question about law.

"That is a great question! However, right now we are just talking about behaviors. What you can do is write down your question and we will talk about it at another time."

Class Session 3b

Homework



Crossing the Line: A Short Story

(writing assignment)

Objectives

To discern the line between flirting and harassment, as well as the intentions and feelings of people involved. To introduce the responsibility of third party bystanders.

Assignment

Ask students to write a short story about a time when flirting between students crosses the line into sexual harassment. Instruct them to try to base their story on an incident they have seen at school, using false names, and *not* to resolve the conflict in their stories (students will be asked to generate responses in the debriefing). Additional instructions:

- Feel free to draw upon the lists created in the "Flirting vs. Harassment" activity.
- Characters can be any age and either gender.
- Include descriptions: where and when the situation is happening, characters' names, their appearance, and so on.
- Include characters' dialogue, thoughts, and feelings.
- Since both flirting and sexual harassment usually happen in public, include other people who see what is happening.
- End the story with the target of harassment saying, "I don't know what to do" or posing the question, "What should I do?"


Debriefing

After students have handed in and you have reviewed their stories, choose several stories to read aloud to the class. Ask students if they'd prefer you to read the writings without identifying the authors or if they'd feel more comfortable reading their own. Possible discussion questions for the class:

1. Is this flirting or sexual harassment? How can you tell?
2. What should the target do now? (If students are stumped.)

lay out options to choose from, e.g., ignore him/her? say something? tell a friend?)

3. If you were standing nearby and saw this happen, what would you do?

 During this discussion it can be very powerful to ask students to improvise on the spur-of-the-moment as either targets or bystanders; students then get the chance to "try on," and see one another taking, proactive stances. For example, during discussion of a story where a girl is harassed by a boy, the teacher spontaneously asks a student named "Louisa" the following questions:

"What would you say in this situation, 'Louisa'? If 'Serge' (sitting behind her) were harassing you, what could you say to get him to stop? Turn around and respond..."



Final Revised treatments
10-26-2006

BEFORE BEGINNING CLASS #4: COLLECT THE HOMEWORK FROM THE PRIOR CLASS. ASK THE STUDENTS TO KEEP THE ASSIGNMENT AND TO FILE IT IN THEIR FOLDERS.

Class #4: Watch Video/DVD segments from *Flirting or Hurting* show (by PBS)

TIME frame for this class:

- watch segment “*Doug*” (the whole section will take about **5 minutes**)
- discussion of questions below (**30 minutes**)
- it is fine to rerun the DVD to show it for a 2nd time to your class

After the segment is over, please discuss the following questions with your class, and ask one student to take notes on newsprint:

1. What Choices did Doug have:
 - a. In the Locker Room as he overhears the two boys discussing his friend?
 - b. In the Hallway, as the girls start speaking to him?
 - c. In gym class?
 - d. At lunch?
 - e. Getting into a fight?

2. Say to the students: “Think back to Class #3 and the discussion of Flirting vs. Sexual Harassment – *Would you call any of the behaviors that are happening to Doug to be either “flirting” or “sexual harassment”?* Why or Why not? Which ones?”



Time: 30 minutes

Discussion Questions

1. What choices did Doug have:
 - A. In the Locker Room as he overhears the two boys discussing his friend?
 - B. In the Hallway, as the girls start speaking to him?
 - C. In Gym class?
 - D. At lunch?
 - E. Getting into a fight?

2. *Say to students:* "Think back to Class #3 and the discussion of Flirting vs. Sexual Harassment - Would you call any of the behaviors that are happening to Doug to be either 'flirting' or 'sexual harassment'? Why or Why not? Which ones?"



Final Revised treatments
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Class #5 – “Finding courage in Relationships” (from GV/GJ)

TIME frame:

- **15 minutes** to discuss the DVD with the question below in (a)
 - **25 minutes** to fill in and discuss the *Finding Courage in Relationships* handout.
- a. Refer back to the DVD segment about Doug from Session #4:
- Ask the students and discuss as a whole group:
 - “*What if the other kids who were near-by to Doug, either in the Locker Room, or in the Hallway, had acted with COURAGE – how might the INTERACTIONS between Doug & the boys in the locker room, and between Doug & the girls in the hallway, been different?*”
 - Discuss for **15 minutes**.
- b. “*Finding courage in relationships*” – use the handout for the students.
- Handout to the students
 - Allot 10 minutes to answer the questions individually
 - Discuss as a full class for 15 minutes

After this last class, collect all student folders and save/return to Research Team.

FINDING COURAGE IN RELATIONSHIPS

Objectives

By referring to the video clip and discussion in the previous class, we will define courage in an expansive way; to move the discussion of courage from the macro-level to the micro-level; to encourage self-reflection about a spectrum of courageous behaviors.

Preparations

This activity can be done in a large classroom format. If you would like students to work in small groups or solo, photocopy the following questions for them. Decide if you'll read the answers aloud or if you'll talk about them hypothetically. Assign only a few questions to any student and be sure to mention that they don't have to do all the questions.

Activity

Have the students answer the following questions.

1. Have you ever been in a situation where you wish you had courage in your real life?
2. What are some aspects of a relationship that take courage?
3. Have you ever tried to stop someone from emotionally or physically hurting another person? If so what was the outcome? If not, why not?

Time

- 15 minutes to discuss the DVD and question
- 25 minutes to fill in and discuss the *Finding Courage in Relationships* handout

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Appendix B: Law and Justice Treatment Curriculum

Final Revised treatments
10-26-2006

Law & Justice Treatment

Prior to beginning Class #1:

- The students will have taken a pre-test, administered several days earlier
- The students will have returned the signed parental permission forms (and these forms will have been collected by the teacher).
- Students will have signed their own permission form, agreeing to participate in these five classes.
- Create folders a day/week in advance
 - Each student will be provided with a folder that they should decorate/mark-up and individualize but instruct them **NOT to write their names on the folders.**
 - These folders will remain in the classroom but the students need to keep their papers, homework and class work in these pocket folders.
 - We (the researchers) will collect these written assignments at the end of the five sessions.
- The word **“HANDOUT”** is written along the right side of the page indicating that it is meant for the students.
- **Read aloud** to the students the introductory statement (attached) that will give them a brief overview of the next 5 classes.
- Teacher/Instructor will **read aloud** a statement that alerts them to services/people available to them should they become upset or want more information.
- Teachers/Instructor will have signed a confidentiality form.

- **NOTE TO Teachers** in whose classrooms these lessons are happening: We need you - Please stay in the room & observe the presentations.

NOTE TO ALL: This treatment deliberately is silent about issues of impersonal communication, negotiations, and subjectivity. There is a heavy emphasis on laws, consequences, and rights.



Final Revised treatments
10-26-2006

Class #1: Measuring Personal Space, with discussion (see attached with **homework assignment** – writing assignment).

- Spend the first **20 minutes**. of the class period doing the measuring part of the exercise
- Spend the last **20 minutes**. of the class period going over the discussion questions
- Assign a question or two as homework/reflection essays
- **NOTE TO TEACHERS:** The questions in this treatment are different from those used in this same activity in the “interaction-based” treatment. Please stick with the questions as they are laid out in this treatment and don’t use the questions from the “interaction-based” treatment.

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NIJ research project September 2006



Revised treatments
September 2006

First activity – Law and Justice Treatment
Measuring Personal Space
TIME: 20 minutes for the measuring
20 minutes for the class discussion (see page 2)

Class/School _____
Grade _____
Teacher _____ Date: _____

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

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

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

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

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

Then switch roles

#1 Name: _____
Partner who walks toward #1: _____
Number of inches: _____

#2 Name: _____
Partner who walks toward #2: _____
Number of inches: _____

#3 Name: _____
Partner who walks toward #3: _____
Number of inches: _____

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

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



Revised treatments
September 2006

TIME: SPEND 20 MINUTES ON THESE QUESTIONS:

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

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

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Final Revised treatments
10-26-2006

BEFORE BEGINNING CLASS #2, COLLECT THE HOMEWORK FROM CLASS #1. ASK THE STUDENTS TO KEEP THE ASSIGNMENT AND TO FILE IT IN THEIR FOLDERS.

Class #2: Boundaries

(2 parts/handouts to this class session – please allot your time to include everything)

a. “*What is a Boundary?*”

- Distribute the HANDOUT page to the students

- Tell each student to answer the questions
 - Allot **15 minutes** for the students to write their answers to the questions
 - Spend **25 minutes** discussing the answers as a full group
 - If all the questions have not been fully discussed, assign the remaining ones as Homework

b. *Laws are a Kind of Boundary.* Ask the students: “*What are some things that kids are forbidden by law to do because they are not old enough?*”

One answer would be: voting.

- Make a list of laws (e.g.: drinking, purchasing cigarettes, driving a car, signing contracts, etc) that impose restrictions on kids due to their age.
- Write down the age, too along with each restriction/law

What is a Boundary?

Objectives

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

Preparation

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

Activity

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

Introducing the Activity

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

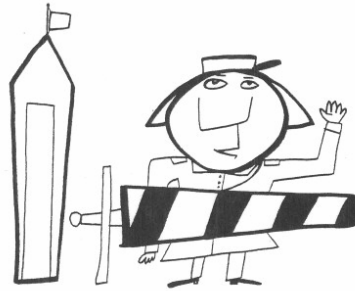
Questions

1. What are boundaries in this school? In this classroom?
2. How do other people set boundaries for you?
3. What boundaries have your parents set for you?
4. How do you recognize when you have crossed a boundary? What may happen?
5. Are boundaries the same for all people?
6. What are some behaviors that kids legally cannot do because of their age?

Time

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

What is a Boundary?



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

1. What are boundaries in this school? In this classroom?
2. How do other people set boundaries for you?
3. What boundaries have your parents set for you?
4. How do you recognize when you have crossed a boundary? What may happen?
5. Are boundaries the same for all people?
6. What are some behaviors that kids legally cannot do because of their age?

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Final Revised treatments
10-26-2006

BEFORE BEGINNING CLASS #3, COLLECT THE HOMEWORK ASSIGNMENTS. ASK THE STUDENTS TO KEEP THE ASSIGNMENT AND TO FILE IT IN THEIR FOLDERS.

Class #3: Dominance and Violence

Distribute the HANDOUT page to each student

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

Tell students to circle their choice for each of the 18 items on the questionnaire.

- Allot **10 minutes** for this part of the activity
- Allot **10 minutes** for a full class discussion of the circled choices
- Spend the final **20 minutes** of class time on the six discussion questions
- If you run out of time and haven't covered all of the questions, assign the last 3 questions as homework assignment.

Class Session 3

Dominance & Violence

Objectives

To help students see the different values held by the students in the classroom; to set standards regardless of sex for behaviors; and to expose double standards regarding violent acts, depending on the gender of the actors and recipients.

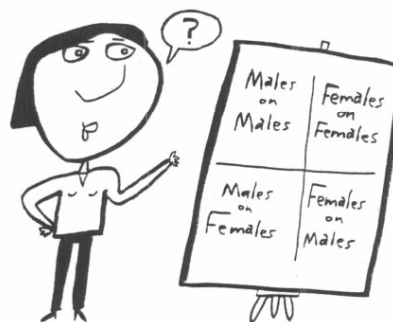
Preparation

Photocopy the handout: *Dominance and Violence*.

Introducing the Activity

We are going to talk about the difference between the ways:

- males treat males
- females treat females
- males treat females
- females treat males



And we want to see which behaviors would be labeled:

- No Big Deal
- Against School Rules
- Against the Law

Warning to the Teacher:

This activity contains language that might be offensive to some people. Use it judiciously and only those sections that you feel are appropriate.

Ask the students to think about being the recipient of a behavior as opposed to being the perpetrator. Sometimes a behavior done on a male by other males might be seen as joking, but the same behavior done on a female by males might be seen as harassment. Or perhaps there is no difference. This activity helps students see the different values held by the students in the classroom, and allows educators to set standards of conduct regardless of sex.

Time

- 10 minutes for students to complete grid handout
- 10 minutes for class discussion about grid handout
- 20 minutes for 6 discussion questions

9(1&j)



Dominance and Violence

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

	Males to Males	Females to Females	Females to Males	Males to Females
1. Calling someone a swear word or using street terms	No big deal	No big deal	No big deal	No big deal
	Against school rules	Against school rules	Against school rules	Against school rules
	Against the law	Against the law	Against the law	Against the law
2. Mocking someone's acne	No big deal	No big deal	No big deal	No big deal
	Against school rules	Against school rules	Against school rules	Against school rules
	Against the law	Against the law	Against the law	Against the law
3. Calling someone "gay" or "fag" as a put-down	No big deal	No big deal	No big deal	No big deal
	Against school rules	Against school rules	Against school rules	Against school rules
	Against the law	Against the law	Against the law	Against the law
4. Calling someone a pervert	No big deal	No big deal	No big deal	No big deal
	Against school rules	Against school rules	Against school rules	Against school rules
	Against the law	Against the law	Against the law	Against the law
5. Making fun of someone's private parts	No big deal	No big deal	No big deal	No big deal
	Against school rules	Against school rules	Against school rules	Against school rules
	Against the law	Against the law	Against the law	Against the law
6. Grabbing butts	No big deal	No big deal	No big deal	No big deal
	Against school rules	Against school rules	Against school rules	Against school rules
	Against the law	Against the law	Against the law	Against the law
7. Groping the chest	No big deal	No big deal	No big deal	No big deal
	Against school rules	Against school rules	Against school rules	Against school rules
	Against the law	Against the law	Against the law	Against the law
8. "Depants-ing" (pulling down someone else's pants)	No big deal	No big deal	No big deal	No big deal
	Against school rules	Against school rules	Against school rules	Against school rules
	Against the law	Against the law	Against the law	Against the law
9. Being slammed against a locker	No big deal	No big deal	No big deal	No big deal
	Against school rules	Against school rules	Against school rules	Against school rules
	Against the law	Against the law	Against the law	Against the law
10. Having sex when both people are 14 years old	No big deal	No big deal	No big deal	No big deal
	Against school rules	Against school rules	Against school rules	Against school rules
	Against the law	Against the law	Against the law	Against the law

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Activity

Distribute the handout. Then begin the discussion questions.

Discussion Questions

1. What difference does it make if the behavior happens at school or elsewhere?
2. What's changed about the behavior if it happens in public or private?
3. Does age make a difference in how you answered the chart?
4. Does gender make a difference in how you answered the chart?



Discussion Questions

1. What difference does it make if the behavior happens at school or elsewhere?
2. What's changed about the behavior if it happens in public or private?
3. Does age make a difference in how you answered the chart?
4. Does gender make a difference in how you answered the chart?

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Final Revised treatments
10-26-2006

BEFORE BEGINNING CLASS #4, COLLECT THE HOMEWORK FROM CLASS #3. ASK THE STUDENTS TO KEEP THE ASSIGNMENT AND TO FILE IT IN THEIR FOLDERS.

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

Time Frame:

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

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

“No Big Deal”

“Against School Rules”

“Against the Law”

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

Say aloud to the students:

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

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

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

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

Please save the newsprint for class #5.



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10-26-2006

Class #5: “Says Who” questionnaire on myths/facts on sexual harassment.

TIME frame:

- **10 minutes** for students to take the quiz on sexual harassment (16 questions)
- **20 minutes** to discuss the answers
- **10 minutes** to hand out and discuss the other 2 handouts on sexual harassment

- Distribute the “**HANDOUT**” quiz to each student
- Allow students to work in pairs when answering the questions
- Allot **10 minutes** to work on the quiz
- Go over the answers for **20 minutes**
- Collect the quizzes
- Distribute the additional two student **HANDOUT** pages
- Discuss these 2 handout pages for **10 minutes:**
 - “*What is sexual harassment?*”
 - “*What can I do?*”

Class Session 5

handout

SAYS WHO? A QUESTIONNAIRE



Read each statement.



Check "A" if you agree with the statement.



Check "D" if you disagree with the statement.

A D

- 1. Sexual harassment is just having fun.
- 2. If I'm being sexually harassed by an adult in school, there's nothing I can do.
- 3. If no one else sees me being harassed, there's nothing I can do because the harasser will just say I'm lying.
- 4. If I've flirted with this person in the past, then I asked to be sexually harassed.
- 5. Girls cannot sexually harass other girls.
- 6. Boys cannot be sexually harassed by girls.
- 7. If a girl wears a short skirt or tight jeans, she is asking to be sexually harassed.

A D

- 8. Girls' bodies are the only thing that matters to most boys.
- 9. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or "wuss."
- 10. Writing dirty things about someone on a bathroom wall at school is sexual harassment.

A D

- 11. If sexual harassment happens in your school, the school district can be sued in court.
- 12. When a girl says "no," she really means "yes" or "maybe" or "later."
- 13. If a girl says she is being sexually harassed and the boy says he is only fooling, then it's not sexual harassment.
- 14. Sexual harassment isn't a serious problem in school since it only affects a few people.
- 15. If you ignore sexual harassment, more than likely it will stop.
- 16. Boys are sexually harassed just as often as girls.



15(1&j)

ask
yourself.

WHAT CAN I DO?

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

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

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

Do not blame yourself for sexual harass-

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

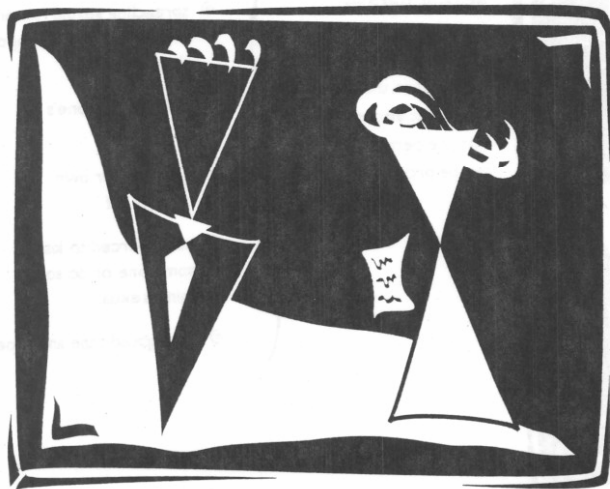
Keep a written record of the incidents: what happened, when, where, who else was present, and how you reacted. Save any notes or pictures you receive from the harasser.

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

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

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

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



REMEMBER...

**SEXUAL
HARASSMENT
IS AGAINST
THE LAW!**

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



Teacher Answer Guide

Says Who? Questionnaire

1. Sexual harassment is just having fun.

- Unlike flirting or good-natured joking, which are mutual interactions between two people, sexual harassment is unwelcomed and unwanted behavior which may cause the target to feel threatened, afraid, humiliated, angry, and often trapped.
- If sexual harassment feels like fun to someone, it could be one-sided fun at someone else's expense.
- Sexual harassment is about force, intimidation, power, and the disruption of the educational environment.
- Sexual harassment is illegal and a violation of students' rights to receive equal educational opportunities.

2. If I'm being sexually harassed by an adult in school, there's nothing I can do.

- If a person feels there is nothing they can do, it is because they are frightened or intimidated; or they have been lied to or threatened. They also may not know their rights.
- Sexual harassment is serious and illegal.
- If the sexual harassment between an adult in the school community and a minor (meaning a student) involves physical contact of a sexual nature, that adult may be committing child sexual abuse or assault, potentially criminal acts.
- It is very important for a student to speak to a trusted adult about the alleged behavior. It might be very scary to point the finger at a particular adult — that adult may have power over a student's grade or be the person who would write them a letter of recommendation to college, for a job, or for a particular scholarship. That adult may be a popular person in the community, someone who brings pride and attention to the school. None of these are reasons enough to endure sexual attention or contact from an adult.
- Please speak up for your own sake and for the sake of other students who over the years may have put up with these behaviors!

- Note: Ways to respond to sexual harassment are reviewed on the student handout "What Can I Do?," included in the "What are Your Rights" (Lesson 4); and on a second handout "Get Up, Stand Up for Your Rights," included in the "Get Up, Stand Up..." (Lesson 6).

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

- It is important to speak up because the harasser may have targeted others, and all of the combined stories may establish credibility.
- Unlike sexual harassment in the workplace, which is often a "he said/she said" dispute, sexual harassment in schools usually isn't a private event since schools are very public places with many bystanders, and passers-by.
- Clearly, though, some interactions between students occur privately; students hold private conversations and may have contact with one another which is unobserved. In this instance, if two students interpret one event in different ways, the disagreement might result in one student accusing the other of "lying." That is no reason not to speak up — to tell someone whom you trust. It is also a good idea to write everything about the event that you can remember: where it took place, what time of day, what exactly happened and what was said. Write how you felt, too. These details can help with the investigation.
- Working with an adult in the school, this might be an appropriate time to "write a letter to the harasser."
- Note: See the activity and handout "Send a Letter to the Harasser" (Activity 1).

4. If I've flirted with this person in the past, then I asked to be sexually harassed.

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



wanted on another — it often depends, as the “Flirting vs. Sexual Harassment” activity makes clear.

5. Girls cannot sexually harass other girls.

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

6. Boys cannot be sexually harassed by girls.

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

7. If a girl wears a short skirt or tight jeans, she is asking to be sexually harassed.

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

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

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

2001 Updated Survey
2000 Survey of 8 students in 8-11th Grades Showed:



of hostility and/or power.

- This statement is an example of "blaming the victim."

8. Girls' bodies are the only thing that matters to most boys.

- This statement is an example of gender bias and sexist stereotyping. It assumes that boys are not interested in relating to girls in caring, intellectual, friendly ways.

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

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

10. Writing dirty things about someone on a bathroom wall in school is sexual harassment.

- School districts are required by law to take a stand against those actions, activities, pranks and expressions that create a hostile and intimidating, "poisoned" educational environment. When a particular student or group of students is singled out, such "targeted speech" (speech which targets a particular person/s) may not be protected by the First Amendment.
- Note: A review of an incident involving sexual graffiti is included in the case study "Katy and the Bathroom Wall" (Lesson 5).

11. If sexual harassment happens in your school, the school district can be sued in court.

- School district officials are responsible under Title IX and other federal and state statutes to guarantee all students an education in an environment free from sexual harassment and sex discrimination. It is the responsibility of school administrators to tell students the rules and explain what is legal and illegal within the school.
- If school officials are negligent and fail to respond to complaints of sexual harassment, then they are allowing and encouraging behaviors which are both frightening and illegal.



A student may file a complaint with the Office for Civil Rights of the U.S. Department of Education, which will conduct an investigation; students also may file lawsuits in federal court under Title IX.

- In a 1992 unanimous ruling, the Supreme Court established that schools may be liable for compensatory damages in sex discrimination and sexual harassment cases.
- Note: School policies and procedures, as well as students' legal rights, are reviewed in the activity "What Are Your Rights?" (Lesson 4).

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

- "No" means no, but sometimes people will say or do things that mean "no" without directly saying so. This can be confusing to the other person. For example, boys often don't understand that when a girl says, "I don't feel like it," she means "no."
- When there is the slightest doubt about whether a person is comfortable with your behavior, you must ask them what they are feeling and then respect their limits. Otherwise, you are pressuring someone to do something against their will, and could run the risk of committing sexual harassment, sexual assault, or some other violation of their rights.
- It is okay for a girl (or a boy) to say, "I'm not sure."
- (Some of the above material is from the *Preventing Teen Dating Violence* curriculum by Carole Sousa, Lundy Bancroft and Ted German. See the Bibliography in Chapter 5 for information on how to purchase a copy of the curriculum.)

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

- Sexual harassment is defined from the target's perspective, not the harasser's.
- Consensus between the target and perpetrator is unnecessary in determining the nature of a behavior. All legal definitions of sexual harassment build in personal, subjective components.

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



- If you do not want or welcome attention which is of a sexual nature, and if this attention is interfering with your ability to do your school work, you are being sexually harassed.

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

- A majority of students report that at sometime in their school life they experience some form of sexual harassment.
- *Secrets in Public: Sexual Harassment in Our Schools*, a 1993 report written by the Wellesley College Center for Research on Women and cosponsored by the NOW Legal Defense and Education Fund, found the following results from a *Seventeen* magazine survey of girls:

89% of girls report having received sexual comments, gestures or looks, while 83% of girls report having been touched, grabbed or pinched.

When sexual harassment occurs, it is not a one-time-only event: 39% of girls reported being harassed at school on a daily basis during the last year.

Sexual harassment is a public event; other people are present at over two-thirds of the incidents.

Most harassers of girls are male.

Note: 4300 girls between the ages of 9 and 19 responded; the study analyzed a random sample of 2000.

Hostile Hallways, a 1993 survey conducted by the Harris Poll and sponsored by the American Association of University Women (AAUW) Foundation, reported the following results:

4 out of 5 students report having been the target of sexual harassment during their school lives. Despite the stereotype of males as harassers, significant numbers of boys (76%) report having been sexually harassed, compared to 85% of the girls.

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

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

make updates from 2001 survey

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

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

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

Note: This poll was a scientific random sample of 1600 students in 8th through 11th grades.

15. If you ignore sexual harassment, it will probably stop.

- Sexual harassment which is ignored often escalates.
- Sometimes people who are being harassed are afraid to say "stop!" They may fear the harassment is their fault, or that if they mention it to someone else they'll be laughed at, retaliated against, or shamed.
- It is important for targets of sexual harassment to take some action in order to let the harasser know that his or her attention is unwanted and to alert other people — a friend, a school counselor, a trusted adult — to the problem.
- Targets of sexual harassment need to know that their rights are being violated and that there are concrete steps that they can take to protect themselves.
- Note: Ways for the target and others to respond to sexual harassment are reviewed on the student handout "What Can I Do?," included in the "What are Your Rights" lesson (Lesson 4); and on a second handout "Get Up, Stand Up for Your Rights," included in the "Get Up, Stand Up..." lesson (Lesson 6).

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

- Boys are not sexually harassed as often as girls, but a significant number of boys report having been the target of sexual harassment in school.
- The 1993 Harris Poll/AAUW Survey *Hastile Hallways* reports the following:
 - Boys most commonly experience being the target of sexual comments, jokes, gestures or looks (56% of the boys, compared with 76% of the girls).
 - Two of five boys (42%) have experienced being touched, grabbed or pinched in a sexual way, compared with 65% of the girls.



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

Twice as many boys as girls have been called "gay" ("fag," "queer").

Boys are most often harassed by a girl acting alone.

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

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

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Appendix C: Student Survey (Forms A, B, and C)

Student Survey (Form A)

MARKING INSTRUCTIONS

- Use a #2 lead pencil, or a blue or black ink pen.
- Fill in the circle completely.
- Erase cleanly any marks you wish to change, or X out if in pen.
- Do not make any stray marks on this form.

CORRECT MARK



INCORRECT MARKS



Please fill in today's date.

TODAY'S DATE			
MONTH	DAY		YEAR
<input type="radio"/> Jan			
<input type="radio"/> Feb			
<input type="radio"/> Mar	0	0	0 6
<input type="radio"/> Apr	1	1	7
<input type="radio"/> May	2	2	8
<input type="radio"/> Jun	3	3	9
<input type="radio"/> Jul	4		
<input type="radio"/> Aug	5		
<input type="radio"/> Sep	6		
<input type="radio"/> Oct	7		
<input type="radio"/> Nov	8		
<input type="radio"/> Dec	9		

Here are some definitions of terms you'll need to know for this survey. Feel free to flip back-and-forth to re-read these definitions if you need to:

PEERS are: People about the same age as you. They may be your classmates, kids in your school, neighborhood/community, and are both girls and boys the same age as you. You might or might not know them or think of them as your friends.

People you ARE INTERESTED IN are: People who you have been talking to/getting to know, but never have gone out with, been on a date with, dated, or called them your boyfriend or girlfriend.

People you HAVE DATED are: People who you are "going with," "dating," "going steady with" or have "gone out with," "dated," or "gone steady with" for at least a week. This group includes anyone who is or was your boyfriend/girlfriend for at least a week.

Please continue on the next page.



DO NOT WRITE IN THIS AREA

DIRECTIONS:

Questions 1, 2, and 3 ask you to think about things that may or may not have been done to you by people. Think about the groups of people (defined above) separately when you are answering the following sets of questions: PEERS, PEOPLE YOU ARE INTERESTED IN, and PEOPLE YOU HAVE DATED.

1. When responding to each of the following items, only think about your **PEERS**. Have any of your **PEERS** ever done the following things to you? If you answer yes, please tell us how many times they did this to you in the past 6 months. Only include it when your **PEERS** did it to you first. (In other words, do not count it if they did it to you in self-defense or in play.)

1. Have your PEERS ...	Ever?		If YES , how many times did they do this to you in the past 6 months?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PLEASE DO NOT WRITE
IN THIS SPACE.**

2. When responding to each of the following items, only think about **PEOPLE THAT YOU ARE INTERESTED IN**. Have any **PEOPLE THAT YOU ARE INTERESTED IN** ever done the following things to you? If you answer yes, please tell us how many times they did this to you in the past 6 months. Only include it when **PEOPLE THAT YOU ARE INTERESTED IN** did it to you first. (In other words, do not count it if they did it to you in self-defense or in play.)

2.1 Have you ever been “interested” in someone, including, for example, someone you liked a lot or wanted to spend time with?

- No (**IF YOU HAVE NEVER BEEN INTERESTED IN SOMEONE, SKIP TO PAGE 4**)
- Yes (If YES, answer question 2.2)

2.2 Have the PEOPLE THAT YOU ARE INTERESTED IN . . .	Ever?		If YES, how many times did they do this to you in the past 6 months?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. When responding to each of the following items, only think about **PEOPLE YOU HAVE DATED**. Have any of the **PEOPLE YOU HAVE DATED** ever done the following things to you? If you answer yes, please tell us how many times they did this to you in the past 6 months. Only include it when the **PEOPLE YOU HAVE DATED** did it to you first. (In other words, do not count it if they did it to you in self-defense or in play.)

3.1 Have you ever DATED someone, including, for example, someone you “went with,” “went steady with” or “went out with”?

- No (**IF YOU HAVE NEVER DATED SOMEONE, SKIP TO PAGE 4**)
- Yes (If YES, answer question 3.2)

3.2 Has someone YOU HAVE DATED . . .	Ever?		If YES, how many times did they do this to you in the past 6 months?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on the next page.

DIRECTIONS:

Questions 4, 5, and 6 ask you to think about things that **YOU** might or might not have done to certain people (individuals or groups of people) in your life. Think about the same three groups separately: **PEERS**, **PEOPLE YOU ARE INTERESTED IN**, and **PEOPLE YOU HAVE DATED**.

4. When responding to each of the following items, only think about your **PEERS**. Have you ever done the following things to any of your **PEERS**? If you answer yes, please tell us how many times you did this to them in the past 6 months. Only include it when you did it first to your **PEERS**. (In other words, do not count it if you did it to them in self-defense or in play.)

Thinking about your PEERS , have you . . .	Ever?		If YES , how many times did you do this to them in the past 6 months?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. When responding to each of the following items, only think about **PEOPLE THAT YOU ARE INTERESTED IN**. Have you ever done the following things to **PEOPLE THAT YOU ARE INTERESTED IN**? If you answer yes, please tell us how many times you did this to them in the past 6 months. Only include it when you did it first to **PEOPLE THAT YOU ARE INTERESTED IN**. (In other words, do not count it if you did it to them in self-defense or in play.)

IF YOU HAVE NEVER BEEN INTERESTED IN SOMEONE, SKIP TO **J ON PAGE 5.**

Thinking about the PEOPLE THAT YOU ARE INTERESTED IN , have you . . .	Ever?		If YES , how many times did you do this to them in the past 6 months?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. When responding to each of the following items, only think about **PEOPLE YOU HAVE DATED**. Have you ever done the following things to **PEOPLE YOU HAVE DATED**? If you answer yes, please tell us how many times you did this to them in the past 6 months. Only include it when you did it first to **PEOPLE YOU HAVE DATED**. (In other words, do not count it if you did it to them in self-defense or in play.)

IF YOU HAVE NEVER DATED SOMEONE, SKIP TO J BELOW.

Thinking about PEOPLE YOU HAVE DATED , have you . . .	Ever?		If YES , how many times did you do this to them in the past 6 months?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

J

PLEASE READ THIS BEFORE YOU ANSWER THE NEXT SET OF QUESTIONS.

The next section of questions is about sexual harassment, which is defined in the following way:

SEXUAL HARASSMENT is unwanted and unwelcome sexual behavior that interferes with someone's life at school or any school-sponsored activity (like band, sports, field trips, bus rides, or school activities/clubs). Sexual harassment is NOT behaviors that a person likes or wants or is agreed to between two people (for example, kissing, touching or flirting that you both agree to).

7. Has anyone ever done any of the following **TO YOU** at school or during a school-sponsored activity **when you did not want them to**?

Has anyone ever . . .	Ever?		If YES , how many times did they do this to you in the past 6 months?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/ to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left you sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about you on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said you were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spied on you as you dressed or showered at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. "Flashed" or "moonied" you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Touched, grabbed, or pinched you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intentionally brushed up against you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Pulled at your clothing in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Pulled your clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Blocked your way or cornered you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Made you kiss him or her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Made you do something sexual, other than kissing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered YES to any of the items in question 7, please continue the survey on the next page.

If you answered NO to ALL of the items in question 7, SKIP to question 10.

8. Who did the things in Question 7 (on the previous page) to you? (Select all that apply)

	Yes	No
a. Teacher(s)?	<input type="radio"/>	<input type="radio"/>
b. Other school employee(s)?	<input type="radio"/>	<input type="radio"/>
c. Someone else?	<input type="radio"/>	<input type="radio"/>
d. Student(s)? (If Yes, answer question 9. If No, skip to question 10)	<input type="radio"/>	<input type="radio"/>

9. If you answered YES to letter "d" in Question 8 – Student(s) – who were the students who ever harassed you? Were they ... (Select all that apply)

Were they ...	Yes	No
a. Someone your own age?	<input type="radio"/>	<input type="radio"/>
b. Someone older than you?	<input type="radio"/>	<input type="radio"/>
c. Someone your same sex?	<input type="radio"/>	<input type="radio"/>
d. Someone the opposite sex from you?	<input type="radio"/>	<input type="radio"/>
e. Someone who used to be a boy/girlfriend?	<input type="radio"/>	<input type="radio"/>
f. Someone who used to be a friend?	<input type="radio"/>	<input type="radio"/>
g. Boy(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
h. Girl(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
i. Boy(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>
j. Girl(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>

10. Have YOU ever done any of the following to someone else when they did not want you to?

Have you ever ...	Ever?		If YES, how many times did you do this to someone in the past 6 months?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/ to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left them sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about them on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said they were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spied on them as you dressed or showered at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. "Flashed" or "moonied" them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Touched, grabbed, or pinched them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intentionally brushed up against them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Pulled at their clothing in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Pulled their clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Blocked their way or cornered you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Made them kiss you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Made them do something sexual, other than kissing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered YES to any of the items in question 10, please continue the survey on the next page.

If you answered NO to ALL of the items in question 10, SKIP to question 13a.

11. Thinking about the things in Question 10 (on the previous page) that you have done in your life, who did you do them to? (Select all that apply)

	Yes	No
a. Teacher(s)?	<input type="radio"/>	<input type="radio"/>
b. Other school employee(s)?	<input type="radio"/>	<input type="radio"/>
c. Someone else?	<input type="radio"/>	<input type="radio"/>
d. Student(s)? (If Yes, answer question 12. If No, skip to question 13)	<input type="radio"/>	<input type="radio"/>

12. If you answered YES to letter "d" in Question 11 – Student(s) – who were the students who you harassed? Were they ... (Select all that apply)

Were they ...	Yes	No
a. Someone your own age?	<input type="radio"/>	<input type="radio"/>
b. Someone older than you?	<input type="radio"/>	<input type="radio"/>
c. Someone your same sex?	<input type="radio"/>	<input type="radio"/>
d. Someone the opposite sex from you?	<input type="radio"/>	<input type="radio"/>
e. Someone who used to be a boy/girlfriend?	<input type="radio"/>	<input type="radio"/>
f. Someone who used to be a friend?	<input type="radio"/>	<input type="radio"/>
g. Boy(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
h. Girl(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
i. Boy(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>
j. Girl(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>

DIRECTIONS: Please answer questions 13-15 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
13a. Girls' bodies are the only things that matter to most boys.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13b. A boy who tells his girlfriend who she can hang out with is being too controlling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13c. In dating relationships between males and females, males should be the leaders and decision-makers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13d. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or "wuss."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13e. It is all right for a girl to ask a boy out on a date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14a. When a girl says "no," she really means "yes" or "maybe" or "later."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14b. Sexual harassment isn't a serious problem in school since it only affects a few people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14c. If you ignore sexual harassment, more than likely it will stop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14d. Sexual harassment is an issue that should concern both males and females equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14e. Sexual harassment is just having fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14f. If I have flirted with a person in the past, then I am encouraging sexual harassment by them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15a. When boys make comments and suggestions about girls' bodies, girls should take it as a compliment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15b. If I see a guy and his girlfriend physically fighting at school, it's none of my business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15c. Making sexual comments to a girl at school is wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15d. Girls are asking to be sexually harassed when they wear short skirts and tight clothes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15e. Girls lie about being raped just to get back at their dates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on the next page.

DIRECTIONS:

Please answer question 16 by filling in the bubble to indicate whether you think the statement is true or false. If you are not sure, you may fill in the bubble under "I do not know."

Statement	True	False	I Do Not Know
16a. According to Ohio law, it is considered rape if a male has sex with a female who is under the influence of alcohol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16b. As long as you are just joking around, what you say or do to someone cannot be considered sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16c. If two kids who are both under the age of 16 have sex, it is not against the law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16d. If no one else sees me being harassed, there's nothing I can do because the harasser will just say I'm lying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16e. Girls cannot be sexually harassed by other girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16f. Boys cannot be sexually harassed by girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16g. Writing dirty things about someone on a bathroom wall at school is sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16h. If sexual harassment happens in your school, the school district can be sued in court.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16i. If a girl says she is being sexually harassed and the boy says he's only fooling, then it's not sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16j. If a person is not physically harming someone, then they are not really abusive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS:

Please answer questions 17-19 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
17a. When someone of the opposite sex approaches me, I become more aware of my "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17b. Everybody has their own idea of the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17c. I can tell when someone feels their "personal space" has been invaded by looking at their body language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17d. Boys and girls have different ideas about the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17e. Everybody has a responsibility to respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17f. I could get into serious trouble if I do not respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17g. It is okay with me when someone I just met and became friends with wants to know my secrets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17h. Many boundaries are flexible and unfixed while others are rigid and inflexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
18a. I would not be able to stop a boy I didn't know very well from hitting a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18b. I know how to educate my friends about how to stop sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18c. I can help prevent sexual harassment against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18d. I have the skills to help support a female friend who is in an abusive/disrespectful relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18e. I can help prevent sexual violence against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
19a. I would tell a group of my male friends about their sexist language or behaviors if I hear it or see it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19b. I have the skills to support a female friend who is being disrespected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19c. If there was a group of guys I didn't know very well harassing a girl at school, I would not try to stop them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19d. I would tell a group of my male friends that it was disrespectful to make sexual comments about girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19e. I would tell my friend to stop using put-downs when he talks about a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19f. I would say something to a friend who is acting disrespectful toward girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19g. It would be too hard for me to face up to another student who is being disrespectful toward the boy or girl he/she is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19h. If I saw a girl I didn't know very well at school, and she was being harassed by a guy, I would help her get out of the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS:

Please read the following situations in questions 20-22 and indicate what you would do in each situation by filling in the bubble that goes with your answer.

20. Imagine that you hear Robert in the cafeteria joking with his friends about Brianna's body and then he touches her butt as she walks by the group. Brianna gets upset and leaves the cafeteria.

Choose from the list on the right to tell us what you would do if . . .	Nothing	Walk Away	Join In	Tell Robert to Stop	Get Help From Others
a. Robert is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Robert is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Robert is popular in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. You are alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Brianna is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Brianna is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Imagine that you hear James in the cafeteria bragging about how far he got with the girl he is going with, Nikki, on their last date.

Choose from the list on the right to tell us what you would do if . . .	Nothing	Walk Away	Join In	Tell James to Stop	Get Help From Others
a. James is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. James is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. James is popular in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. You are alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Nikki is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Nikki is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Imagine that you are in the school hallway and you see Andre get in Bill's face and call him a "fag" or "gay."

Choose from the list on the right to tell us what you would do if . . .	Nothing	Walk Away	Join In	Tell Andre to Stop	Get Help From Others
a. Andre is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Andre is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Andre is popular in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Andre is with his friends and you are alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Andre is alone and you are with your friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Bill is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Bill is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ITEMS FOR GIRLS ARE ON THE NEXT PAGE.

FOR MALES ONLY:



PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.

23m. If a girl you are going with/dating embarrassed you, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Embarrass her back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24m. If a girl you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Disrespect her back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25m. If a girl you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Say something to someone else that she does not like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26m. If you heard about something that a girl you are going with/dating did that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do the same thing back to her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on page 12.

FOR FEMALES ONLY:



PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.

23f. If a guy you are going with/dating embarrassed you, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Embarrass him back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24f. If a guy you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Disrespect him back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25f. If a guy you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Say something to someone else that he does not like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26f. If you heard about something that a guy you are going with/dating did that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do the same thing back to him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on page 12.

DIRECTIONS: Please tell us a little about yourself by answering these questions.

27. What is your age?

- 10 years old
- 11 years old
- 12 years old
- 13 years old
- 14 years old
- 15 years old or older

28. Are you: Female Male

29. What is your ethnic/racial background? (Please select **all that apply** or fill in the blank if it is not listed.)

- African American
- Asian American
- South Asian (Indian, Pakistani, etc.)
- Caucasian (White)
- Hispanic American or Latino/Latina
- Native American/American Indian
- Other (please write it in) _____

30. Have you ever attended an educational program about sexual harassment, sexual assault/rape, dating violence, and/or family/domestic violence?

- Yes
- No

31. If YES, where did you attend these educational programs? (Select all that apply)

- School
- After School
- Church/Temple/Mosque
- Boys/Girls Club
- Other (please write it in) _____

32. Have you been in a boyfriend/girlfriend dating relationship that lasted more than a week?

- Yes
- No → (If NO, THE SURVEY IS OVER)

33. If YES, how many people have you dated for more than one week? (Please fill in the grid to the right.) →

34. What was the length of your longest dating relationship?

- 1 week
- More than 1 week and less than one month
- 1 to 6 months
- More than 6 months and less than a year
- 1 year or more

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

(Write in the numbers, for example "01" or "12," and fill in the corresponding bubbles below each number.)

(YOU ARE DONE. PLEASE PLACE THE SURVEY IN THE ENVELOPE AND RETURN IT.)
THANK YOU!



DO NOT WRITE IN THIS AREA

Student Survey (Form B)

MARKING INSTRUCTIONS

- Use a #2 lead pencil, or a blue or black ink pen.
- Fill in the circle completely.
- Erase cleanly any marks you wish to change, or X out if in pen.
- Do not make any stray marks on this form.

CORRECT MARK



INCORRECT MARKS



Please fill in today's date.

TODAY'S DATE			
MONTH	DAY		YEAR
<input type="radio"/> Jan			
<input type="radio"/> Feb			
<input type="radio"/> Mar	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0 <input type="radio"/> 6
<input type="radio"/> Apr	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 7
<input type="radio"/> May	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 8
<input type="radio"/> Jun	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 9
<input type="radio"/> Jul	<input type="radio"/> 4		
<input type="radio"/> Aug	<input type="radio"/> 5		
<input type="radio"/> Sep	<input type="radio"/> 6		
<input type="radio"/> Oct	<input type="radio"/> 7		
<input type="radio"/> Nov	<input type="radio"/> 8		
<input type="radio"/> Dec	<input type="radio"/> 9		

– IMPORTANT NOTE –

Questions 1-12 ask you to think about things that have happened “**since you last took this survey.**” The **last** time you took this survey was on November 3rd.

Here are some definitions of terms you'll need to know for this survey. Feel free to flip back-and-forth to re-read these definitions if you need to:

PEERS are: People about the same age as you. They may be your classmates, kids in your school, neighborhood/community, and are both girls and boys the same age as you. You might or might not know them or think of them as your friends.

People you ARE INTERESTED IN are: People who you have been talking to/getting to know, but never have gone out with, been on a date with, dated, or called them your boyfriend or girlfriend.

People you HAVE DATED are: People who you are “going with,” “dating,” “going steady with” or have “gone out with,” “dated,” or “gone steady with” for at least a week. This group includes anyone who is or was your boyfriend/girlfriend for at least a week.

Please continue on the next page.



DO NOT WRITE IN THIS AREA

DIRECTIONS:

Questions 1, 2, and 3 ask you to think about things that may or may not have been done to you by people. Think about the groups of people (defined above) separately when you are answering the following sets of questions: PEERS, PEOPLE YOU ARE INTERESTED IN, and PEOPLE YOU HAVE DATED.

- When responding to each of the following items, only think about your **PEERS**. Have any of your **PEERS** ever done the following things to you? If you answer yes, please tell us how many times they did this to you since you last took this survey. Only include it when your **PEERS** did it to you first. (In other words, do not count it if they did it to you in self-defense or in play.)

1. Have your PEERS ...	Ever?		If YES , how many times did they do this to you since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PLEASE DO NOT WRITE
IN THIS SPACE.**

2. When responding to each of the following items, only think about **PEOPLE THAT YOU ARE INTERESTED IN**. Have any **PEOPLE THAT YOU ARE INTERESTED IN** ever done the following things to you? If you answer yes, please tell us how many times they did this to you since you last took this survey. Only include it when **PEOPLE THAT YOU ARE INTERESTED IN** did it to you first. (In other words, do not count it if they did it to you in self-defense or in play.)

2.1 Have you ever been “interested” in someone, including, for example, someone you liked a lot or wanted to spend time with?

- No (**IF YOU HAVE NEVER BEEN INTERESTED IN SOMEONE, SKIP TO PAGE 4**)
- Yes (If YES, answer question 2.2)

2.2 Have the PEOPLE THAT YOU ARE INTERESTED IN ...	Ever?		If YES , how many times did they do this to you since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. When responding to each of the following items, only think about **PEOPLE YOU HAVE DATED**. Have any of the **PEOPLE YOU HAVE DATED** ever done the following things to you? If you answer yes, please tell us how many times they did this to you since you last took this survey. Only include it when the **PEOPLE YOU HAVE DATED** did it to you first. (In other words, do not count it if they did it to you in self-defense or in play.)

3.1 Have you ever DATED someone, including, for example, someone you “went with,” “went steady with” or “went out with”?

- No (**IF YOU HAVE NEVER DATED SOMEONE, SKIP TO PAGE 4**)
- Yes (If YES, answer question 3.2)

3.2 Has someone YOU HAVE DATED ...	Ever?		If YES , how many times did they do this to you since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on the next page.

DIRECTIONS:

Questions 4, 5, and 6 ask you to think about things that **YOU** might or might not have done to certain people (individuals or groups of people) in your life. Think about the same three groups separately: **PEERS**, **PEOPLE YOU ARE INTERESTED IN**, and **PEOPLE YOU HAVE DATED**.

4. When responding to each of the following items, only think about your **PEERS**. Have you ever done the following things to any of your **PEERS**? If you answer yes, please tell us how many times you did this to them since you last took this survey. Only include it when you did it first to your **PEERS**. (In other words, do not count it if you did it to them in self-defense or in play.)

Thinking about your PEERS , have you . . .	Ever?		If YES , how many times did you do this to them since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. When responding to each of the following items, only think about **PEOPLE THAT YOU ARE INTERESTED IN**. Have you ever done the following things to **PEOPLE THAT YOU ARE INTERESTED IN**? If you answer yes, please tell us how many times you did this to them since you last took this survey. Only include it when you did it first to **PEOPLE THAT YOU ARE INTERESTED IN**. (In other words, do not count it if you did it to them in self-defense or in play.)

IF YOU HAVE NEVER BEEN INTERESTED IN SOMEONE, SKIP TO **J ON PAGE 5.**

Thinking about the PEOPLE THAT YOU ARE INTERESTED IN , have you . . .	Ever?		If YES , how many times did you do this to them since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. When responding to each of the following items, only think about **PEOPLE YOU HAVE DATED**. Have you ever done the following things to **PEOPLE YOU HAVE DATED**? If you answer yes, please tell us how many times you did this to them since you last took this survey. Only include it when you did it first to **PEOPLE YOU HAVE DATED**. (In other words, do not count it if you did it to them in self-defense or in play.)

IF YOU HAVE NEVER DATED SOMEONE, SKIP TO J BELOW.

Thinking about PEOPLE YOU HAVE DATED , have you . . .	Ever?		If YES , how many times did you do this to them since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

J

PLEASE READ THIS BEFORE YOU ANSWER THE NEXT SET OF QUESTIONS.

The next section of questions is about sexual harassment, which is defined in the following way:

SEXUAL HARASSMENT is unwanted and unwelcome sexual behavior that interferes with someone's life at school or any school-sponsored activity (like band, sports, field trips, bus rides, or school activities/clubs). Sexual harassment is NOT behaviors that a person likes or wants or is agreed to between two people (for example, kissing, touching or flirting that you both agree to).

7. Has anyone ever done any of the following **TO YOU** at school or during a school-sponsored activity **when you did not want them to**?

Has anyone ever . . .	Ever?		If YES , how many times did they do this to you since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/ to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left you sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about you on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said you were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spied on you as you dressed or showered at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. "Flashed" or "mooned" you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Touched, grabbed, or pinched you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intentionally brushed up against you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Pulled at your clothing in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Pulled your clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Blocked your way or cornered you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Made you kiss him or her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Made you do something sexual, other than kissing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered YES to any of the items in question 7, please continue the survey on the next page.

If you answered NO to ALL of the items in question 7, SKIP to question 10.

8. Who did the things in Question 7 (on the previous page) to you? (Select all that apply)

	Yes	No
a. Teacher(s)?	<input type="radio"/>	<input type="radio"/>
b. Other school employee(s)?	<input type="radio"/>	<input type="radio"/>
c. Someone else?	<input type="radio"/>	<input type="radio"/>
d. Student(s)? (If Yes, answer question 9. If No, skip to question 10)	<input type="radio"/>	<input type="radio"/>

9. If you answered YES to letter "d" in Question 8 – Student(s) – who were the students who ever harassed you? Were they ... (Select all that apply)

Were they ...	Yes	No
a. Someone your own age?	<input type="radio"/>	<input type="radio"/>
b. Someone older than you?	<input type="radio"/>	<input type="radio"/>
c. Someone your same sex?	<input type="radio"/>	<input type="radio"/>
d. Someone the opposite sex from you?	<input type="radio"/>	<input type="radio"/>
e. Someone who used to be a boy/girlfriend?	<input type="radio"/>	<input type="radio"/>
f. Someone who used to be a friend?	<input type="radio"/>	<input type="radio"/>
g. Boy(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
h. Girl(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
i. Boy(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>
j. Girl(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>

10. Have YOU ever done any of the following to someone else when they did not want you to?

Have you ever ...	Ever?		If YES, how many times did you do this to someone since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/ to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left them sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about them on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said they were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spied on them as you dressed or showered at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. "Flashed" or "mooned" them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Touched, grabbed, or pinched them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intentionally brushed up against them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Pulled at their clothing in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Pulled their clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Blocked their way or cornered you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Made them kiss you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Made them do something sexual, other than kissing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered YES to any of the items in question 10, please continue the survey on the next page.

If you answered NO to ALL of the items in question 10, SKIP to question 13a.

11. Thinking about the things in Question 10 (on the previous page) that you have done in your life, who did you do them to? (Select all that apply)

	Yes	No
a. Teacher(s)?	<input type="radio"/>	<input type="radio"/>
b. Other school employee(s)?	<input type="radio"/>	<input type="radio"/>
c. Someone else?	<input type="radio"/>	<input type="radio"/>
d. Student(s)? (If Yes, answer question 12. If No, skip to question 13)	<input type="radio"/>	<input type="radio"/>

12. If you answered YES to letter "d" in Question 11 – Student(s) – who were the students who you harassed? Were they ... (Select all that apply)

Were they ...	Yes	No
a. Someone your own age?	<input type="radio"/>	<input type="radio"/>
b. Someone older than you?	<input type="radio"/>	<input type="radio"/>
c. Someone your same sex?	<input type="radio"/>	<input type="radio"/>
d. Someone the opposite sex from you?	<input type="radio"/>	<input type="radio"/>
e. Someone who used to be a boy/girlfriend?	<input type="radio"/>	<input type="radio"/>
f. Someone who used to be a friend?	<input type="radio"/>	<input type="radio"/>
g. Boy(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
h. Girl(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
i. Boy(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>
j. Girl(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>

DIRECTIONS: Please answer questions 13-15 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
13a. Girls' bodies are the only thing that matters to most boys.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13b. A boy who tells his girlfriend who she can hang out with is being too controlling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13c. In dating relationships between males and females, males should be the leaders and decision-makers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13d. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or "wuss."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13e. It is all right for a girl to ask a boy out on a date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14a. When a girl says "no," she really means "yes" or "maybe" or "later."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14b. Sexual harassment isn't a serious problem in school since it only affects a few people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14c. If you ignore sexual harassment, more than likely it will stop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14d. Sexual harassment is an issue that should concern both males and females equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14e. Sexual harassment is just having fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14f. If I have flirted with a person in the past, then I am encouraging sexual harassment by them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15a. When boys make comments and suggestions about girls' bodies, girls should take it as a compliment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15b. If I see a guy and his girlfriend physically fighting at school, it's none of my business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15c. Making sexual comments to a girl at school is wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15d. Girls are asking to be sexually harassed when they wear short skirts and tight clothes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15e. Girls lie about being raped just to get back at their dates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on the next page.

DIRECTIONS:

Please answer question 16 by filling in the bubble to indicate whether you think the statement is true or false. If you are not sure, you may fill in the bubble under "I do not know."

Statement	True	False	I Do Not Know
16a. According to Ohio law, it is considered rape if a male has sex with a female who is under the influence of alcohol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16b. As long as you are just joking around, what you say or do to someone cannot be considered sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16c. If two kids who are both under the age of 16 have sex, it is not against the law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16d. If no one else sees me being harassed, there's nothing I can do because the harasser will just say I'm lying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16e. Girls cannot be sexually harassed by other girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16f. Boys cannot be sexually harassed by girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16g. Writing dirty things about someone on a bathroom wall at school is sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16h. If sexual harassment happens in your school, the school district can be sued in court.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16i. If a girl says she is being sexually harassed and the boy says he's only fooling, then it's not sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16j. If a person is not physically harming someone, then they are not really abusive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS:

Please answer questions 17-19 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
17a. When someone of the opposite sex approaches me, I become more aware of my "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17b. Everybody has their own idea of the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17c. I can tell when someone feels their "personal space" has been invaded by looking at their body language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17d. Boys and girls have different ideas about the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17e. Every body has a responsibility to respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17f. I could get into serious trouble if I do not respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17g. It is okay with me when someone I just met and became friends with wants to know my secrets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17h. Many boundaries are flexible and unfixed while others are rigid and inflexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
18a. I would not be able to stop a boy I didn't know very well from hitting a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18b. I know how to educate my friends about how to stop sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18c. I can help prevent sexual harassment against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18d. I have the skills to help support a female friend who is in an abusive/ disrespectful relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18e. I can help prevent sexual violence against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
19a. I would tell a group of my male friends about their sexist language or behaviors if I hear it or see it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19b. I have the skills to support a female friend who is being disrespected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19c. If there was a group of guys I didn't know very well harassing a girl at school, I would not try to stop them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19d. I would tell a group of my male friends that it was disrespectful to make sexual comments about girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19e. I would tell my friend to stop using put-downs when he talks about a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19f. I would say something to a friend who is acting disrespectful toward girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19g. It would be too hard for me to face up to another student who is being disrespectful toward the boy or girl he/she is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19h. If I saw a girl I didn't know very well at school, and she was being harassed by a guy, I would help her get out of the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS:

Please read the following situations in questions 20-22 and indicate what you would do in each situation by filling in the bubble that goes with your answer.

20. Imagine that you hear Robert in the cafeteria joking with his friends about Brianna's body and then he touches her butt as she walks by the group. Brianna gets upset and leaves the cafeteria.

Choose from the list on the right to tell us what you would do if . . .	Nothing	Walk Away	Join In	Tell Robert to Stop	Get Help From Others
a. Robert is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Robert is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Robert is popular in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. You are alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Brianna is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Brianna is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Imagine that you hear James in the cafeteria bragging about how far he got with the girl he is going with, Nikki, on their last date.

Choose from the list on the right to tell us what you would do if . . .	Nothing	Walk Away	Join In	Tell James to Stop	Get Help From Others
a. James is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. James is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. James is popular in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. You are alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Nikki is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Nikki is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Imagine that you are in the school hallway and you see Andre get in Bill's face and call him a "fag" or "gay."

Choose from the list on the right to tell us what you would do if . . .	Nothing	Walk Away	Join In	Tell Andre to Stop	Get Help From Others
a. Andre is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Andre is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Andre is popular in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Andre is with his friends and you are alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Andre is alone and you are with your friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Bill is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Bill is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ITEMS FOR GIRLS ARE ON THE NEXT PAGE.

FOR MALES ONLY:



PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.

23m. If a girl you are going with/dating embarrassed you, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Embarrass her back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24m. If a girl you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Disrespect her back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25m. If a girl you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Say something to someone else that she does not like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26m. If you heard about something that a girl you are going with/dating did that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do the same thing back to her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on page 12.

FOR FEMALES ONLY:



PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.

23f. If a guy you are going with/dating embarrassed you, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Embarrass him back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24f. If a guy you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Disrespect him back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25f. If a guy you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Say something to someone else that he does not like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26f. If you heard about something that a guy you are going with/dating did that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do the same thing back to him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on page 12.

DIRECTIONS: Please tell us a little about yourself by answering these questions.

27. What is your age?

- 10 years old
- 11 years old
- 12 years old
- 13 years old
- 14 years old
- 15 years old or older

28. Are you: Female Male

29. What is your ethnic/racial background? (Please select **all that apply** or fill in the blank if it is not listed.)

- African American
- Asian American
- South Asian (Indian, Pakistani, etc.)
- Caucasian (White)
- Hispanic American or Latino/Latina
- Native American/American Indian
- Other (please write it in) _____

30. Have you ever attended an educational program about sexual harassment, sexual assault/rape, dating violence, and/or family/domestic violence?

- Yes
- No

31. If YES, where did you attend these educational programs? (Select all that apply)

- School
- After School
- Church/Temple/Mosque
- Boys/Girls Club
- Other (please write it in) _____

32. Have you been in a boyfriend/girlfriend dating relationship that lasted more than a week?

- Yes
- No → (If NO, THE SURVEY IS OVER)

33. If YES, how many people have you dated for more than one week? (Please fill in the grid to the right.) →

34. What was the length of your longest dating relationship?

- 1 week
- More than 1 week and less than one month
- 1 to 6 months
- More than 6 months and less than a year
- 1 year or more

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

(Write in the numbers, for example "01" or "12," and fill in the corresponding bubbles below each number.)

**(YOU ARE DONE. PLEASE PLACE THE SURVEY IN THE ENVELOPE AND RETURN IT.)
THANK YOU!**



DO NOT WRITE IN THIS AREA

Student Survey (Form C)

MARKING INSTRUCTIONS

- Use a #2 lead pencil, or a blue or black ink pen.
- Fill in the circle completely.
- Erase cleanly any marks you wish to change, or X out if in pen.
- Do not make any stray marks on this form.

CORRECT MARK



INCORRECT MARKS



Please fill in today's date.

TODAY'S DATE			
MONTH	DAY		YEAR
<input type="radio"/> Jan			
<input type="radio"/> Feb			
<input type="radio"/> Mar	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0 <input type="radio"/> 6
<input type="radio"/> Apr	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 7
<input type="radio"/> May	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 8
<input type="radio"/> Jun	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 9
<input type="radio"/> Jul	<input type="radio"/> 4		
<input type="radio"/> Aug	<input type="radio"/> 5		
<input type="radio"/> Sep	<input type="radio"/> 6		
<input type="radio"/> Oct	<input type="radio"/> 7		
<input type="radio"/> Nov	<input type="radio"/> 8		
<input type="radio"/> Dec	<input type="radio"/> 9		

– IMPORTANT NOTE –

Questions 1-12 ask you to think about things that have happened “**since you last took this survey.**” The **last** time you took this survey was on November 15th.

Here are some definitions of terms you'll need to know for this survey. Feel free to flip back-and-forth to re-read these definitions if you need to:

PEERS are: People about the same age as you. They may be your classmates, kids in your school, neighborhood/community, and are both girls and boys the same age as you. You might or might not know them or think of them as your friends.

People you ARE INTERESTED IN are: People who you have been talking to/getting to know, but never have gone out with, been on a date with, dated, or called them your boyfriend or girlfriend.

People you HAVE DATED are: People who you are “going with,” “dating,” “going steady with” or have “gone out with,” “dated,” or “gone steady with” for at least a week. This group includes anyone who is or was your boyfriend/girlfriend for at least a week.

Please continue on the next page.



DO NOT WRITE IN THIS AREA

DIRECTIONS:

Questions 1, 2, and 3 ask you to think about things that may or may not have been done to you by people. Think about the groups of people (defined above) separately when you are answering the following sets of questions: PEERS, PEOPLE YOU ARE INTERESTED IN, and PEOPLE YOU HAVE DATED.

- When responding to each of the following items, only think about your **PEERS**. Have any of your **PEERS** ever done the following things to you? If you answer yes, please tell us how many times they did this to you since you last took this survey. Only include it when your **PEERS** did it to you first. (In other words, do not count it if they did it to you in self-defense or in play.)

1. Have your PEERS ...	Ever?		If YES , how many times did they do this to you since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PLEASE DO NOT WRITE
IN THIS SPACE.**

2. When responding to each of the following items, only think about **PEOPLE THAT YOU ARE INTERESTED IN**. Have any **PEOPLE THAT YOU ARE INTERESTED IN** ever done the following things to you? If you answer yes, please tell us how many times they did this to you since you last took this survey. Only include it when **PEOPLE THAT YOU ARE INTERESTED IN** did it to you first. (In other words, do not count it if they did it to you in self-defense or in play.)

2.1 Have you ever been “interested” in someone, including, for example, someone you liked a lot or wanted to spend time with?

- No (**IF YOU HAVE NEVER BEEN INTERESTED IN SOMEONE, SKIP TO PAGE 4**)
- Yes (If YES, answer question 2.2)

2.2 Have the PEOPLE THAT YOU ARE INTERESTED IN . . .	Ever?		If YES , how many times did they do this to you since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. When responding to each of the following items, only think about **PEOPLE YOU HAVE DATED**. Have any of the **PEOPLE YOU HAVE DATED** ever done the following things to you? If you answer yes, please tell us how many times they did this to you since you last took this survey. Only include it when the **PEOPLE YOU HAVE DATED** did it to you first. (In other words, do not count it if they did it to you in self-defense or in play.)

3.1 Have you ever DATED someone, including, for example, someone you “went with,” “went steady with” or “went out with”?

- No (**IF YOU HAVE NEVER DATED SOMEONE, SKIP TO PAGE 4**)
- Yes (If YES, answer question 3.2)

3.2 Has someone YOU HAVE DATED . . .	Ever?		If YES , how many times did they do this to you since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted your arm or bent back your fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked you somewhere on your body other than in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked you in your private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit you with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made you touch their private parts or touched yours when you did not want them to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened you with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on the next page.

DIRECTIONS:

Questions 4, 5, and 6 ask you to think about things that **YOU** might or might not have done to certain people (individuals or groups of people) in your life. Think about the same three groups separately: **PEERS**, **PEOPLE YOU ARE INTERESTED IN**, and **PEOPLE YOU HAVE DATED**.

4. When responding to each of the following items, only think about your **PEERS**. Have you ever done the following things to any of your **PEERS**? If you answer yes, please tell us how many times you did this to them since you last took this survey. Only include it when you did it first to your **PEERS**. (In other words, do not count it if you did it to them in self-defense or in play.)

Thinking about your PEERS , have you . . .	Ever?		If YES , how many times did you do this to them since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. When responding to each of the following items, only think about **PEOPLE THAT YOU ARE INTERESTED IN**. Have you ever done the following things to **PEOPLE THAT YOU ARE INTERESTED IN**? If you answer yes, please tell us how many times you did this to them since you last took this survey. Only include it when you did it first to **PEOPLE THAT YOU ARE INTERESTED IN**. (In other words, do not count it if you did it to them in self-defense or in play.)

IF YOU HAVE NEVER BEEN INTERESTED IN SOMEONE, SKIP TO **J ON PAGE 5.**

Thinking about the PEOPLE THAT YOU ARE INTERESTED IN , have you . . .	Ever?		If YES , how many times did you do this to them since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. When responding to each of the following items, only think about **PEOPLE YOU HAVE DATED**. Have you ever done the following things to **PEOPLE YOU HAVE DATED**? If you answer yes, please tell us how many times you did this to them since you last took this survey. Only include it when you did it first to **PEOPLE YOU HAVE DATED**. (In other words, do not count it if you did it to them in self-defense or in play.)

IF YOU HAVE NEVER DATED SOMEONE, SKIP TO J BELOW.

Thinking about PEOPLE YOU HAVE DATED , have you . . .	Ever?		If YES , how many times did you do this to them since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Slapped or scratched them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Physically twisted their arm or bent back their fingers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pushed, grabbed, shoved, or kicked them somewhere on their body other than in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pushed, grabbed, shoved, or kicked them in their private parts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hit them with a fist or with something hard besides a fist?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Made them touch your private parts or touched theirs when they did not want you to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Threatened them with a knife or gun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

J

PLEASE READ THIS BEFORE YOU ANSWER THE NEXT SET OF QUESTIONS.

The next section of questions is about sexual harassment, which is defined in the following way:

SEXUAL HARASSMENT is unwanted and unwelcome sexual behavior that interferes with someone's life at school or any school-sponsored activity (like band, sports, field trips, bus rides, or school activities/clubs). Sexual harassment is NOT behaviors that a person likes or wants or is agreed to between two people (for example, kissing, touching or flirting that you both agree to).

7. Has anyone ever done any of the following **TO YOU** at school or during a school-sponsored activity **when you did not want them to**?

Has anyone ever . . .	Ever?		If YES , how many times did they do this to you since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/ to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left you sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about you on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said you were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spied on you as you dressed or showered at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. "Flashed" or "mooned" you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Touched, grabbed, or pinched you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intentionally brushed up against you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Pulled at your clothing in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Pulled your clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Blocked your way or cornered you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Made you kiss him or her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Made you do something sexual, other than kissing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered YES to any of the items in question 7, please continue the survey on the next page.

If you answered NO to ALL of the items in question 7, SKIP to question 10.

8. Who did the things in Question 7 (on the previous page) to you? (Select all that apply)

	Yes	No
a. Teacher(s)?	<input type="radio"/>	<input type="radio"/>
b. Other school employee(s)?	<input type="radio"/>	<input type="radio"/>
c. Someone else?	<input type="radio"/>	<input type="radio"/>
d. Student(s)? (If Yes, answer question 9. If No, skip to question 10)	<input type="radio"/>	<input type="radio"/>

9. If you answered YES to letter "d" in Question 8 – Student(s) – who were the students who ever harassed you? Were they ... (Select all that apply)

Were they ...	Yes	No
a. Someone your own age?	<input type="radio"/>	<input type="radio"/>
b. Someone older than you?	<input type="radio"/>	<input type="radio"/>
c. Someone your same sex?	<input type="radio"/>	<input type="radio"/>
d. Someone the opposite sex from you?	<input type="radio"/>	<input type="radio"/>
e. Someone who used to be a boy/girlfriend?	<input type="radio"/>	<input type="radio"/>
f. Someone who used to be a friend?	<input type="radio"/>	<input type="radio"/>
g. Boy(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
h. Girl(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
i. Boy(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>
j. Girl(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>

10. Have YOU ever done any of the following to someone else when they did not want you to?

Have you ever ...	Ever?		If YES, how many times did you do this to someone since you last took this survey?			
	Yes	No	Zero	1 to 3	4 to 9	10 or more
a. Made sexual comments, jokes, gestures, or looks about/ to them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Showed, gave, or left them sexual pictures, photographs, messages, or notes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Wrote sexual messages or graffiti about them on bathroom walls, in locker rooms, or other places?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Spread sexual rumors about them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Said they were gay or a lesbian, as an insult?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spied on them as you dressed or showered at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. "Flashed" or "moonied" them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Touched, grabbed, or pinched them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intentionally brushed up against them in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Pulled at their clothing in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Pulled their clothing off or down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Blocked their way or cornered you in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Made them kiss you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Made them do something sexual, other than kissing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered YES to any of the items in question 10, please continue the survey on the next page.

If you answered NO to ALL of the items in question 10, SKIP to question 13a.

11. Thinking about the things in Question 10 (on the previous page) that you have done in your life, who did you do them to? (Select all that apply)

	Yes	No
a. Teacher(s)?	<input type="radio"/>	<input type="radio"/>
b. Other school employee(s)?	<input type="radio"/>	<input type="radio"/>
c. Someone else?	<input type="radio"/>	<input type="radio"/>
d. Student(s)? (If Yes, answer question 12. If No, skip to question 13)	<input type="radio"/>	<input type="radio"/>

12. If you answered YES to letter "d" in Question 11 – Student(s) – who were the students who you harassed? Were they ... (Select all that apply)

Were they ...	Yes	No
a. Someone your own age?	<input type="radio"/>	<input type="radio"/>
b. Someone older than you?	<input type="radio"/>	<input type="radio"/>
c. Someone your same sex?	<input type="radio"/>	<input type="radio"/>
d. Someone the opposite sex from you?	<input type="radio"/>	<input type="radio"/>
e. Someone who used to be a boy/girlfriend?	<input type="radio"/>	<input type="radio"/>
f. Someone who used to be a friend?	<input type="radio"/>	<input type="radio"/>
g. Boy(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
h. Girl(s) you know, but not ever a friend(s) and not a classmate(s) at the time?	<input type="radio"/>	<input type="radio"/>
i. Boy(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>
j. Girl(s) at school who you didn't know very well?	<input type="radio"/>	<input type="radio"/>

DIRECTIONS: Please answer questions 13-15 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	I Do Not Know
13a. Girls' bodies are the only thing that matters to most boys.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13b. A boy who tells his girlfriend who she can hang out with is being too controlling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13c. In dating relationships between males and females, males should be the leaders and decision-makers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13d. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or "wuss."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13e. It is all right for a girl to ask a boy out on a date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14a. When a girl says "no," she really means "yes" or "maybe" or "later."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14b. Sexual harassment isn't a serious problem in school since it only affects a few people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14c. If you ignore sexual harassment, more than likely it will stop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14d. Sexual harassment is an issue that should concern both males and females equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14e. Sexual harassment is just having fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14f. If I have flirted with a person in the past, then I am encouraging sexual harassment by them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15a. When boys make comments and suggestions about girls' bodies, girls should take it as a compliment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15b. If I see a guy and his girlfriend physically fighting at school, it's none of my business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15c. Making sexual comments to a girl at school is wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15d. Girls are asking to be sexually harassed when they wear short skirts and tight clothes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15e. Girls lie about being raped just to get back at their dates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on the next page.

DIRECTIONS:

Please answer question 16 by filling in the bubble to indicate whether you think the statement is true or false. If you are not sure, you may fill in the bubble under "I do not know."

Statement	True	False	I Do Not Know
16a. According to Ohio law, it is considered rape if a male has sex with a female who is under the influence of alcohol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16b. As long as you are just joking around, what you say or do to someone cannot be considered sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16c. If two kids who are both under the age of 16 have sex, it is not against the law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16d. If no one else sees me being harassed, there's nothing I can do because the harasser will just say I'm lying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16e. Girls cannot be sexually harassed by other girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16f. Boys cannot be sexually harassed by girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16g. Writing dirty things about someone on a bathroom wall at school is sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16h. If sexual harassment happens in your school, the school district can be sued in court.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16i. If a girl says she is being sexually harassed and the boy says he's only fooling, then it's not sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16j. If a person is not physically harming someone, then they are not really abusive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS:

Please answer questions 17-19 by filling in the bubble that best fits how strongly you agree or disagree with the statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
17a. When someone of the opposite sex approaches me, I become more aware of my "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17b. Everybody has their own idea of the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17c. I can tell when someone feels their "personal space" has been invaded by looking at their body language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17d. Boys and girls have different ideas about the size of their "personal space."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17e. Every body has a responsibility to respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17f. I could get into serious trouble if I do not respect the "personal space" of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17g. It is okay with me when someone I just met and became friends with wants to know my secrets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17h. Many boundaries are flexible and unfixed while others are rigid and inflexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
18a. I would not be able to stop a boy I didn't know very well from hitting a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18b. I know how to educate my friends about how to stop sexual harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18c. I can help prevent sexual harassment against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18d. I have the skills to help support a female friend who is in an abusive/ disrespectful relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18e. I can help prevent sexual violence against girls at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
19a. I would tell a group of my male friends about their sexist language or behaviors if I hear it or see it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19b. I have the skills to support a female friend who is being disrespected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19c. If there was a group of guys I didn't know very well harassing a girl at school, I would not try to stop them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19d. I would tell a group of my male friends that it was disrespectful to make sexual comments about girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19e. I would tell my friend to stop using put-downs when he talks about a girl he is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19f. I would say something to a friend who is acting disrespectful toward girls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19g. It would be too hard for me to face up to another student who is being disrespectful toward the boy or girl he/she is going with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19h. If I saw a girl I didn't know very well at school, and she was being harassed by a guy, I would help her get out of the situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS:

Please read the following situations in questions 20-22 and indicate what you would do in each situation by filling in the bubble that goes with your answer.

20. Imagine that you hear Robert in the cafeteria joking with his friends about Brianna's body and then he touches her butt as she walks by the group. Brianna gets upset and leaves the cafeteria.

<i>Choose from the list on the right to tell us what you would do if . . .</i>	Nothing	Walk Away	Join In	Tell Robert to Stop	Get Help From Others
a. Robert is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Robert is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Robert is popular in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. You are alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Brianna is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Brianna is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Imagine that you hear James in the cafeteria bragging about how far he got with the girl he is going with, Nikki, on their last date.

<i>Choose from the list on the right to tell us what you would do if . . .</i>	Nothing	Walk Away	Join In	Tell James to Stop	Get Help From Others
a. James is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. James is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. James is popular in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. You are alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Nikki is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Nikki is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Imagine that you are in the school hallway and you see Andre get in Bill's face and call him a "fag" or "gay."

<i>Choose from the list on the right to tell us what you would do if . . .</i>	Nothing	Walk Away	Join In	Tell Andre to Stop	Get Help From Others
a. Andre is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Andre is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Andre is popular in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Andre is with his friends and you are alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Andre is alone and you are with your friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Bill is your good friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Bill is not your friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ITEMS FOR GIRLS ARE ON THE NEXT PAGE.

FOR MALES ONLY:



PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.

23m. If a girl you are going with/dating embarrassed you, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Embarrass her back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24m. If a girl you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Disrespect her back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25m. If a girl you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Say something to someone else that she does not like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26m. If you heard about something that a girl you are going with/dating did that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what she did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell her not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do the same thing back to her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make her touch my private parts or touch hers when she does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on page 12.

FOR FEMALES ONLY:



PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF YOU HAVE NOT DATED OR CURRENTLY ARE NOT DATING ANYBODY.

23f. If a guy you are going with/dating embarrassed you, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Embarrass him back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24f. If a guy you are going with/dating disrespected you while you were together in the same place, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Disrespect him back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25f. If a guy you are going with/dating said something to someone else that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Say something to someone else that he does not like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26f. If you heard about something that a guy you are going with/dating did that you did not like, how likely is it that you would do one of the following?

	Very Likely	Somewhat Likely	Not Sure	Somewhat Unlikely	Very Unlikely
a. Ignore what he did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tell him not to do that again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Do the same thing back to him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Physically harm him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Make him touch my private parts or touch his when he does not want me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please continue on page 12.

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Appendix D: Reliabilities for Analyses



Appendix D: Reliabilities for Variables Used in Our Analyses

QUESTIONS	Wave1	Wave 2	Wave3
Q1. Have your peers...			
(1) Variables A through G – yes/no answers	.6787	.7362	.7489
(2) Variables A through G – total number of times	.7157	.7581	.7989
Q2. Have the people that you are interested in...			
(1) Variables A through G – yes/no answers	.6888	.7187	.7940
(2) Variables A through G – total number of times	.6647	.7107	.8313
Q3. Has someone you have dated ...			
(1) Variables A through G – yes/no answers	.6834	.6742	.8094
(2) Variables A through G – total number of times	.6607	.5768	.8511
Q4. Thinking about peers, have you...			
(1) Variables A through G – yes/no answers	.6709	.7181	.7247
(2) Variables A through G – total number of times	.6930	.7385	.7636
Q5. Thinking about people you are interested in.			
(1) Variables A through G – yes/no answers	.6949	.7471	.7530
(2) Variables A through G – total number of times	.6040	.7013	.8216
Q6. Thinking about people you have dated...			
(1) Variables A through G – yes/no answers	.6965	.7395	.8009
(2) Variables A through G – total number of times	.6302	.7045	.8251
Q7. Have anyone ever...			
(1) Variables A through G – yes/no answers	.8134	.8344	.8539
(2) Variables A through G – total number of times	.8168	.8250	.8751
Q10. Have you ever...			
(1) Variables A through G – yes/no answers	.7842	.8552	.8486
(2) Variables A through G – total number of times	.7103	.8344	.8771
Factors 1 through 6: (Q13. through Q15. & Q17. through Q19)			
Factor 1: Inappropriate Attributions of Girls' Fault in Sexual Harassment – 14a, 14f, 15d, 15e	.4892	.5909	.6367
Factor 2: Belief that GV/ H is Not a Problem – 13c, 14b, 14c, 14e, 15a, 15b	.5511	.6214	.6882
Factor 3: Attitudes that Reduce Sexual Harassment – 13b, 13e, 14d, 15c	.3353	.3986	.4644
Factor 4: Intention to Confront GV/H – 19a, 19b, 19d, 19e, 19f, 19h	.7529	.8537	.8391



Factor 5: Attitude towards Preventing Sexual Harassment – 18c, 18d, 18e	.7271	.7913	.7910
Factor 6: Disposition about Own and Others’ “Personal Space” – 17b, 17c, 17d, 17e, 17f	.6543	.7614	.7871
Q16. True/ False Statements			
(1) Variables A through J	.9869	.9853	.8337
Q20. -Q22. Intentions of Bystander			
Q20 A through F – Imagine you hear Robert in the cafeteria joking about Brianna’s body....	.8142	.8493	.8257
Q21 A through F – Imagine you hear James bragging about how far he got with the girl....	.8939	.9137	.8723
Q22 A through G – Imagine you see Andre get in Bill’s face and call him a “fag”...	.8864	.9189	.8879
Q23.–Q26. Intentions to Reduce or Avoid Violence			
(A) Ignore what she did option (23a, 24a, 25a, 26a)	.8215	.8690	.8848
(B) Tell her not to do it again option summed (23b, 24b, 25b, 26b)	.7728	.8466	.8611
(C) Embarrass her back option summed (23c, 24c, 25c, 26c)	.8419	.8879	.8889
(D) Physically Harm her summed (23d, 24d, 25d, 26d)	.9073	.9269	.9346
(E) Make her touch private parts option summed (23e, 24e, 25e, 26e)	.9112	.9385	.9476

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Appendix E: Cross Validation



Appendix E: Cross Validation

We performed a cross validation study to establish construct validity. A two-part investigation follows. The total sample from wave 1 ($n = 1417$) was randomly divided into two halves. In study one, the scores of the surveys of one half of the participants were subjected to an exploratory factor analysis (EFA). Items 13 through 15 were analyzed separately from items 17 through 19 due to the differences in the scale used to measure responses. Items 13 through 15 contained a “don’t know” option whereas items 17 through 19 did not. A common factor analysis was conducted on the survey, using SPSS version 15. After analyzing the factor structure, we estimated internal consistency via Cronbach’s alpha. For study two, we ran a confirmatory factor analysis (CFA) based on the results of the EFA analysis, using *LISREL 8.5*.

Exploratory Factor Analysis (EFA) Study

Items 13 Through 15

The total sample was divided into two halves. The first half ($n = 709$) was used to conduct the exploratory factor analysis. This sample consisted of 137 students due to missing data. Factor analysis requires listwise deletion, meaning that if any data point is missing across the survey items used for the analysis, the whole record (student) is counted as a missing value. Responses of “I don’t know” were treated as missing data, which lead to a small sample size for exploratory analyses.

Survey scores were predicted by three factors according to Kaiser’s criterion ($\lambda > 1$) and the scree plot. The factors were rotated using a Varimax rotation, since we believe that the underlying factor structures were not correlated. The rotated solution, as illustrated in Table 1, yielded three interpretable factors. Factor 1 explained 21.9 percent of the variance in the scores,



Factor 2 explained 6.8 percent of the variance, and Factor 3 explained 5.3 percent of the variance.

The reliability coefficients were acceptable for Factors 1 and 2 ($\alpha = .68$ and $\alpha = .63$ respectively). Factor 3 yielded a reliability coefficient of .32. This low internal consistency estimate is likely due to the fact that only four items comprised the factor and the item content varied.

Items 17 Through 19

The sample used to conduct the factor analysis on items 17 through 19 ($n = 390$) was larger than that used to analyze items 13 through 15 since there were not as many cases of missing data. A three-factor solution was predicted according to Kaiser's criterion ($\lambda > 1$) and the scree plot. The rotated solution, as illustrated in Table 2, yielded three interpretable factors. Factor 1 explained 12.3 percent of the variance in the scores, Factor 2 explained 9.1 percent of the variance, and Factor 3 explained 8.3 percent of the variance. Items 18b, 17a, 17g, and 19c were removed from further analyses since they had factor loadings lower than .35.

The reliability coefficients were acceptable for all factors (Factors 1 $\alpha = .77$, Factor 2 $\alpha = .62$, and Factor 3 $\alpha = .65$).

Confirmatory Factor Analysis (CFA) Study

The second half of the sample was used to conduct the confirmatory factor analyses ($n = 708$). We conducted a CFA based on the scores obtained from Items 13 through 15 and from items 17 through 19. The three-factor models generated by the EFAs in study 1 were tested. For items 13 through 15, we examined model-data fit based on the 6 items predicted by Factor 1, 6 items predicted by Factor 2, and scores from 4 items explained by Factor 3. For items 17 through 19, we examined model-data fit based on the 6 items predicted by Factor 1, 5 items predicted by



Factor 2, and 6 items predicted by Factor 3. The confirmatory factor analysis was conducted on the covariance matrices generated by SPSS.

Due to problems associated with the Chi Square statistic, we did not use it to assess model fit in this study. The Chi Square statistic is influenced by sample size, and is sensitive to non-normality (McDonald, 1999)¹. Instead, a variety of indices were used to assess model fit: Goodness of Fit Index (GFI), the Incremental Fit Index (IFI), the Comparative Fit Index (CFI), the Non-Normed Fit Index (NNFI), and the Root Mean Square Residual (RMR). Values ranging from .90 to .95 indicate acceptable to very good model-data fit and RMR values should be less than .05 (Bentler & Bonett, 1980)².

The CFA supported the three-factor structure that emerged from the exploratory factor analysis in study 1 for both sets of items. The fit indices, shown in Table 3, indicate acceptable model fit to good model fit. Tables 4 and 5 display the final standardized factor loadings based on the CFA. Items 18a, 19g, and 17h were dropped from the scales due to low factor loadings.

For items 13 through 15, the reliability coefficients were .65 for Factor 1, .64 for Factor 2, and .36 for factor 3. These reliability coefficients are similar to the coefficients of the EFA sample. The reliability coefficient for the factors comprising items 17 through 19 were .79, .75, and .74 respectively. The reliability coefficients are higher than those from the EFA sample.

Based on these results, we derived the following factors for each set of items. For items 13 through 15, factor 1 is comprised of items 14a, 14f, 15d, and 15e. Factor 2 is comprised of items 13c, 14b, 14c, 14e, 15a, and 15b. Factor 3 is comprised of items 13b, 13e, 14d, and 15c.

¹ McDonald, R. P. (1999). *Test theory: A unified treatment*. Mahwah, NJ: Lawrence Erlbaum Publishers.

² Bentler, P. M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin*, 88, 588-606.



For items 17 through 19, items 19a, 19b, 19d, 19e, 19f, and 19h comprise Factor 1. Factor 2 includes items 18c, 18d, and 18e. Factor 3 is comprised of items 17b, 17c, 17d, 17e, and 17f.



Table 1. Common Factor Analysis with Varimax Rotation: Items 13-15 (n=137)

Survey Items	Factor 1	Factor 2	Factor 3
15e. Girls lie about being raped just to get back at their dates.	.63		
15d. Girls are asking to be sexually harassed when they wear short skirts and tight clothes.	.53		
14a. When a girl says “no,” she really means “yes” or “maybe” or “later.”	.50		
14f. If I have flirted with a person in the past, then I am encouraging sexual harassment by them.	.48		
13a. Girls’ bodies are the only things that matter to most boys.	.46		
14c. If you ignore sexual harassment, more than likely it will stop.		.58	
14b. Sexual harassment isn’t a serious problem in school since it only affects a few people.		.53	
14e. Sexual harassment is just having fun.		.52	
13c. In dating relationships between males and females, males should be the leaders and decision-makers.		.47	
15b. If I see a guy and his girlfriend physically fighting at school, it’s none of my business.		.37	
15a. When boys make comments and suggestions about girls’ bodies, girls should take it as a compliment.		.35	
13b. A boy who tells his girlfriend who she can hang out with is being too controlling.			.70
14d. Sexual harassment is an issue that should concern both males and females equally.			.46
13e. It is all right for a girl to ask a boy out on a date.			.45
15c. Making sexual comments to a girl at school is wrong.			.36



Table 2. Common Factor Analysis with Varimax Rotation: Items 17-19 (n=390)

Survey Items	Factor 1	Factor 2	Factor 3
19d. I would tell a group of my male friends that it was disrespectful to make sexual comments about girls.	.75		
19e. I would tell my friend to stop using put-downs when he talks about a girl he is going with.	.66		
19f. I would say something to a friend who is acting disrespectful toward girls.	.57		
19a. I would tell a group of my male friends about their sexist language or behaviors if I hear it or see it.	.38		
19b. I have the skills to support a female friend who is being disrespected.	.38		
19h. If I saw a girl I didn't know very well at school, and she was being harassed by a guy, I would help her get out of the situation	.36		
18b. I know how to educate my friends about how to stop sexual harassment.	.33		
17a. When someone of the opposite sex approaches me, I become more aware of my "personal space."	.28		
17g. It is okay with me when someone I just met and became friends with wants to know my secrets.	.24		
18e. I can help prevent sexual violence against girls at my school.		.57	
18d. I have the skills to help support a female friend who is in an abusive/disrespectful relationship.		.52	
18c. I can help prevent sexual harassment against girls at my school.		.48	
18a. I would not be able to stop a boy I didn't know very well from hitting a girl he is going with.		.47	
19g. It would be too hard for me to face up to another student who is being disrespectful toward the boy or girl he/she is going with.		.37	
19c. If there was a group of guys I didn't know very well harassing a girl at school, I would not try to stop them.		.17	
17b. Everybody has their own idea of the size of their "personal space."			.56
17c. I can tell when someone feels their "personal space" has been invaded by looking at their body language.			.54
17e. Everybody has a responsibility to respect the "personal space" of others.			.49
17d. Boys and girls have different ideas about the size of their "personal space."			.46
17h. Many boundaries are flexible and unfixed while others are rigid and inflexible.			.40
17f. I could get into serious trouble if I do not respect the "personal space" of others.			.37



Table 3. Summary of Goodness-of-Fit Indices

Statistic	Items 13 - 15	Items 17 - 19
Root Mean Square Residual (RMR)	.06	.041
Goodness of Fit Index (GFI)	.86	.91
Comparative Fit Index (CFI)	.93	.94
Incremental Fit Index (IFI)	.93	.94
Non-Normed Fit Index (NNFI)	.92	.93



Table 5. Standardized Factor Loadings – Confirmatory Factor Analysis: Items 13 - 15 (n = 109)

Survey Items	Factor 1	Factor 2	Factor 3
15e. Girls lie about being raped just to get back at their dates.	.64		
14f. If I have flirted with a person in the past, then I am encouraging sexual harassment by them.	.55		
15d. Girls are asking to be sexually harassed when they wear short skirts and tight clothes.	.47		
14a. When a girl says “no,” she really means “yes” or “maybe” or “later.”	.47		
13a. Girls’ bodies are the only things that matter to most boys.	.17		
14e. Sexual harassment is just having fun.		.82	
14b. Sexual harassment isn’t a serious problem in school since it only affects a few people.		.69	
13c. In dating relationships between males and females, males should be the leaders and decision-makers.		.68	
14c. If you ignore sexual harassment, more than likely it will stop.		.51	
15a. When boys make comments and suggestions about girls’ bodies, girls should take it as a compliment.		.49	
15b. If I see a guy and his girlfriend physically fighting at school, it’s none of my business.		.43	
14d. Sexual harassment is an issue that should concern both males and females equally.			.64
13b. A boy who tells his girlfriend who she can hang out with is being too controlling.			.42
15c. Making sexual comments to a girl at school is wrong.			.37
13e. It is all right for a girl to ask a boy out on a date.			.32



Table 6. Standardized Factor Loadings – Confirmatory Factor Analysis: Items 17 - 19 (n = 425)

Survey Items	Factor 1	Factor 2	Factor 3
19e. I would tell my friend to stop using put-downs when he talks about a girl he is going with.	.76		
19f. I would say something to a friend who is acting disrespectful toward girls.	.76		
19d. I would tell a group of my male friends that it was disrespectful to make sexual comments about girls.	.68		
19b. I have the skills to support a female friend who is being disrespected.	.62		
19h. If I saw a girl I didn't know very well at school, and she was being harassed by a guy, I would help her get out of the situation	.60		
19a. I would tell a group of my male friends about their sexist language or behaviors if I hear it or see it.	.51		
18e. I can help prevent sexual violence against girls at my school.		.89	
18c. I can help prevent sexual harassment against girls at my school.		.80	
18d. I have the skills to help support a female friend who is in an abusive/disrespectful relationship.		.48	
18a. I would not be able to stop a boy I didn't know very well from hitting a girl he is going with.		.27	
19g. It would be too hard for me to face up to another student who is being disrespectful toward the boy or girl he/she is going with.		.19	
17e. Everybody has a responsibility to respect the "personal space" of others.			.67
17b. Everybody has their own idea of the size of their "personal space."			.65
17f. I could get into serious trouble if I do not respect the "personal space" of others.			.56
17c. I can tell when someone feels their "personal space" has been invaded by looking at their body language.			.54
17d. Boys and girls have different ideas about the size of their "personal space."			.54
17h. Many boundaries are flexible and unfixed while others are rigid and inflexible.			.28

Appendix F: Fidelity Checklist and Attendance Sheet for Interaction-based Treatment



Gender Violence/Harassment Prevention Programs in Middle Schools
Fidelity Checklist & Attendance
Interaction Based Treatment

Date Taught: ____/____/____ Class Period: _____

Your Name: _____

School/District: _____

1. PRELIMINARY ACTIVITIES

1.1. How long did you spend preparing for this lesson?

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

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

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

Fire Drill

Students were disruptive

Students were not interested in the lesson

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

Other _____

2. THE LESSON – Measuring Personal Space

2.1. Did students participate in the activity?

- All Did Some Did None Did

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

- All Did Some Did None Did

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

- All Did Some Did None Did

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

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

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

Yes _____

No; all were completed during class



**Gender Violence/Harassment Prevention Programs in Middle Schools
Fidelity Checklist & Attendance
Interaction Based Treatment**

Date Taught: ____/____/____ Class Period: _____

Your Name: _____

School/District: _____

1. PRELIMINARY ACTIVITIES

1.1. How long did you spend preparing for this lesson?

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

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

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

2. THE LESSON – Boundaries and Friendships

2.1. Did students complete the “Fringe Friends” handout?

- All Did Some Did None Did

2.2. Did students understand what a “Fringe Friend” is following the definition?

- All Did Some Did None Did

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

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

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

- Yes _____
- No; all the questions were completed during class



Gender Violence/Harassment Prevention Programs in Middle Schools
Fidelity Checklist & Attendance
Interaction Based Treatment

Date Taught: ____/____/____ Class Period: _____

Your Name: _____

School/District: _____

1. PRELIMINARY ACTIVITIES

1.1. How long did you spend preparing for this lesson?

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

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

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

Fire Drill

Students were disruptive

Students were not interested in the lesson

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

Other _____

2. THE LESSON – Flirting or Hurting

2.1. Did students identify the difference between Flirting and Sexual Harassment?

- All Did Some Did None Did

2.2. Did students follow directions surrounding no swearing and no real names?

- All Did Some Did None Did

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

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

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

- Less Engaged Same level of Engagement More Engaged



**Gender Violence/Harassment Prevention Programs in Middle Schools
Fidelity Checklist & Attendance
Interaction Based Treatment**

Date Taught: ____/____/____ Class Period: _____

Your Name: _____

School/District: _____

1. PRELIMINARY ACTIVITIES

1.1. How long did you spend preparing for this lesson?

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

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

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

Fire Drill

Students were disruptive

Students were not interested in the lesson

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

Other _____

2. THE LESSON – Video/DVD Flirting or Hurting

2.1. Did students identify the difference between Flirting and Sexual Harassment?

- All Did Some Did None Did

2.2. Did the students identify the choices “Doug” had in the video?

- All Did Some Did None Did

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

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

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

- Less Engaged Same level of Engagement More Engaged



Gender Violence/Harassment Prevention Programs in Middle Schools
Fidelity Checklist & Attendance
Interaction Based Treatment

Date Taught: ____/____/____ Class Period: _____

Your Name: _____

School/District: _____

1. PRELIMINARY ACTIVITIES

1.1. How long did you spend preparing for this lesson?

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

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

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

Fire Drill

Students were disruptive

Students were not interested in the lesson

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

Other _____

2. THE LESSON – Finding Courage in Relationships

2.1. Did students discuss answers to questions about courage and Doug's interactions?

- All Did Some Did None Did

2.2. Did students answer the questions individually prior to the class discussion?

- All Did Some Did None Did

2.3. How many students participated in the class discussions?

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

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

- Less Engaged Same level of Engagement More Engaged

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Appendix G: Fidelity Checklist and Attendance Sheet for Law and Justice Treatment



**Gender Violence/Harassment Prevention Programs in Middle Schools
Fidelity Checklist & Attendance
Law and Justice Treatment**

Date Taught: ____/____/____ Class Period: _____

Your Name: _____

School/District: _____

1. PRELIMINARY ACTIVITIES

1.1. How long did you spend preparing for this lesson?

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

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

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

2. THE LESSON – Measuring Personal Space

2.1. Did students participate in the activity?

- All Did Some Did None Did

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

- All Did Some Did None Did

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

- All Did Some Did None Did

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

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

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

- Yes _____

- No; all were completed during class



Gender Violence/Harassment Prevention Programs in Middle Schools
Fidelity Checklist & Attendance
Law and Justice Treatment

Date Taught: ____/____/____ Class Period: _____

Your Name: _____

School/District: _____

1. PRELIMINARY ACTIVITIES

1.1. How long did you spend preparing for this lesson?

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

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

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

Fire Drill

Students were disruptive

Students were not interested in the lesson

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

Other _____

2. THE LESSON – Boundaries

2.1. Did students complete the “Boundaries” handout?

- All Did Some Did None Did

2.2. Did students understand what a “boundary” is following the definition?

- All Did Some Did None Did

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

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

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

Yes _____

No; all were completed during class



Gender Violence/Harassment Prevention Programs in Middle Schools
Fidelity Checklist & Attendance
Law and Justice Treatment

Date Taught: ____/____/____ Class Period: _____

Your Name: _____

School/District: _____

1. PRELIMINARY ACTIVITIES

1.1. How long did you spend preparing for this lesson?

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

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

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

Fire Drill

Students were disruptive

Students were not interested in the lesson

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

Other _____

2. THE LESSON – Dominance and Violence

2.1. Did students complete the activity silently?

- All Did Some Did None Did

2.2. Did students understand that different values are held by others?

- All Did Some Did None Did

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

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

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

- Less Engaged Same level of Engagement More Engaged

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

Yes _____

No; all were completed in class



**Gender Violence/Harassment Prevention Programs in Middle Schools
Fidelity Checklist & Attendance
Law and Justice Treatment**

Date Taught: ____/____/____ Class Period: _____

Your Name: _____

School/District: _____

1. PRELIMINARY ACTIVITIES

1.1. How long did you spend preparing for this lesson?

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

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

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

2. THE LESSON – Video/DVD Shantai Flirting or Hurting

2.1. Did students identify the behaviors from the video?

- All Did Some Did None Did

2.2. Did the students agree when categorizing the behaviors?

- All Did Some Did None Did

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

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

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

- Less Engaged Same level of Engagement More Engaged



Gender Violence/Harassment Prevention Programs in Middle Schools
Fidelity Checklist & Attendance
Law and Justice Treatment

Date Taught: ____/____/____ Class Period: _____

Your Name: _____

School/District: _____

1. PRELIMINARY ACTIVITIES

1.1. How long did you spend preparing for this lesson?

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

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

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

Fire Drill

Students were disruptive

Students were not interested in the lesson

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

Other _____

2. THE LESSON – Says Who

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

- All Did Some Did None Did

2.2. Did students answer the questions “What is sexual harassment?” and “What can I do?” following class discussion?

- All Did Some Did None Did

2.3. How many students participated in the class discussions?

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

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

- Less Engaged Same level of Engagement More Engaged

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Appendix H: Sample Parental Permission Letter and Form



Approved by Caliber IRB
On August 18, 2006



February 7, 2008

Reference: Development and Evaluation of Gender Violence/Harassment Prevention Programs in Middle Schools

Dear Parent/Guardian of Berea City Schools 6th or 7th Grade Student:

Your child's school has enthusiastically agreed to partner with Caliber, an ICF International Company, in the "Development and Evaluation of Gender Violence/Harassment (GV/H) Prevention Programs in Middle Schools." This project addresses the topic of gender violence/harassment issues with middle school students. The results of this research will add to our knowledge about what works in preventing gender violence/harassment in middle schools. While there are benefits to participating in this project, the purpose of this letter is to provide an overview of the project, to answer questions that we anticipate you might have, and to provide contact information that you can use to contact the project staff.

Your child's health class will be randomly selected to participate in one of three conditions for this project. One condition is that they will be taught a newly developed curriculum that focuses on teaching students about setting and communicating boundaries in relationships, the formation of healthy and mutual relationships/friendships, and the role of the bystander as intervener. The second condition is that they will be taught a newly developed curriculum that focuses on teaching students about deterring aggressive behavior by providing information on laws, definitions, and data about penalties for sexual assault and gender violence/harassment, as well as results from research about the consequences for perpetrators of gender violence/harassment. The third condition is that they will be part of a control group, and will be taught their normal health curriculum and will be asked to participate in a survey.

Each curriculum includes five lessons that will be taught by Ms. Meg McIntyre, Manager of Educational Services for the Cleveland Rape Crisis Center (CRCC). Dr. Nan Stein of Wellesley College, the curriculum developer for this project, will train Ms. McIntyre how to implement these lessons beginning in the fall of 2006.

In addition, we are implementing a survey that will help researchers better understand ways to help increase the capacity of programs to prevent gender violence/harassment. On the attached permission form, we explain further the permission needed for your child to participate in the curriculum and the survey, how we will maintain your child's confidentiality, benefits of participating, and potential risks of participating.

In closing, we hope that you share our enthusiasm about this project by allowing your child to participate. On the back of this letter, you will find answers to frequently asked questions about this project. If you have any further questions, please contact Dr. Amy Mack from Caliber by e-mail, amack@icfcaliber.com or telephone 703-385-3200. You may also contact Dr. Pat Curtin from the Caliber Institutional Review Board (IRB) at 703-385-3200 or pcurtin@icfcaliber.com.

Sincerely,

Amy Mack, Psy.D.
Project Manager
Caliber, an ICF International Company

10530 Rosehaven Street, Suite 400 ■ Fairfax, VA 22030-2840 ■ 703.385.3200 ■ 703.385.3206 fax
caliber.com ■ icfi.com

**Approved by Caliber IRB
On August 18, 2006**



FREQUENTLY ASKED QUESTIONS

Why is this project being conducted?

Gender violence/harassment has serious health consequences for youth, including significantly poorer mental and physical health, more trauma symptoms, and increased school avoidance. Schools that do not address GV/H among students can be the training ground for future domestic violence and sexual assault.

Who is responsible for managing this project?

The project is being managed by Caliber, an ICF International Company, a private research firm located in Fairfax, Virginia, in partnership with the Wellesley Centers for Women at Wellesley College. The project is funded through a grant from the National Institute of Justice, the research arm of the U.S. Department of Justice.

Why am I being asked for permission?

We are asking for your permission to allow your child to participate in the lessons we are developing for this project AND for your permission to allow your child to agree to complete a survey as part of an evaluation. Please read and complete the attached parental permission form and have your child return it to his or her teacher. Permission to Participate in the Curriculum. With your permission, your child will be taught one of these new curricula if their health class is randomly selected to be taught the new curriculum on gender violence/harassment by Ms. Meg McIntyre of the CRCC. If you choose to not provide permission, your child will be given a separate assignment and will be able to complete this assignment in the library while the lesson is taught in the classroom. Permission for Your Child to Agree to Participate in the Survey. With your permission, your child will be asked to agree to complete a survey that will ask about his/her knowledge of laws, gender violence/harassment behavior, relationships, attitudes, behavior and behavioral intentions related to gender violence/harassment, demographics, and values. Participation in the survey will be completely voluntary. Your child will be asked to complete the survey 3 times over the next 6 months and will be allowed to agree or refuse to complete the survey.

What if I want to remove my child from the curriculum and/or survey?

You are allowed to withdraw your permission for your child's participation in the curriculum and/or survey at any time and for any reason by contacting Caliber. There is no penalty for your child to not participate in the curriculum or the survey.

How will this project benefit the school and my child specifically?

This project will help your schools comply with state laws on preventing bullying/harassment and federal laws. This study will provide strong scientific data on the effectiveness of gender violence prevention programming. It also demonstrates that the school is innovative in its approach to reducing gender violence/harassment. Although your child will receive no *direct* benefit from the study, he or she may enjoy participating in the survey or take pride in being involved in a research study that is helping us to understand more about these topics. Your child also may benefit educationally by being the recipient of these lessons.

How will the research team maintain and protect my child's well-being and confidentiality?

The research team will provide names and contact information for a school counselor with whom they can speak in the event that the topics raised in the curricula or the survey make your child uncomfortable. Information obtained about your child as part of this study will be strictly confidential. Your child's name will not appear on any forms. All forms will contain a confidential ID-code number that will be used to link your child's responses to the surveys he or she will complete at three different times. A record of the code numbers and names will be kept in a locked file at Caliber to which only the researchers doing the evaluation will have access. Individual records will not be released to others. The information gathered will be used for research purposes only.

Are there any risks that could potentially affect my child?

While the research team is taking steps to secure your child's confidentiality, as outlined above, we do not have control over every situation that might occur. For example, the possibility exists that, in collecting completed surveys, a teacher may inadvertently see some of your child's responses (although the risk of this is minimal). If a teacher does see your child's responses, s/he will be required to keep the information confidential.



Approved by Caliber IRB
On August 18, 2006



PARENTAL PERMISSION FORM

Development and Evaluation of Curricula to Address Precursors to Teen Dating
Berea City School District

Directions: Please complete both sections of this form and have your child return it to the teacher.

Section 1. Participation in the Curriculum

I have read and understand the information about the gender violence/harassment curricula. I understand that by giving my permission my child will be taught one of the curricula described in the attached letter. I understand that my child can stop participating in the curriculum at any time without penalty.

Please check the box below, fill in the information requested, sign, and have your child return it to the teacher.

- I give my permission for my child to be taught the curriculum.
- I do not give my permission for my child to be taught the curriculum and understand that his or her teacher will provide alternative activities for my child to complete.

(Please Print)

Parent/Guardian Name _____

Child Name _____

Date _____

Signature of Parent/Guardian _____

Section 2. Participation in the Survey

I have read and understand the information about the survey being implemented for the gender violence/harassment curriculum. I understand that by giving my permission my child will be asked to complete a survey three times in the next six months. I understand that my child can stop participating in the survey at any time without penalty. All information my child provides will remain confidential and will not be made available to any one other than the research staff.

Please check the box below, fill in the information requested, sign, and have your child return it to the teacher.

- I give my permission for my child to agree to complete the survey for this evaluation.
- I do not give my permission for my child to agree to complete the survey for this evaluation.

(Please Print)

Parent/Guardian Name _____

Child Name _____

Date _____

Signature of Parent/Guardian _____

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Appendix I: Student Assent Form



Approved by Caliber IRB
On August 18, 2006



STUDENT INFORMED ASSENT FORM

Your school has agreed to take part in a study on harassment and violence. Caliber, an ICF International Company, is a private research company that is conducting the study for the federal government.

Caliber is asking you to help with their study by filling out a survey. This survey asks questions about sexual harassment. It also asks about what kinds of things you do at school. You will be asked to fill out the survey three times over the next six months.

If any of the materials or issues discussed as part of this project upset you or make you feel uncomfortable and you wish to talk to someone about this, please feel free to contact the following person in your school who can help you:

Name of school counselor or other district designee: (student will write in)

Phone number: (student will write in)

School office location: (student will write in)

To protect your privacy, your name will not be shown on the survey. Caliber will keep your private information (name, answers to the survey) locked in their office in Fairfax, VA. The researchers will not tell your teachers, parent(s)/guardian(s), principal, or friends what you write. At the end of the study, they will combine everything students say from all of the schools. Then they will write a report. The report will help improve the program so that other students your age can benefit from the program.

It is important that you feel comfortable answering the questions honestly. You do not have to answer any questions that you do not want to. You can stop being part of the study at any time.

Caliber will use your answers to understand how to improve the program.

Lastly, it is important that you do not disclose any personal information about anyone in this class that you learn about during our discussions.

Does anyone have any questions? If you understand everything I just explained and would like to participate in this study, please sign your name on the form.

I agree to participate in the study on harassment and violence. I understand that I do not have to answer any questions that I do not want to. I understand that I can stop participating in the study at any time.

Name: _____ School: _____

Signature: _____ Date: _____

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Appendix J: Descriptive Statistics for All Survey Variables



Appendix J: Descriptive Statistics for all Survey Variables

VARIABLE DESCRIPTIONS	<u>Wave 1</u> Mean (Std. Dev)	<u>Wave 2</u> Mean (Std. Dev)	<u>Wave 3</u> Mean (Std. Dev)
Q1. Have your peers... (higher = "yes" or more acts of violence)			
A1. Slapped or scratched you ever?	.42 (.49)	.35 (.48)	.45 (.51)
A2. If yes, how often in the last six months?	.53 (.80)	.46 (.78)	.67 (.93)
B1. Physically twisted your arm or bent back your fingers ever?	.23 (.42)	.19 (.39)	.24 (.43)
B2. If yes, how often in the last six months?	.25 (.56)	.19 (.52)	.29 (.63)
C1. Pushed, grabbed, shoved, or kicked you somewhere on your body other than your private parts ever?	.43 (.50)	.34 (.48)	.40 (.50)
C2. If yes, how often in the last six months?	.60 (.87)	.46 (.79)	.61 (.92)
D1. Pushed, grabbed, shoved, or kicked you in your private parts ever?	.15 (.35)	.10 (.31)	.16 (.37)
D2. If yes, how often in the last six months?	.17 (.50)	.12 (.42)	.23 (.62)
E1. Hit you with a fist or with something hard besides a fist ever?	.26 (.44)	.19 (.40)	.25 (.44)
E2. If yes, how often in the last six months?	.32 (.67)	.26 (.63)	.36 (.73)
F1. Made you touch their private parts or touched yours when you did not want them to?	.04 (.19)	.04 (.19)	.06 (.23)
F2. If yes, how often in the last six months?	.03 (.22)	.04 (.28)	.08 (.41)
G1. Threatened you with a knife or gun ever?	.04 (.20)	.04 (.20)	.06 (.24)
G2. If yes, how often in the last six months?	.03 (.20)	.03 (.22)	.06 (.33)
Q2. Have the people that you are interested in... (higher = "yes" or more acts of violence)			
A1. Slapped or scratched you ever?	.11 (.31)	.09 (.29)	.11 (.31)
A2. If yes, how often in the last six months?	.12 (.42)	.10 (.38)	.14 (.49)
B1. Physically twisted your arm or bent back your fingers ever?	.04 (.21)	.03 (.18)	.05 (.22)
B2. If yes, how often in the last six months?	.05 (.25)	.03 (.22)	.06 (.34)
C1. Pushed, grabbed, shoved, or kicked you somewhere on your body other than your private parts ever?	.13 (.34)	.11 (.31)	.13 (.34)
C2. If yes, how often in the last six months?	.15 (.46)	.14 (.48)	.19 (.58)
D1. Pushed, grabbed, shoved, or kicked you in your private parts ever?	.05 (.21)	.05 (.21)	.07 (.25)
D2. If yes, how often in the last six months?	.06 (.32)	.05 (.29)	.10 (.45)



VARIABLE DESCRIPTIONS	Wave 1 Mean (Std. Dev)	Wave 2 Mean (Std. Dev)	Wave 3 Mean (Std. Dev)
E1. Hit you with a fist or with something hard besides a fist ever?	.07 (.25)	.04 (.21)	.07 (.25)
E2. If yes, how often in the last six months?	.07 (.30)	.05 (.29)	.09 (.42)
F1. Made you touch their private parts or touched yours when you did not want them to?	.03 (.16)	.02 (.15)	.03 (.17)
F2. If yes, how often in the last six months?	.03 (.22)	.02 (.18)	.05 (.33)
G1. Threatened you with a knife or gun ever?	.01 (.08)	.01 (.09)	.02 (.13)
G2. If yes, how often in the last six months?	.00 (.06)	.01 (.11)	.02 (.22)
Q3. Has someone you have dated... (higher = "yes" or more acts of violence)			
A1. Slapped or scratched you ever?	.08 (.28)	.07 (.30)	.08 (.27)
A2. If yes, how often in the last six months?	.08 (.35)	.08 (.35)	.10 (.40)
B1. Physically twisted your arm or bent back your fingers ever?	.03 (.17)	.03 (.17)	.03 (.17)
B2. If yes, how often in the last six months?	.02 (.17)	.03 (.21)	.04 (.26)
C1. Pushed, grabbed, shoved, or kicked you somewhere on your body other than your private parts ever?	.08 (.28)	.07 (.26)	.09 (.28)
C2. If yes, how often in the last six months?	.09 (.35)	.08 (.40)	.12 (.45)
D1. Pushed, grabbed, shoved, or kicked you in your private parts ever?	.04 (.21)	.04 (.19)	.06 (.24)
D2. If yes, how often in the last six months?	.05 (.26)	.04 (.29)	.10 (.45)
E1. Hit you with a fist or with something hard besides a fist ever?	.03 (.18)	.03 (.19)	.04 (.19)
E2. If yes, how often in the last six months?	.03 (.22)	.04 (.25)	.05 (.30)
F1. Made you touch their private parts or touched yours when you did not want them to?	.03 (.17)	.03 (.23)	.03 (.18)
F2. If yes, how often in the last six months?	.03 (.24)	.02 (.24)	.05 (.32)
G1. Threatened you with a knife or gun ever?	.01 (.07)	.02 (.33)	.02 (.14)
G2. If yes, how often in the last six months?	.00 (.03)	.02 (.30)	.02 (.24)
Q4. Thinking about your peers, have you... (higher = "yes" or more acts of violence)			
A1. Slapped or scratched you ever?	.29 (.46)	.22 (.42)	.30 (.46)
A2. If yes, how often in the last six months?	.35 (.69)	.26 (.61)	.43 (.77)
B1. Physically twisted your arm or bent back your fingers ever?	.13 (.34)	.10 (.30)	.12 (.32)



VARIABLE DESCRIPTIONS	Wave 1 Mean (Std. Dev)	Wave 2 Mean (Std. Dev)	Wave 3 Mean (Std. Dev)
B2. If yes, how often in the last six months?	.14 (.43)	.12 (.44)	.15 (.48)
C1. Pushed, grabbed, shoved, or kicked you somewhere on your body other than your private parts ever?	.31 (.46)	.24 (.43)	.26 (.44)
C2. If yes, how often in the last six months?	.38 (.71)	.33 (.71)	.38 (.77)
D1. Pushed, grabbed, shoved, or kicked you in your private parts ever?	.07 (.25)	.06 (.23)	.07 (.25)
D2. If yes, how often in the last six months?	.07 (.32)	.06 (.30)	.09 (.41)
E1. Hit you with a fist or with something hard besides a fist ever?	.20 (.40)	.14 (.35)	.16 (.37)
E2. If yes, how often in the last six months?	.25 (.60)	.19 (.57)	.25 (.64)
F1. Made you touch their private parts or touched yours when you did not want them to?	.01 (.12)	.01 (.11)	.02 (.13)
F2. If yes, how often in the last six months?	.01 (.16)	.01 (.13)	.02 (.22)
G1. Threatened you with a knife or gun ever?	.02 (.13)	.02 (.14)	.02 (.14)
G2. If yes, how often in the last six months?	.01 (.14)	.02 (.20)	.03 (.25)
Q5. Thinking about people that you are interested in, have you... (higher = "yes" or more acts of violence)			
A1. Slapped or scratched you ever?	.07 (.26)	.07 (.25)	.09 (.29)
A2. If yes, how often in the last six months?	.08 (.34)	.07 (.31)	.11 (.42)
B1. Physically twisted your arm or bent back your fingers ever?	.03 (.17)	.02 (.15)	.03 (.17)
B2. If yes, how often in the last six months?	.03 (.20)	.02 (.19)	.05 (.31)
C1. Pushed, grabbed, shoved, or kicked you somewhere on your body other than your private parts ever?	.10 (.30)	.09 (.28)	.08 (.28)
C2. If yes, how often in the last six months?	.12 (.43)	.11 (.43)	.12 (.48)
D1. Pushed, grabbed, shoved, or kicked you in your private parts ever?	.03 (.18)	.02 (.15)	.04 (.19)
D2. If yes, how often in the last six months?	.03 (.19)	.02 (.19)	.05 (.30)
E1. Hit you with a fist or with something hard besides a fist ever?	.05 (.21)	.03 (.16)	.04 (.20)
E2. If yes, how often in the last six months?	.04 (.23)	.03 (.21)	.06 (.33)
F1. Made you touch their private parts or touched yours when you did not want them to?	.01 (.09)	.01 (.11)	.01 (.12)
F2. If yes, how often in the last six months?	.00 (.10)	.01 (.13)	.02 (.23)
G1. Threatened you with a knife or gun ever?	.01 (.08)	.01 (.09)	.01 (.09)



VARIABLE DESCRIPTIONS	<u>Wave 1</u> Mean (Std. Dev)	<u>Wave 2</u> Mean (Std. Dev)	<u>Wave 3</u> Mean (Std. Dev)
G2. If yes, how often in the last six months?	.00 (.05)	.01 (.15)	.01 (.16)
Q6. Thinking about people you have dated, have you... (higher = "yes" or more acts of violence)			
A1. Slapped or scratched you ever?	.05 (.23)	.04 (.21)	.06 (.24)
A2. If yes, how often in the last six months?	.06 (.30)	.05 (.27)	.08 (.36)
B1. Physically twisted your arm or bent back your fingers ever?	.01 (.12)	.02 (.12)	.02 (.14)
B2. If yes, how often in the last six months?	.01 (.11)	.02 (.19)	.03 (.25)
C1. Pushed, grabbed, shoved, or kicked you somewhere on your body other than your private parts ever?	.07 (.25)	.05 (.23)	.06 (.24)
C2. If yes, how often in the last six months?	.08 (.33)	.05 (.28)	.07 (.36)
D1. Pushed, grabbed, shoved, or kicked you in your private parts ever?	.03 (.16)	.02 (.15)	.04 (.19)
D2. If yes, how often in the last six months?	.03 (.22)	.02 (.21)	.05 (.33)
E1. Hit you with a fist or with something hard besides a fist ever?	.03 (.16)	.02 (.14)	.03 (.17)
E2. If yes, how often in the last six months?	.02 (.18)	.02 (.19)	.04 (.25)
F1. Made you touch their private parts or touched yours when you did not want them to?	.01 (.07)	.01 (.11)	.02 (.13)
F2. If yes, how often in the last six months?	.00 (.08)	.01 (.18)	.03 (.25)
G1. Threatened you with a knife or gun ever?	.00 (.07)	.01 (.08)	.01 (.09)
G2. If yes, how often in the last six months?	.00 (.04)	.00 (.08)	.01 (.14)
Q7. At school or during a school-sponsored activity, has anyone ever? (higher = "yes" or more acts of violence)			
A1. Made sexual comments, jokes, gestures, or looks about/ to you?	.43 (.50)	.39 (.50)	.44 (.51)
A2. If yes, how often in the last six months?	.65 (.93)	.62 (.95)	.77 (1.03)
B1. Showed, gave, or left you sexual pictures, photographs, messages, or notes?	.11 (.31)	.13 (.33)	.12 (.33)
B2. If yes, how often in the last six months?	.13 (.43)	.17 (.52)	.19 (.57)
C1. Wrote sexual messages or graffiti about you on bathroom walls, in locker rooms, or other places?	.09 (.28)	.07 (.25)	.08 (.27)
C2. If yes, how often in the last six months?	.09 (.38)	.08 (.35)	.10 (.43)
D1. Spread sexual rumors about you?	.17 (.37)	.12 (.33)	.15 (.36)
D2. If yes, how often in the last six months?	.21 (.55)	.14 (.46)	.21 (.58)



VARIABLE DESCRIPTIONS	Wave 1 Mean (Std. Dev)	Wave 2 Mean (Std. Dev)	Wave 3 Mean (Std. Dev)
E1. Said you were gay or a lesbian, as an insult?	.35 (.48)	.26 (.44)	.28 (.45)
E2. If yes, how often in the last six months?	.50 (.85)	.40 (.82)	.47 (.89)
F1. Spied on you as you dressed or showered at school?	.03 (.18)	.03 (.16)	.04 (.19)
F2. If yes, how often in the last six months?	.04 (.26)	.03 (.20)	.06 (.34)
G1. “Flashed” or “mooned” you?	.18 (.38)	.14 (.35)	.18 (.39)
G2. If yes, how often in the last six months?	.17 (.48)	.16 (.51)	.25 (.64)
H1. Touched, grabbed or pinched you in a sexual way?	.18 (.38)	.15 (.36)	.20 (.40)
H2. If yes, how often in the last six months?	.24 (.62)	.23 (.63)	.38 (.82)
I1. Intentionally brushed up against you in a sexual way?	.20 (.40)	.16 (.37)	.21 (.41)
I2. If yes, how often in the last six months?	.26 (.64)	.23 (.61)	.33 (.75)
J1. Pulled at your clothing in a sexual way?	.09 (.28)	.08 (.26)	.11 (.31)
J2. If yes, how often in the last six months?	.11 (.42)	.09 (.37)	.18 (.57)
K1. Pulled your clothing up or down?	.06 (.25)	.04 (.21)	.07 (.26)
K2. If yes, how often in the last six months?	.07 (.35)	.05 (.30)	.11 (.45)
L1. Blocked your way or cornered you in a sexual way?	.09 (.28)	.08 (.28)	.11 (.32)
L2. If yes, how often in the last six months?	.10 (.37)	.09 (.35)	.16 (.53)
M1. Made you kiss him or her?	.09 (.28)	.06 (.24)	.08 (.26)
M2. If yes, how often in the last six months?	.11 (.42)	.09 (.40)	.13 (.50)
N1. Made you do something sexual, other than kissing?	.04 (.19)	.03 (.18)	.04 (.20)
N2. If yes, how often in the last six months?	.05 (.28)	.04 (.30)	.08 (.43)
Q10. Have you ever done any of the following to someone else when they did not want you to? (higher = “yes” or more acts of violence)			
A1. Made sexual comments, jokes, gestures, or looks about/ to you?	.15 (.35)	.13 (.34)	.15 (.36)
A2. If yes, how often in the last six months?	.19 (.55)	.19 (.57)	.24 (.67)
B1. Showed, gave, or left you sexual pictures, photographs, messages, or notes?	.02 (.15)	.02 (.13)	.03 (.17)
B2. If yes, how often in the last six months?	.01 (.13)	.02 (.19)	.04 (.31)



VARIABLE DESCRIPTIONS	Wave 1 Mean (Std. Dev)	Wave 2 Mean (Std. Dev)	Wave 3 Mean (Std. Dev)
C1. Wrote sexual messages or graffiti about you on bathroom walls, in locker rooms, or other places?	.02 (.15)	.03 (.16)	.03 (.16)
C2. If yes, how often in the last six months?	.02 (.16)	.03 (.22)	.03 (.26)
D1. Spread sexual rumors about you?	.05 (.21)	.04 (.19)	.05 (.21)
D2. If yes, how often in the last six months?	.05 (.28)	.04 (.25)	.06 (.32)
E1. Said you were gay or a lesbian, as an insult?	.20 (.40)	.15 (.35)	.17 (.38)
E2. If yes, how often in the last six months?	.27 (.65)	.26 (.70)	.29 (.75)
F1. Spied on you as you dressed or showered at school?	.01 (.09)	.01 (.10)	.02 (.13)
F2. If yes, how often in the last six months?	.01 (.13)	.01 (.19)	.02 (.20)
G1. "Flashed" or "mooned" you?	.04 (.19)	.03 (.18)	.04 (.20)
G2. If yes, how often in the last six months?	.04 (.25)	.05 (.31)	.06 (.36)
H1. Touched, grabbed or pinched you in a sexual way?	.05 (.22)	.04 (.21)	.05 (.23)
H2. If yes, how often in the last six months?	.07 (.33)	.06 (.30)	.07 (.38)
I1. Intentionally brushed up against you in a sexual way?	.05 (.22)	.04 (.21)	.05 (.22)
I2. If yes, how often in the last six months?	.06 (.30)	.06 (.32)	.07 (.38)
J1. Pulled at your clothing in a sexual way?	.02 (.14)	.02 (.14)	.03 (.16)
J2. If yes, how often in the last six months?	.02 (.19)	.02 (.21)	.05 (.32)
K1. Pulled your clothing up or down?	.02 (.12)	.02 (.14)	.02 (.14)
K2. If yes, how often in the last six months?	.01 (.12)	.02 (.21)	.04 (.28)
L1. Blocked your way or cornered you in a sexual way?	.01 (.11)	.02 (.15)	.02 (.14)
L2. If yes, how often in the last six months?	.01 (.12)	.02 (.21)	.03 (.27)
M1. Made you kiss him or her?	.02 (.15)	.02 (.15)	.02 (.15)
M2. If yes, how often in the last six months?	.03 (.21)	.03 (.24)	.03 (.28)
N1. Made you do something sexual, other than kissing?	.01 (.12)	.02 (.14)	.02 (.13)
N2. If yes, how often in the last six months?	.02 (.17)	.02 (.20)	.03 (.27)



VARIABLE DESCRIPTIONS	Wave 1 Mean (Std. Dev)	Wave 2 Mean (Std. Dev)	Wave 3 Mean (Std. Dev)
Q13. Do you strongly agree that... (higher score = strongly agree)			
A. Girls' bodies are the only things that matter most to boys. (reverse coded)	1.77 (1.22)	1.91 (1.21)	2.23 (1.30)
B. A boy who tells his girlfriend who she can hang out with is being too controlling.	3.00 (1.25)	3.05 (1.19)	3.15 (1.15)
C. In dating relationships between males and females, males should be the leaders and decision-makers. (reverse coded)	2.86 (1.38)	2.82 (1.44)	1.38 (.97)
D. A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or "wuss." (reverse coded)	2.68 (1.55)	2.76 (1.50)	1.27 (.95)
E. It is all right for a girl to ask a boy out on a date.	3.04 (1.15)	3.00 (1.22)	3.00 (1.26)
Q14. Do you strongly agree that... (higher score = strongly agree)			
A. When a girl says "no," she really means "yes" or "maybe" or "later." (reverse coded)	2.22 (1.53)	2.42 (1.62)	1.22 (1.05)
B. Sexual harassment isn't a serious problem in school since it only affects a few people. (reverse coded)	2.77 (1.45)	2.83 (1.45)	1.34 (1.01)
C. If you ignore sexual harassment, more than likely it will stop. (reverse coded)	2.35 (1.52)	2.51 (1.55)	1.34 (1.07)
D. Sexual harassment is an issue that should concern both males and females equally.	2.57 (1.51)	2.50 (1.50)	2.59 (1.52)
E. Sexual harassment is just having fun. (reverse coded)	3.37 (1.16)	3.23 (1.28)	1.25 (.81)
F. If I have flirted with a person in the past, then I am encouraging sexual harassment by them. (reverse coded)	2.54 (1.60)	2.42 (1.68)	1.15 (1.00)
Q15. Do you strongly agree that... (higher score = strongly agree)			
A. When boys make comments and suggestions about girls' bodies, girls should take it as a compliment. (reverse coded)	1.83 (1.52)	1.78 (1.55)	1.41 (1.38)
B. If I see a guy and his girlfriend physically fighting at school, it's none of my business. (reverse coded)	2.07 (1.32)	2.11 (1.42)	1.75 (1.30)
C. Making sexual comments to a girl at school is wrong.	2.81 (1.34)	2.68 (1.43)	2.66 (1.47)
D. Girls are asking to be sexually harassed when they wear short skirts and tight clothes. (reverse coded)	2.26 (1.52)	2.27 (1.55)	1.55 (1.29)
E. Girls lie about being raped just to get back at their dates. (reverse coded)	1.61 (1.74)	1.67 (1.73)	.91 (1.14)
Q16. Please answer the following questions as true or false (higher scores = correct answers).			
A. According to Ohio law, it is considered rape if a male has sex with a female who is under the influence of alcohol.	.24 (.43)	.29 (.45)	.33 (.47)
B. As long as you are just joking around, what you say or do to someone cannot be considered sexual harassment.	.67 (.47)	.69 (.46)	.67 (.47)
C. If two kids who are both under the age of 16 have sex, it is not against the law.	.37 (.48)	.38 (.49)	.37 (.49)
D. If no one else sees me being harassed, there's nothing I can do because the harasser will just say I'm lying.	.53 (.50)	.58 (.49)	.58 (.50)
E. Girls cannot be sexually harassed by other girls.	.73 (.44)	.78 (.41)	.72 (.45)
F. Boys cannot be sexually harassed by girls.	.76 (.42)	.79 (.40)	.73 (.44)



VARIABLE DESCRIPTIONS	Wave 1 Mean (Std. Dev)	Wave 2 Mean (Std. Dev)	Wave 3 Mean (Std. Dev)
G. Writing dirty things about someone on a bathroom wall at school is sexual harassment.	.45 (.50)	.57 (.50)	.55 (.50)
H. If sexual harassment happens in your school, the school district can be sued in court.	.24 (.43)	.31 (.46)	.30 (.46)
I. If a girl says she is being sexually harassed and the boy says he's only fooling, then it's not sexual harassment.	.74 (.44)	.72 (.45)	.70 (.45)
J. If a person is not physically harming someone, then they are not really abusive.	.49 (.50)	.54 (.50)	.53 (.50)
Q17. Do you strongly agree that... (higher score = strongly agree)			
A. When someone of the opposite sex approached me, I become more aware of my "personal" space."	2.75 (.82)	2.84 (.84)	2.78 (.87)
B. Everybody has their own idea of the size of their "personal space."	3.22 (.61)	3.32 (.67)	3.33 (.66)
C. I can tell when someone feels their "personal space" has been invaded by looking at their body language.	3.02 (.75)	3.10 (.77)	3.10 (.75)
D. Boys and girls have different ideas about the size of their "personal space."	3.07 (.70)	3.17 (.72)	3.17 (.72)
E. Everybody has a responsibility to respect the "personal space" of others.	3.34 (.72)	3.32 (.72)	3.32 (.73)
F. I could get into serious trouble if I do not respect the "personal space" of others.	3.05 (.80)	2.99 (.85)	3.03 (.80)
G. It is okay with me when someone I just met and became friends with wants to know my secrets. (reverse coded)	3.16 (.76)	3.14 (.81)	1.82 (.79)
H. Many boundaries are flexible and unfixed while others are rigid and inflexible.	2.58 (.85)	2.67 (.87)	2.67 (.86)
Q18. Do you strongly agree that... (higher score = strongly agree)			
A. I would not be able to stop a boy I didn't know very well from hitting a girl he is going with. (reverse coded)	2.89 (.90)	2.83 (.89)	2.14 (.91)
B. I know how to educate my friends about how to stop sexual harassment.	2.47 (.84)	2.64 (.85)	2.65 (.85)
C. I can help prevent sexual harassment against girls at my school.	2.57 (.81)	2.65 (.83)	2.65 (.84)
D. I have the skills to help support a female friend who is in abusive/disrespectful relationship.	2.89 (.86)	2.93 (.82)	2.92 (.85)
E. I can help prevent sexual violence against girls at my school.	2.57 (.86)	2.65 (.86)	2.66 (.90)
Q19. Do you strongly agree that... (higher score = strongly agree)			
A. I would tell a group of my male friends about their sexist language or behaviors if I hear it or see it.	2.57 (.89)	2.64 (.87)	2.67 (.89)
B. I have the skills to support a female friend who is being disrespected.	3.06 (.78)	2.94 (.79)	2.99 (.80)
C. If there was a group of guys I didn't know very well harassing a girl at school, I would not try to stop them. (reverse coded)	2.82 (.92)	2.78 (.88)	2.26 (.89)
D. I would tell a group of male friends that it was disrespectful to make sexual comments about girls.	2.92 (.84)	2.85 (.83)	2.88 (.85)
E. I would tell my friend to stop using put-downs when he talks about a girl he is going with.	3.08 (.77)	3.00 (.81)	3.00 (.80)
F. I would say something to a friend who is acting disrespectful toward girls.	3.12 (.74)	2.99 (.79)	3.02 (.79)



VARIABLE DESCRIPTIONS	<u>Wave 1</u> Mean (Std. Dev)	<u>Wave 2</u> Mean (Std. Dev)	<u>Wave 3</u> Mean (Std. Dev)
G. It would be too hard for me to face up to another student who is being disrespectful toward the boy or girl he/she is going with. (reverse coded)	2.76 (.89)	2.81 (.87)	2.21 (.86)
H. If I saw a girl I didn't know very well at school, and she was being harassed by a guy, I would help her get out of the situation.	3.04 (.79)	2.91 (.82)	2.86 (.82)
Q20. Imagine that you hear Robert in the cafeteria joking with his friends about Brianna's body and then he touches her butt as she walks by the group. Brianna gets upset and leaves the cafeteria. What would you do if... (higher score = intervention in sexual harassment)			
A. Robert is your good friend.	3.61 (.90)	3.55 (.96)	3.52 (.98)
B. Robert is not your friend.	3.75 (1.02)	3.67 (1.03)	3.47 (1.26)
C. Robert is popular in school.	3.60 (1.13)	3.57 (1.16)	3.48 (1.24)
D. You are alone.	3.61 (1.13)	3.59 (1.13)	3.47 (1.36)
E. Brianna is your good friend.	3.86 (.95)	3.81 (.94)	3.80 (.88)
F. Brianna is not your friend.	3.53 (1.14)	3.45 (1.13)	3.38 (1.23)
Q21. Imagine that you hear James in the cafeteria bragging about how far he got with the girl he is going with, Nikki, on their last date. What would you do if... (higher score = intervention in sexual harassment)			
A. James is your good friend.	3.19 (1.09)	3.23 (1.08)	3.36 (.99)
B. James is not your friend.	3.29 (1.11)	3.31 (1.12)	3.19 (1.28)
C. James is popular at school.	3.27 (1.20)	3.25 (1.20)	3.23 (1.28)
D. You are alone.	3.32 (1.22)	3.35 (1.20)	3.27 (1.37)
E. Nikki is your good friend.	3.62 (1.06)	3.55 (1.07)	3.62 (.98)
F. Nikki is not your friend.	3.30 (1.17)	3.27 (1.15)	3.23 (1.26)
Q22. Imagine that you are in the school hallway and you see Andre get in Bill's face and call him a "fag" or "gay." What would you do if... (higher score = intervention in sexual harassment)			
A. Andre is your good friend.	3.48 (1.00)	3.43 (1.03)	3.47 (.97)
B. Andre is not your friend.	3.50 (1.04)	3.51 (1.07)	3.30 (1.26)
C. Andre is popular at school.	3.41 (1.14)	3.40 (1.18)	3.32 (1.24)
D. Andre is with his friends and you are alone.	3.47 (1.21)	3.55 (1.21)	3.39 (1.37)



VARIABLE DESCRIPTIONS	Wave 1 Mean (Std. Dev)	Wave 2 Mean (Std. Dev)	Wave 3 Mean (Std. Dev)
E. Andre is alone and you are with your friends.	3.57 (.98)	3.55 (1.00)	3.55 (.99)
F. Bill is not your good friend.	3.75 (.96)	3.67 (.96)	3.69 (.93)
G. Bill is your friend.	3.38 (1.14)	3.37 (1.14)	3.24 (1.28)
Q23. If a boy or girl you are going with/ dating embarrassed you, how likely is it that you would do one of the following? (high score = very unlikely)			
A. Ignore what he or she did.	2.92 (1.48)	3.06 (1.42)	3.13 (1.44)
B. Tell him or her not to do it again.	1.78 (1.13)	1.87 (1.15)	1.84 (1.12)
C. Embarrass him or her back.	3.47 (1.49)	3.37 (1.45)	3.35 (1.49)
D. Physically harm him or her.	4.67 (.80)	4.49 (.98)	4.45 (1.07)
E. Make him or her touch my private parts or touch his or hers when he or she shoes not want me to.	4.84 (.61)	4.69 (.85)	4.67 (.89)
Q24. If a boy or girl you are going with/ dating disrespected you while you were together in the same place, how likely is it that you would do one of the following? (high score = very unlikely)			
A. Ignore what he or she did.	3.48 (1.52)	3.47 (1.45)	3.44 (1.47)
B. Tell him or her not to do it again.	1.75 (1.18)	1.81 (1.19)	1.87 (1.20)
C. Embarrass him or her back.	3.67 (1.43)	3.55 (1.43)	3.58 (1.42)
D. Physically harm him or her.	4.62 (.84)	4.41 (1.06)	4.40 (1.09)
E. Make him or her touch my private parts or touch his or hers when he or she shoes not want me to.	4.83 (.64)	4.70 (.81)	4.66 (.88)
Q25. If a boy or girl you are going with/ dating said something to someone else that you did not like, how likely is it that you would do one of the following? (high score = very unlikely)			
A. Ignore what he or she did.	3.35 (1.50)	3.28 (1.49)	3.28 (1.47)
B. Tell him or her not to do it again.	1.93 (1.28)	2.04 (1.29)	2.02 (1.24)
C. Embarrass him or her back.	3.68 (1.40)	3.60 (1.40)	3.63 (1.38)
D. Physically harm him or her.	4.66 (.82)	4.47 (.99)	4.47 (1.01)
E. Make him or her touch my private parts or touch his or hers when he or she shoes not want me to.	4.79 (.67)	4.69 (.82)	4.65 (.88)



VARIABLE DESCRIPTIONS	<u>Wave 1</u> Mean (Std. Dev)	<u>Wave 2</u> Mean (Std. Dev)	<u>Wave 3</u> Mean (Std. Dev)
Q26. If you heard about something that a girl or boy you are going with/ dating did that you did not like, how likely is it that you would do one of the following? (high score = very unlikely)			
A. Ignore what he or she did.	3.52 (1.46)	3.43 (1.44)	3.50 (1.43)
B. Tell him or her not to do it again.	1.93 (1.26)	2.01 (1.29)	2.02 (1.27)
C. Embarrass him or her back.	3.91 (1.34)	3.78 (1.35)	3.76 (1.37)
D. Physically harm him or her.	4.61 (.89)	4.46 (1.01)	4.46 (1.04)
E. Make him or her touch my private parts or touch his or hers when he or she shoes not want me to.	4.79 (.66)	4.68 (.83)	4.63 (.91)

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Appendix K: HLM Outputs



Appendix K: HLM Outputs

Table K-1: Wave 2 Outcomes Controlling for Pretest Scores (Wave1)			
QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
Q1. Experience of Being Victimized by a Peer			
All types of victimization over the students' lifetimes (A)	-.077 (.095) p=.422	.010 (.105) p=.928	-.035 (.085) p=.679
All types of victimization post intervention (B)	-.022 (.093) p=.810	.103 (.102) p=.317	.038 (.083) p=.647
Frequency of all types of victimization post intervention (C)	-.152 (.150) p=.317	.122 (.163) p=.455	-.019 (.133) p=.887
All types of sexual victimization over the students' lifetimes (D)	-.011 (.029) p=.695	-.008 (.030) p=.786	-.010 (.024) p=.666
All types of sexual victimization post intervention (E)	.010 (.027) p=.724	.012 (.026) p=.645	.009 (.022) p=.673
Frequency of all types of sexual victimization post intervention (F)	-.003 (.039) p=.936	.008 (.038) p=.840	.0002 (.032) p=.996
All types of non-sexual victimization over the students' lifetimes (G)	-.073 (.080) p=.369	.023 (.089) p=.801	-.025 (.072) p=.724
All types of non-sexual victimization post intervention (H)	-.042 (.081) p=.605	.096 (.090) p=.289	.027 (.073) p=.715
Frequency of non-sexual victimization post intervention (I)	-.155 (.131) p=.243	.126 (.144) p=.384	-.016 (.117) p=.890
Q2. Experience of Being Victimized by a Person the Respondent Is "Interested In:			
All types of victimization over the students' lifetimes (A)	-.015 (.052) p=.775	.068 (.064) p=.290	.026 (.051) p=.616
All types of victimization post intervention (B)	-.009 (.047) p=.843	.053 (.054) p=.331	.021 (.043) p=.622
Frequency of all types of victimization post intervention (C)	-.037 (.072) p=.608	.045 (.079) p=.574	.001 (.061) p=.983



Table K-1: Wave 2 Outcomes Controlling for Pretest Scores (Wave1)

QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
All types of sexual victimization over the students' lifetimes (D)	.012 (.022) p=.590	.014 (.019) p=.444	.012 (.017) p=.482
All types of sexual victimization post intervention (E)	.013 (.018) p=.493	.006 (.015) p=.680	.008 (.014) p=.559
Frequency of all types of sexual victimization post intervention (F)	.010 (.028) p=.734	.003 (.022) p=.904	.004 (.020) p=.828
All types of non-sexual victimization over the students' lifetimes (G)	-.022 (.042) p=.602	.052 (.052) p=.329	.013 (.042) p=.747
All types of non-sexual victimization post intervention (H)	-.017 (.040) p=.678	.047 (.048) p=.335	.014 (.037) p=.703
Frequency of non-sexual victimization post intervention (I)	-.041 (.061) p=.507	.042 (.071) p=.558	-.002 (.054) p=.966
Q3. Experience of Victimization by the Person the Respondent Has Dated			
All types of victimization over the students' lifetimes (A)	.016 (.059) p=.787	.031 (.051) p=.540	.022 (.047) p=.635
All types of victimization post intervention (B)	.014 (.045) p=.753	.011 (.042) p=.797	.010 (.035) p=.780
Frequency of all types of victimization post intervention (C)	-.005 (.066) p=.942	.012 (.064) p=.855	-.00005(.051) p=.999
All types of sexual victimization over the students' lifetimes (D)	.001 (.021) p=.969	.015 (.018) p=.425	.009 (.016) p=.585
All types of sexual victimization post intervention (E)	-.008 (.018) p=.656	-.006 (.014) p=.664	-.007 (.013) p=.565
Frequency of all types of sexual victimization post intervention (F)	-.009 (.023) p=.706	.006 (.019) p=.743	-.003 (.018) p=.881
All types of non-sexual victimization over the students' lifetimes (G)	.019 (.046) p=.680	.013 (.037) p=.737	.014 (.036) p=.696
All types of non-sexual victimization post intervention (H)	.027 (.036) p=.463	.015 (.036) p=.683	.017 (.029) p=.550
Frequency of non-sexual victimization post intervention (I)	.010 (.058) p=.869	.004 (.054) p=.942	.003 (.044) p=.944



Table K-1: Wave 2 Outcomes Controlling for Pretest Scores (Wave1)

QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
Q4. Experience of Perpetrating Violence Against Respondents' Peers			
All types of violent acts over the students' lifetimes (A)	-.019 (.088) p=.832	.016 (.100) p=.874	-.006 (.074) p=.935
All types of violent acts post intervention (B)	-.013 (.071) p=.860	-.020 (.078) p=.801	-.022 (.062) p=.725
Frequency of all types of violent acts post intervention (C)	-.049 (.115) p=.673	-.063 (.125) p=.618	-.064 (.098) p=.513
All types of sexual violent acts over the students' lifetimes (D)	.020 (.018) p=.266	.001 (.017) p=.935	.010 (.015) p=.485
All types of sexual violent acts post intervention (E)	.011 (.015) p=.474	-.004 (.014) p=.754	.003 (.012) p=.804
Frequency of all types of sexual violent acts post intervention (F)	.022 (.021) p=.301	.009 (.021) p=.676	.015 (.018) p=.416
All types of non-sexual violent acts over the students' lifetimes (G)	-.037 (.080) p=.644	.018 (.090) p=.840	-.014 (.067) p=.835
All types of non-sexual violent acts post intervention (H)	-.024 (.067) p=.724	-.012 (.075) p=.871	-.023 (.059) p=.693
Frequency of non-sexual violent acts post intervention (I)	-.066 (.113) p=.560	-.065 (.121) p=.591	-.075 (.094) p=.426
Q5. Experience of Perpetrating Violence Against Persons Respondents Are "Interested In"			
All types of violent acts over the students' lifetimes (A)	.010 (.045) p=.815	.038 (.056) p=.504	.018 (.042) p=.667
All types of violent acts post intervention (B)	.021 (.033) p=.527	.071 (.049) p=.153	.046 (.038) p=.229
Frequency of all types of violent acts post intervention (C)	-.019 (.055) p=.733	.047 (.064) p=.465	.014 (.050) p=.786
All types of sexual violent acts over the students' lifetimes (D)	-.002 (.013) p=.880	Unable to Compute	.006 (.011) p=.572
All types of sexual violent acts post intervention (E)	.002 (.010) p=.840	.017 (.012) p=.156	.008 (.009) p=.371



Table K-1: Wave 2 Outcomes Controlling for Pretest Scores (Wave1)

QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
Frequency of all types of sexual violent acts post intervention (F)	-.006 (.014) p=.684	.012 (.017) p=.462	.002 (.012) p=.888
All types of non-sexual violent acts over the students' lifetimes (G)	.012 (.039) p=.754	.018 (.047) p=.701	.012 (.037) p=.748
All types of non-sexual violent acts post intervention (H)	.021 (.035) p=.552	.054 (.044) p=.225	.037 (.034) p=.287
Frequency of non-sexual violent acts post intervention (I)	-.012 (.056) p=.837	.034 (.058) p=.566	.011 (.047) p=.817
Q6. Experience of Perpetrating Violence Against Persons They Have Dated			
All types of violent acts over the students' lifetimes (A)	.116 (.034)*** p=.001	.083 (.036) * p=.024	.097 (.031) ** p=.003
All types of violent acts post intervention (B)	.074 (.029) * p=.014	.068 (.031) * p=.031	.068 (.025) ** p=.008
Frequency of all types of violent acts post intervention (C)	.087 (.043) * p=.047	.068 (.043) p=.116	.075 (.035) * p=.036
All types of sexual violent acts over the students' lifetimes (D)	.028 (.011) * p=.014	.027 (.011) * p=.021	.027 (.010) ** p=.009
All types of sexual violent acts post intervention (E)	.018 (.010) t p=.066	.016 (.009) t p=.099	.017 (.008) * p=.044
Frequency of all types of sexual violent acts post intervention (F)	.032 (.019) t p=.086	.022 (.016) p=.166	.027 (.015) t p=.069
All types of non-sexual violent acts over the students' lifetimes (G)	.088 (.029) ** p=.004	.053 (.029) t p=.069	.068 (.026) ** p=.010
All types of non-sexual violent acts post intervention (H)	.055 (.028) * p=.049	.052 (.027) t p=.062	.051 (.022) * p=.026
Frequency of non-sexual violent acts post intervention (I)	.054 (.040) p=.184	.046 (.039) p=.248	.047 (.031) p=.138
Q7. Experience of Victimization at School or during a School-Sponsored Activity			
All types of victimization over the students' lifetimes (A)	.046 (.143) p=.751	.104 (.167) p=.534	.081 (.142) p=.569



Table K-1: Wave 2 Outcomes Controlling for Pretest Scores (Wave1)

QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
All types of victimization post intervention (B)	.035 (.127) p=.781	.026 (.133) p=.845	.030 (.116) p=.797
Frequency of all types of victimization post intervention (C)	.114 (.210) p=.589	.127 (.223) p=.571	.116 (.198) p=.558
Q10. Experience of Perpetrating Violence Against Someone Else			
All types of violent acts over the students' lifetimes (A)	.065 (.112) p=.564	.063 (.126) p=.619	.059 (.101) p=.562
All types of violent acts post intervention (B)	.027 (.088) p=.760	-.018 (.091) p=.841	-.004 (.075) p=.958
Frequency of all types of violent acts post intervention (C)	.032 (.156) p=.836	.024 (.184) p=.898	.016 (.143) p=.909
Factors 1 through 6: (Q13. through Q15. & Q17. through Q19)			
Factor 1: Inappropriate Attributions of Girls' Fault in Sexual Harassment (Reverse) – 14a, 14f, 15d, 15e	-.046 (.082) p=.580	.285 (.094) ** p=.004	.118 (.077) p=.128
Factor 2: Belief that GV/ H is Not a Problem (Reverse) – 13c, 14b, 14c, 14e, 15a, 15b	.046 (.058) p=.427	.133 (.066) * p=.047	.087 (.053) p=.109
Factor 3: Attitudes that Reduce Sexual Harassment – 13b, 13e, 14d, 15c	-.025 (.062) p=.683	.094 (.052) t p=.074	.034 (.048) p=.486
Factor 4: Intention to Confront GV/H – 19a, 19b, 19d, 19e, 19f, 19h	.018 (.042) p=.675	.031 (.044) p=.491	.021 (.035) p=.540
Factor 5: Attitude towards Preventing Sexual Harassment – 18c, 18d, 18e	.065 (.048) p=.181	.110 (.044) * p=.015	.089 (.038) * p=.021
Factor 6: Disposition about Own and Others' "Personal Space" – 17b, 17c, 17d, 17e, 17f	.110 (.036) ** p=.004	.114 (.036) ** p=.003	.112 (.031) *** p=.001
Q16. Knowledge Related to Gender Violence/ Harassment Prevention			
Q16. Percentage of Right Answers	.033 (.022) p=.137	.097 (.024) *** p=.000	.066 (.020) ** p=.002



Table K-1: Wave 2 Outcomes Controlling for Pretest Scores (Wave1)

QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
Q20. -Q22. Intentions of Bystander			
Q20. Imagine you hear Robert in the cafeteria joking with his friends about Brianna's body....	-.051 (.160) p=.753	.038 (.162) p=.816	-.009 (.141) p=.952
Q21. Imagine you hear James in the cafeteria bragging about how far he got with the girl....	-.099 (.199) p=.622	-.132 (.173) p=.448	-.119 (.146) p=.420
Q22. Imagine you are in the school hallway and you see Andre get in Bill's face and call him a "fag"...	.038 (.204) p=.853	-.230 (.182) p=.211	-.108 (.168) p=.523
Q23.-Q26. Behavioral Intentions to Reduce/ Avoid Violence			
(A) Ignore what she did option summed	.262 (.306) p=.395	.040 (.286) p=.890	.162 (.250) p=.518
(B) Tell her not to do it again option summed	.113 (.292) p=.699	.157 (.275) p=.570	.129 (.234) p=.582
(C) Embarrass her back option summed	.445 (.262) t p=.093	.282 (.265) p=.291	.360 (.214) t p=.095
(D) Physically Harm her summed	-.040 (.205) p=.845	.217 (.248) p=.388	.072 (.178) p=.685
(E) Make her touch private parts option summed	-.112 (.188) p=.553	.180 (.194) p=.356	.039 (.151) p=.796

t = sig @ .10; * = sig @ .05; ** = sig @ .01; *** = sig @ .001

**The reference category for Schools is 7.



Table K-2: Wave 3 Outcomes Controlling for Pretest Scores (Wave1)

QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
Q1. Experience of Being Victimized by a Peer			
All types of victimization over the students' lifetimes (A)	-.038 (.105) p=.721	.104 (.107) p=.332	.038 (.090) p=.677
All types of victimization post intervention (B)	-.033 (.109) p=.764	.012 (.100) p=.906	-.008 (.087) p=.931
Frequency of all types of victimization post intervention (C)	-.259 (.220) p=.243	.004 (.216) p=.985	-.115 (.184) p=.535
All types of sexual victimization over the students' lifetimes (D)	-.075 (.035) * p=.037	.014 (.037) p=.716	-.026 (.030) p=.386
All types of sexual victimization post intervention (E)	-.073 (.034) * p=.037	-.009 (.035) p=.800	-.037 (.029) p=.205
Frequency of all types of sexual victimization post intervention (F)	-.151 (.063) * p=.020	.004 (.068) p=.951	-.066 (.054) p=.220
All types of non-sexual victimization over the students' lifetimes (G)	.030 (.088) p=.730	.095 (.088) p=.284	.064 (.074) p=.394
All types of non-sexual victimization post intervention (H)	.030 (.091) p=.744	.022 (.083) p=.790	.027 (.072) p=.711
Frequency of non-sexual victimization post intervention (I)	-.119 (.184) p=.520	.011 (.174) p=.949	-.047 (.152) p=.759
Q2. Experience of Being Victimized by a Person the Respondent Is "Interested In:			
All types of victimization over the students' lifetimes (A)	-.134 (.071) t p=.061	-.006 (.076) p=.942	-.072 (.062) p=.254
All types of victimization post intervention (B)	-.118 (.072) p=.105	-.040 (.067) p=.552	-.079 (.055) p=.155
Frequency of all types of victimization post intervention (C)	-.269 (.142) t p=.061	-.046 (.143) p=.750	-.163 (.111) p=.146
All types of sexual victimization over the students' lifetimes (D)	-.005 (.023) p=.821	Unable to Compute	.004 (.020) p=.856
All types of sexual victimization post intervention (E)	-.003 (.023) p=.887	.003 (.022) p=.892	-.0007 (.018) p=.968



Table K-2: Wave 3 Outcomes Controlling for Pretest Scores (Wave1)

QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
Frequency of all types of sexual victimization post intervention (F)	-.026 (.047) p=.585	-.007 (.045) p=.868	-.018 (.036) p=.615
All types of non-sexual victimization over the students' lifetimes (G)	-.126 (.056) * p=.026	-.026 (.057) p=.654	-.075 (.049) p=.124
All types of non-sexual victimization post intervention (H)	-.109 (.059) t p=.070	-.047 (.052) p=.373	-.076 (.045) t p=.096
Frequency of non-sexual victimization post intervention (I)	-.234 (.109) * p=.035	-.044 (.107) p=.682	-.142 (.086) p=.101
Q3. Experience of Victimization by the Person the Respondent Has Dated			
All types of victimization over the students' lifetimes (A)	.090 (.061) p=.141	.093 (.060) p=.126	.088 (.051) t p=.085
All types of victimization post intervention (B)	.048 (.057) p=.408	.022 (.053) p=.683	.033 (.045) p=.455
Frequency of all types of victimization post intervention (C)	.008 (.107) p=.945	.033 (.112) p=.772	.018 (.089) p=.839
All types of sexual victimization over the students' lifetimes (D)	Unable to Compute	.044 (.023) t p=.055	.029 (.018) p=.112
All types of sexual victimization post intervention (E)	.010 (.020) p=.634	.014 (.019) p=.484	.010 (.016) p=.525
Frequency of all types of sexual victimization post intervention (F)	.014 (.040) p=.718	.029 (.039) p=.466	.019 (.033) p=.550
All types of non-sexual victimization over the students' lifetimes (G)	.074 (.046) p=.112	.046 (.043) p=.290	.059 (.038) p=.118
All types of non-sexual victimization post intervention (H)	.040 (.043) p=.360	.008 (.041) p=.846	.023 (.034) p=.506
Frequency of non-sexual victimization post intervention (I)	-.002 (.078) p=.978	.005 (.084) p=.957	-.0008 (.065) p=.990
Q4. Experience of Perpetrating Violence Against Respondents' Peers			
All types of violent acts over the students' lifetimes (A)	.023 (.082) p=.783	-.017 (.086) p=.848	-.002 (.070) p=.983



Table K-2: Wave 3 Outcomes Controlling for Pretest Scores (Wave1)

QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
All types of violent acts post intervention (B)	-.010 (.076) p=.898	-.148 (.075) t p=.052	-.084 (.063) p=.187
Frequency of all types of violent acts post intervention (C)	-.116 (.144) p=.425	-.195 (.141) p=.170	-.161 (.115) p=.166
All types of sexual violent acts over the students' lifetimes (D)	-.008 (.020) p=.673	.020 (.021) p=.342	.005 (.017) p=.767
All types of sexual violent acts post intervention (E)	-.013 (.018) p=.482	.002 (.019) p=.899	-.005 (.015) p=.716
Frequency of all types of sexual violent acts post intervention (F)	-.035 (.033) p=.301	.004 (.036) p=.915	-.015 (.028) p=.578
All types of non-sexual violent acts over the students' lifetimes (G)	.031 (.078) p=.687	-.035 (.079) p=.662	-.005 (.065) p=.935
All types of non-sexual violent acts post intervention (H)	.003 (.074) p=.967	-.149 (.070) * p=.036	-.077 (.060) p=.204
Frequency of non-sexual violent acts post intervention (I)	-.076 (.134) p=.574	-.197 (.126) p=.124	-.142 (.106) p=.184
Q5. Experience of Perpetrating Violence Against Persons Respondents Are "Interested In"			
All types of violent acts over the students' lifetimes (A)	.005 (.058) p=.930	.011 (.059) p=.858	.004 (.047) p=.927
All types of violent acts post intervention (B)	-.006 (.050) p=.913	.012 (.053) p=.826	.002 (.042) p=.955
Frequency of all types of violent acts post intervention (C)	-.073 (.094) p=.438	.036 (.113) p=.752	-.020 (.085) p=.813
All types of sexual violent acts over the students' lifetimes (D)	.017 (.017) p=.324	.024 (.016) p=.145	.020 (.014) p=.155
All types of sexual violent acts post intervention (E)	.007 (.015) p=.620	.026 (.015) t p=.089	.016 (.012) p=.199
Frequency of all types of sexual violent acts post intervention (F)	-.015 (.027) p=.590	.022 (.029) p=.448	.002 (.022) p=.915
All types of non-sexual violent acts over the students' lifetimes (G)	-.013 (.048) p=.792	-.014 (.050) p=.776	-.016 (.040) p=.691



Table K-2: Wave 3 Outcomes Controlling for Pretest Scores (Wave1)

QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
All types of non-sexual violent acts post intervention (H)	-.013 (.044) p=.769	-.014 (.047) p=.760	-.013 (.037) p=.716
Frequency of non-sexual violent acts post intervention (I)	-.058 (.080) p=.467	.015 (.095) p=.876	-.021 (.072) p=.768
Q6. Experience of Perpetrating Violence Against Persons They Have Dated			
All types of violent acts over the students' lifetimes (A)	.070 (.042) t p=.100	.132 (.054) * p=.018	.100 (.043) * p=.021
All types of violent acts post intervention (B)	.061 (.038) p=.116	.083 (.041) * p=.047	.072 (.034) * p=.038
Frequency of all types of violent acts post intervention (C)	.053 (.060) p=.383	.190 (.084) * p=.028	.122 (.065) t p=.063
All types of sexual violent acts over the students' lifetimes (D)	Unable to Compute	Unable to Compute	Unable to Compute
All types of sexual violent acts post intervention (E)	.018 (.015) p=.250	.028 (.015) t p=.065	.023 (.013) t p=.076
Frequency of all types of sexual violent acts post intervention (F)	.016 (.024) p=.511	.063 (.030) * p=.041	.040 (.024) p=.101
All types of non-sexual violent acts over the students' lifetimes (G)	.053 (.033) p=.114	.082 (.042) t p=.052	.067 (.032) * p=.039
All types of non-sexual violent acts post intervention (H)	.043 (.030) p=.159	.054 (.033) p=.105	.047 (.027) t p=.080
Frequency of non-sexual violent acts post intervention (I)	.037 (.046) p=.426	.126 (.064) t p=.053	.081 (.049) p=.101
Q7. Experience of Victimization at School or during a School-Sponsored Activity			
All types of victimization over the students' lifetimes (A)	.150 (.165) p=.368	-.004 (.185) p=.981	.080 (.148) p=.592
All types of victimization post intervention (B)	.066 (.164) p=.688	-.148 (.184) p=.426	-.034 (.142) p=.810
Frequency of all types of victimization post intervention (C)	-.046 (.346) p=.896	-.094 (.392) p=.811	-.058 (.299) p=.848



Table K-2: Wave 3 Outcomes Controlling for Pretest Scores (Wave1)

QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
Q10. Experience of Perpetrating Violence Against Someone Else			
All types of violent acts over the students' lifetimes (A)	-.005 (.103) p=.960	.030 (.108) p=.783	.006 (.087) p=.949
All types of violent acts post intervention (B)	-.022 (.098) p=.825	-.066 (.105) p=.532	-.053 (.080) p=.507
Frequency of all types of violent acts post intervention (C)	-.135 (.225) p=.552	-.206 (.235) p=.383	-.193 (.174) p=.269
Factors 1 through 6: (Q13. through Q15. & Q17. through Q19)			
Factor 1: Inappropriate Attributions of Girls' Fault in Sexual Harassment (Reverse) – 14a, 14f, 15d, 15e	-.104 (.052) * p=.050	-.028 (.057) p=.620	-.066 (.044) p=.133
Factor 2: Belief that GV/ H is Not a Problem (Reverse) – 13c, 14b, 14c, 14e, 15a, 15b	-.022 (.049) p=.657	.007 (.049) p=.891	-.008 (.038) p=.826
Factor 3: Attitudes that Reduce Sexual Harassment – 13b, 13e, 14d, 15c	.055 (.062) p=.381	.141 (.061) * p=.024	.093 (.050) t p=.065
Factor 4: Intention to Confront GV/H – 19a, 19b, 19d, 19e, 19f, 19h	.056 (.035) p=.114	.034 (.035) p=.339	.041 (.029) p=.160
Factor 5: Attitude towards Preventing Sexual Harassment – 18c, 18d, 18e	.053 (.054) p=.337	.084 (.049) t p=.091	.069 (.043) p=.118
Factor 6: Disposition about Own and Others' "Personal Space" – 17b, 17c, 17d, 17e, 17f	.096 (.040) * p=.021	.086 (.039) * p=.029	.090 (.032) ** p=.007
Q16. Knowledge Related to Gender Violence/ Harassment Prevention			
Q16. Percentage of Right Answers	.030 (.019) p=.130	.093 (.021)*** p=.000	.062 (.018)*** p=.001
Q20. -Q22. Intentions of Bystander			
Q20. Imagine you hear Robert in the cafeteria joking with his friends about Brianna's body....	.207 (.184) p=.265	.150 (.183) p=.414	.173 (.152) p=.259
Q21. Imagine you hear James in the cafeteria bragging about how far he got with the girl....	.091 (.213) p=.669	.030 (.216) p=.891	.050 (.180) p=.781



Table K-2: Wave 3 Outcomes Controlling for Pretest Scores (Wave1)

QUESTIONS	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 3: Both Treatments
Q22. Imagine you are in the school hallway and you see Andre get in Bill's face and call him a "fag"...	.290 (.233) p=.217	.160 (.242) p=.511	.221 (.195) p=.261
Q23.-Q26. Behavioral Intentions to Reduce/ Avoid Violence			
(A) Ignore what she did option summed	.190 (.319) p=.553	-.355 (.321) p=.274	-.058 (.266) p=.828
(B) Tell her not to do it again option summed	.357 (.265) p=.182	.316 (.290) p=.280	.324 (.226) p=.154
(C) Embarrass her back option summed	.650 (.279) * p=.023	.118 (.284) p=.679	.385 (.238) p=.108
(D) Physically Harm her summed	.107 (.248) p=.667	.097 (.234) p=.679	.105 (.199) p=.598
(E) Make her touch private parts option summed	-.221 (.217) p=.313	-.040 (.219) p=.856	-.121 (.172) p=.482

t = sig @ .10; * = sig @ .05; ** = sig @ .01; *** = sig @ .001

**The reference category for Schools is 7.

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Appendix L: HLM Variance Components



Appendix L: HLM Variance Components

Table L-1: Variance Components for Models with Wave 2 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
Q1. Experience of Being Victimized by a Peer						
All types of victimization over the students' lifetimes (A)	-----	-----	-----	-----	-----	-----
All types of victimization post intervention (B)	-----	-----	-----	-----	-----	-----
Frequency of all types of victimization post intervention (C)	-----	-----	-----	-----	-----	-----
All types of sexual victimization over the students' lifetimes (D)	-----	-----	-----	-----	-----	-----
All types of sexual victimization post intervention (E)	-----	-----	-----	-----	-----	-----
Frequency of all types of sexual victimization post intervention (F)	-----	-----	-----	-----	-----	-----
All types of non-sexual victimization over the students' lifetimes (G)	-----	-----	-----	-----	-----	-----
All types of non-sexual victimization post intervention (H)	-----	-----	-----	-----	-----	-----
Frequency of non-sexual victimization post intervention (I)	-----	-----	-----	-----	-----	-----
Q2. Experience of Being Victimized by a Person the Respondent Is "Interested In:						
All types of victimization over the students' lifetimes (A)	-----	-----	-----	-----	-----	-----
All types of victimization post intervention (B)	-----	-----	-----	-----	-----	-----



Table L-1: Variance Components for Models with Wave 2 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
Frequency of all types of victimization post intervention (C)	----	----	----	----	----	----
All types of sexual victimization over the students' lifetimes (D)	----	----	----	----	----	----
All types of sexual victimization post intervention (E)	----	----	----	----	----	----
Frequency of all types of sexual victimization post intervention (F)	----	----	----	----	----	----
All types of non-sexual victimization over the students' lifetimes (G)	----	----	----	----	----	----
All types of non-sexual victimization post intervention (H)	----	----	----	----	----	----
Frequency of non-sexual victimization post intervention (I)	----	----	----	----	----	----
Q3. Experience of Victimization by the Person the Respondent Has Dated						
All types of victimization over the students' lifetimes (A)	----	----	----	----	----	----
All types of victimization post intervention (B)	----	----	----	----	----	----
Frequency of all types of victimization post intervention (C)	----	----	----	----	----	----
All types of sexual victimization over the students' lifetimes (D)	----	----	----	----	----	----
All types of sexual victimization post intervention (E)	----	----	----	----	----	----
Frequency of all types of sexual victimization post intervention (F)	----	----	----	----	----	----



Table L-1: Variance Components for Models with Wave 2 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
All types of non-sexual victimization over the students' lifetimes (G)	-----	-----	-----	-----	-----	-----
All types of non-sexual victimization post intervention (H)	-----	-----	-----	-----	-----	-----
Frequency of non-sexual victimization post intervention (I)	-----	-----	-----	-----	-----	-----
Q4. Experience of Perpetrating Violence Against Respondents' Peers						
All types of violent acts over the students' lifetimes (A)	-----	-----	-----	-----	-----	-----
All types of violent acts post intervention (B)	-----	-----	-----	-----	-----	-----
Frequency of all types of violent acts post intervention (C)	-----	-----	-----	-----	-----	-----
All types of sexual violent acts over the students' lifetimes (D)	-----	-----	-----	-----	-----	-----
All types of sexual violent acts post intervention (E)	-----	-----	-----	-----	-----	-----
Frequency of all types of sexual violent acts post intervention (F)	-----	-----	-----	-----	-----	-----
All types of non-sexual violent acts over the students' lifetimes (G)	-----	-----	-----	-----	-----	-----
All types of non-sexual violent acts post intervention (H)	-----	-----	-----	-----	-----	-----
Frequency of non-sexual violent acts post intervention (I)	-----	-----	-----	-----	-----	-----



Table L-1: Variance Components for Models with Wave 2 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
Q5. Experience Perpetrating Violence Against Persons Respondents Are “Interested In”						
All types of violent acts over the students’ lifetimes (A)	-----	-----	-----	-----	-----	-----
All types of violent acts post intervention (B)	-----	-----	-----	-----	-----	-----
Frequency of all types of violent acts post intervention (C)	-----	-----	-----	-----	-----	-----
All types of sexual violent acts over the students’ lifetimes (D)	-----	-----	Unable to Compute	Unable to Compute	-----	-----
All types of sexual violent acts post intervention (E)	-----	-----	-----	-----	-----	-----
Frequency of all types of sexual violent acts post intervention (F)	-----	-----	-----	-----	-----	-----
All types of non-sexual violent acts over the students’ lifetimes (G)	-----	-----	-----	-----	-----	-----
All types of non-sexual violent acts post intervention (H)	-----	-----	-----	-----	-----	-----
Frequency of non-sexual violent acts post intervention (I)	-----	-----	-----	-----	-----	-----
Q6. Experience of Perpetrating Violence Against Persons They Have Dated						
All types of violent acts over the students’ lifetimes (A)	.00004	.27600	.00016	.30830	.00005	.34897
All types of violent acts post intervention (B)	.00191	.16271	.00087	.21843	.00016	.22169
Frequency of all types of violent acts post intervention (C)	.00100	.38232	-----	-----	.00041	.42362



Table L-1: Variance Components for Models with Wave 2 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
All types of sexual violent acts over the students' lifetimes (D)	.00001	.02725	.00001	.03289	.00001	.03634
All types of sexual violent acts post intervention (E)	.00018	.01875	.00000	.02112	.00003	.02336
Frequency of all types of sexual violent acts post intervention (F)	.00101	.06294	-----	-----	.00039	.07135
All types of non-sexual violent acts over the students' lifetimes (G)	.00011	.19827	.00011	.20167	.00004	.23338
All types of non-sexual violent acts post intervention (H)	.00220	.13859	.00030	.17477	.00008	.17879
Frequency of non-sexual violent acts post intervention (I)	.00191	.31325	-----	-----	-----	-----
Q7. Experience of Victimization at School or during a School-Sponsored Activity						
All types of victimization over the students' lifetimes (A)	-----	-----	-----	-----	-----	-----
All types of victimization post intervention (B)	-----	-----	-----	-----	-----	-----
Frequency of all types of victimization post intervention (C)	-----	-----	-----	-----	-----	-----
Q10. Experience of Perpetrating Violence Against Someone Else						
All types of violent acts over the students' lifetimes (A)	-----	-----	-----	-----	-----	-----
All types of violent acts post intervention (B)	-----	-----	-----	-----	-----	-----
Frequency of all types of violent acts post intervention (C)	-----	-----	-----	-----	-----	-----



Table L-1: Variance Components for Models with Wave 2 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma ²)	R0 (Tau)	E (Sigma ²)	R0 (Tau)	E (Sigma ²)
Factors 1 through 6: (Q13. through Q15. & Q17. through Q19)						
Factor 1: Inappropriate Attributions of Girls' Fault in Sexual Harassment – 14a, 14f, 15d, 15e	-----	-----	.06794	.91014	-----	-----
Factor 2: Belief that GV/ H is Not a Problem – 13c, 14b, 14c, 14e, 15a, 15b	-----	-----	.02120	.53283	-----	-----
Factor 3: Attitudes that Reduce Sexual Harassment – 13b, 13e, 14d, 15c	-----	-----	-----	-----	-----	-----
Factor 4: Intention to Confront GV/H – 19a, 19b, 19d, 19e, 19f, 19h	-----	-----	-----	-----	-----	-----
Factor 5: Attitude towards Preventing Sexual Harassment – 18c, 18d, 18e	-----	-----	.00352	.37085	.00556	.37376
Factor 6: Disposition about Own and Others' "Personal Space" – 17b, 17c, 17d, 17e, 17f	.00009	.22641	.00106	.23742	.00151	.23043
Q16. Knowledge Related to Gender Violence/ Harassment Prevention						
Q16. Percentage of Right Answers	-----	-----	.00460	.05204	.00509	.05113
Q20. -Q22. Intentions of Bystander						
Q20. Imagine you hear Robert in the cafeteria joking with his friends about Brianna's body....	-----	-----	-----	-----	-----	-----
Q21. Imagine you hear James in the cafeteria bragging about how far he got with the girl....	-----	-----	-----	-----	-----	-----
Q22. Imagine you are in the hallway & you see Andre in Bill's face and call him a "fag"...	-----	-----	-----	-----	-----	-----



Table L-1: Variance Components for Models with Wave 2 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
Q23.-Q26. Behavioral Intentions to Reduce/ Avoid Violence						
(A) Ignore what she did option summed	-----	-----	-----	-----	-----	-----
(B) Tell her not to do it again option summed	-----	-----	-----	-----	-----	-----
(C) Embarrass her back option summed	.03048	14.54263	-----	-----	.02015	14.21610
(D) Physically Harm her summed	-----	-----	-----	-----	-----	-----
(E) Make her touch private parts option summed	-----	-----	-----	-----	-----	-----



Table L-2: Variance Components for Models with Wave 3 Outcomes

QUESTIONS	Treatment 1:	Treatment 1:	Treatment 2:	Treatment 2:	Treatment 3:	Treatment 3:
	Interaction	Interaction	Law & Justice	Law & Justice	Both Treatments	Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
Q1. Experience of Being Victimized by a Peer						
All types of victimization over the students' lifetimes (A)	-----	-----	-----	-----	-----	-----
All types of victimization post intervention (B)	-----	-----	-----	-----	-----	-----
Frequency of all types of victimization post intervention (C)	-----	-----	-----	-----	-----	-----
All types of sexual victimization over the students' lifetimes (D)	.00399	.22118	-----	-----	-----	-----
All types of sexual victimization post intervention (E)	.00352	.20028	-----	-----	-----	-----
Frequency of all types of sexual victimization post intervention (F)	.01391	.68013	-----	-----	-----	-----
All types of non-sexual victimization over the students' lifetimes (G)	-----	-----	-----	-----	-----	-----
All types of non-sexual victimization post intervention (H)	-----	-----	-----	-----	-----	-----
Frequency of non-sexual victimization post intervention (I)	-----	-----	-----	-----	-----	-----
Q2. Experience of Being Victimized by a Person the Respondent Is "Interested In:						
All types of victimization over the students' lifetimes (A)	.00557	1.09998	-----	-----	-----	-----
All types of victimization post intervention (B)	-----	-----	-----	-----	-----	-----
Frequency of all types of victimization post intervention (C)	.07007	3.40235	-----	-----	-----	-----



Table L-2: Variance Components for Models with Wave 3 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
All types of sexual victimization over the students' lifetimes (D)	-----	-----	Unable to Compute	Unable to Compute	-----	-----
All types of sexual victimization post intervention (E)	-----	-----	-----	-----	-----	-----
Frequency of all types of sexual victimization post intervention (F)	-----	-----	-----	-----	-----	-----
All types of non-sexual victimization over the students' lifetimes (G)	.00281	.69215	-----	-----	-----	-----
All types of non-sexual victimization post intervention (H)	.01111	.57574	-----	-----	.00694	.59088
Frequency of non-sexual victimization post intervention (I)	.03933	2.06394	-----	-----	-----	-----
Q3. Experience of Victimization by the Person the Respondent Has Dated						
All types of victimization over the students' lifetimes (A)	-----	-----	-----	-----	.00434	.84995
All types of victimization post intervention (B)	-----	-----	-----	-----	-----	-----
Frequency of all types of victimization post intervention (C)	-----	-----	-----	-----	-----	-----
All types of sexual victimization over the students' lifetimes (D)	Unable to Compute	Unable to Compute	.00156	.10065	-----	-----
All types of sexual victimization post intervention (E)	-----	-----	-----	-----	-----	-----
Frequency of all types of sexual victimization post intervention (F)	-----	-----	-----	-----	-----	-----
All types of non-sexual victimization over the students' lifetimes (G)	-----	-----	-----	-----	-----	-----



Table L-2: Variance Components for Models with Wave 3 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
All types of non-sexual victimization post intervention (H)	-----	-----	-----	-----	-----	-----
Frequency of non-sexual victimization post intervention (I)	-----	-----	-----	-----	-----	-----
Q4. Experience of Perpetrating Violence Against Respondents' Peers						
All types of violent acts over the students' lifetimes (A)	-----	-----	-----	-----	-----	-----
All types of violent acts post intervention (B)	-----	-----	.00547	1.27193	-----	-----
Frequency of all types of violent acts post intervention (C)	-----	-----	-----	-----	-----	-----
All types of sexual violent acts over the students' lifetimes (D)	-----	-----	-----	-----	-----	-----
All types of sexual violent acts post intervention (E)	-----	-----	-----	-----	-----	-----
Frequency of all types of sexual violent acts post intervention (F)	-----	-----	-----	-----	-----	-----
All types of non-sexual violent acts over the students' lifetimes (G)	-----	-----	-----	-----	-----	-----
All types of non-sexual violent acts post intervention (H)	-----	-----	.01080	.99140	-----	-----
Frequency of non-sexual violent acts post intervention (I)	-----	-----	-----	-----	-----	-----
Q5. Experience Perpetrating Violence Against Persons Respondents Are "Interested In"						
All types of violent acts over the students' lifetimes (A)	-----	-----	-----	-----	-----	-----



Table L-2: Variance Components for Models with Wave 3 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
All types of violent acts post intervention (B)	-----	-----	-----	-----	-----	-----
Frequency of all types of violent acts post intervention (C)	-----	-----	-----	-----	-----	-----
All types of sexual violent acts over the students' lifetimes (D)	-----	-----	-----	-----	-----	-----
All types of sexual violent acts post intervention (E)	-----	-----	.00020	.05291	-----	-----
Frequency of all types of sexual violent acts post intervention (F)	-----	-----	-----	-----	-----	-----
All types of non-sexual violent acts over the students' lifetimes (G)	-----	-----	-----	-----	-----	-----
All types of non-sexual violent acts post intervention (H)	-----	-----	-----	-----	-----	-----
Frequency of non-sexual violent acts post intervention (I)	-----	-----	-----	-----	-----	-----
Q6. Experience of Perpetrating Violence Against Persons They Have Dated						
All types of violent acts over the students' lifetimes (A)	.00019	.43001	.01041	.54823	.00546	.55746
All types of violent acts post intervention (B)	-----	-----	.00060	.41218	.00029	.39981
Frequency of all types of violent acts post intervention (C)	-----	-----	.00194	1.73630	.00140	1.48445
All types of sexual violent acts over the students' lifetimes (D)	Unable to Compute	Unable to Compute	Unable to Compute	Unable to Compute	Unable to Compute	Unable to Compute
All types of sexual violent acts post intervention (E)	-----	-----	.00014	.05075	.00019	.05221



Table L-2: Variance Components for Models with Wave 3 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
Frequency of all types of sexual violent acts post intervention (F)	-----	-----	.00085	.21302	-----	-----
All types of non-sexual violent acts over the students' lifetimes (G)	-----	-----	.00586	.33154	.00210	.33174
All types of non-sexual violent acts post intervention (H)	-----	-----	-----	-----	.00017	.24952
Frequency of non-sexual violent acts post intervention (I)	-----	-----	.00158	.98850	-----	-----
Q7. Experience of Victimization at School or during a School-Sponsored Activity						
All types of victimization over the students' lifetimes (A)	-----	-----	-----	-----	-----	-----
All types of victimization post intervention (B)	-----	-----	-----	-----	-----	-----
Frequency of all types of victimization post intervention (C)	-----	-----	-----	-----	-----	-----
Q10. Experience of Perpetrating Violence Against Someone Else						
All types of violent acts over the students' lifetimes (A)	-----	-----	-----	-----	-----	-----
All types of violent acts post intervention (B)	-----	-----	-----	-----	-----	-----
Frequency of all types of violent acts post intervention (C)	-----	-----	-----	-----	-----	-----
Factors 1 through 6: (Q13. through Q15. & Q17. through Q19)						
Factor 1: Inappropriate Attributions of Girls' Fault in Sexual Harassment – 14a, 14f, 15d, 15e	.00082	.60820	-----	-----	-----	-----



Table L-2: Variance Components for Models with Wave 3 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
Factor 2: Belief that GV/ H is Not a Problem – 13c, 14b, 14c, 14e, 15a, 15b	-----	-----	-----	-----	-----	-----
Factor 3: Attitudes that Reduce Sexual Harassment – 13b, 13e, 14d, 15c	-----	-----	.00387	.72169	-----	-----
Factor 4: Intention to Confront GV/H – 19a, 19b, 19d, 19e, 19f, 19h	-----	-----	-----	-----	-----	-----
Factor 5: Attitude towards Preventing Sexual Harassment – 18c, 18d, 18e	-----	-----	-----	-----	-----	-----
Factor 6: Disposition about Own and Others’ “Personal Space” – 17b, 17c, 17d, 17e, 17f	.00097	.25331	.00300	.26274	.00257	.26251
Q16. Knowledge Related to Gender Violence/ Harassment Prevention						
Q16. Percentage of Right Answers	-----	-----	.00154	.06591	.00168	.06549
Q20. -Q22. Intentions of Bystander						
Q20. Imagine you hear Robert in the cafeteria joking with his friends about Brianna’s body....	-----	-----	-----	-----	-----	-----
Q21. Imagine you hear James in the cafeteria bragging about how far he got with the girl....	-----	-----	-----	-----	-----	-----
Q22. Imagine you are in the hallway & you see Andre in Bill’s face and call him a “fag”...	-----	-----	-----	-----	-----	-----
Q23.–Q26. Behavioral Intentions to Reduce/ Avoid Violence						
(A) Ignore what she did option summed	-----	-----	-----	-----	-----	-----
(B) Tell her not to do it again option summed	-----	-----	-----	-----	-----	-----



Table L-2: Variance Components for Models with Wave 3 Outcomes

QUESTIONS	Treatment 1: Interaction	Treatment 1: Interaction	Treatment 2: Law & Justice	Treatment 2: Law & Justice	Treatment 3: Both Treatments	Treatment 3: Both Treatments
	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)	R0 (Tau)	E (Sigma2)
(C) Embarrass her back option summed	.00609	16.41976	-----	-----	-----	-----
(D) Physically Harm her summed	-----	-----	-----	-----	-----	-----
(E) Make her touch private parts option summed	-----	-----	-----	-----	-----	-----

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Appendix M: Teacher Focus Group Protocol



Appendix M: Teacher Focus Group Protocol

Development and Evaluation of Gender Violence/Harassment Prevention Programs in Middle Schools

INTRODUCTORY STATEMENT OF PURPOSE (READ ALOUD):

My name is (introduce self and other facilitator and a little bit about each). As many of you know, we have been funded by the U.S. Department of Justice to develop, implement, and evaluate gender violence prevention programs in middle schools. We have been working in 3 of the first ring suburban school districts of Cleveland since the fall of 2005. We have implemented the classroom lessons, surveyed the students before and immediately afterwards and will be surveying them again. We have interviewed all the superintendents and now we turn to you, the teachers.

Thank you for agreeing to participate in today's focus group. We greatly appreciate you taking time out of your busy schedules to assist with our study. You were selected to participate in this focus group because, as teachers, you are sensitive to changes in school climate and students' behaviors, and because your students were part of the study – either because they were given one of the 2 versions of our curriculum (which we call “treatments”) or because they were part of the CONTROL GROUP (meaning that they were not given our “treatments”).

We are conducting focus groups with teachers from all three school districts who have participated in the research and evaluation. Ultimately we are interested in assessing changes in students' behaviors that may have resulted from the implementation in your schools of our gender violence/harassment prevention program. Sometimes changes are evident right away, for example, if students start using concepts & vocabulary that were introduced in the lessons. In other cases, changes in students' behaviors don't show up for a while, if at all, or they are only



manifested outside of the range of teachers' views, in which case, you would not be privy to these changes.

Today, we will be asking you several open-ended questions. Please feel free to be open and candid in your individual responses to our questions, as we will keep this information strictly confidential. Only general themes and some direct quotations will be conveyed in our final report – your names will never be reported. In the event that we use direct quotations, you will only be described by your role. Our job as facilitators today is to pose questions, to keep the group on-task, allow everyone to have their say, to move the discussion along because we want to cover all the questions, and to keep time. Aside from that, we really want you to feel free to interact as a group. We would also like to audiotape this discussion so that we may accurately transcribe your comments. All audiotapes and subsequent transcriptions will be secured by Caliber research staff. Does each of you allow us to audiotape this session?

If so, please respond with a verbal yes. [If not everyone agrees to audiotape, we will not audiotape and will take notes instead.]

As a *thank you* for your participation in our focus group, you will receive a gift-card for \$50 at the end of today's session.

The focus group should last approximately one hour.

Are there any questions before we begin?



1. Have you observed any changes in the past 5 or 6 months or so in the kinds of verbal harassment used (NOT abuse) by the students in your school? If so, please describe and give examples.
2. Have you observed any changes over the past 5-6 months in students in the kinds of controlling and/or harassing behaviors that student exhibit over each other? If so, please describe or give examples.
3. Have you observed any changes over the past 5-6 months of students who were in the bystander role (meaning that they were not the harasser or the victim/target), who then made an intervention into the harassment that was happening in front of them? If so, please describe and give examples.
4. Have you noticed students in your school being more willing to seek help about gender violence and/or harassment issues from (teachers/counselors/administrators/other students) over the past 5-6 months? If so, please describe.
5. What sorts of gender differences, if any, have you observed about the changes in the behaviors of the male vs. the female students over the past 5-6 months?
6. What differences, if any, did you observe between the changes or behaviors of the students who received Treatment 1 (Interaction-based), Treatment 2 (law & Justice) and No treatment at all?
7. Is there anything in general that you would like to add about the whole experience of being part of a research project? Either about the students, or your experiences/perceptions/observations?

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Appendix N: Lessons Learned



APPENDIX N: LESSONS LEARNED

BY DR. NAN STEIN, CO-PRINCIPAL INVESTIGATOR

In this appendix, we explore in a qualitative fashion some of the key lessons we learned at every phase of this research project, including pre-award, post-award/getting started, pilot, implementation, and follow-up. We organized this appendix to conform chronologically to these distinct phases and included lessons learned summaries for each.

I. Pre-Award

The process for the selection of school districts to join our research was not a random process and commenced at the same time as we began writing our proposal in December 2004. We based our selection in part on the socioeconomic/racial diversity of the school districts and on the reputation of school districts for being willing to participate in research projects. One of the co-PIs knew of the work of Shaker Heights City School District as part of the Minority Achievement Network, a consortium of suburban/university-based towns around the United States where there is an effort to raise the achievement of the students of color. We reached out to the superintendent of Shaker Heights through an e-mail, followed up with a phone call, and he agreed to join us.

We had hoped that if we were able to secure one respected school superintendent in the pre-award phase we would be able to have other superintendents join us based on the reputation of that first superintendent. We were also able to obtain a second school district in the same metropolitan area of Cleveland. In general, in the pre-award phase, we had difficulty reaching superintendents.

In addition, our approach for the research project counted on the participation of a staff person from a local area sexual assault center. We needed to recruit a sexual assault center in the



same area as the school districts that we were aiming for, one that had a successful education component that taught in the school districts with which we were working. Our plan called for that staff person from the sexual assault center to work with us in a very critical capacity, in the classroom, delivering the lessons/treatments. We would not be able to implement our research design unless we had a competent, reliable, participatory staff person from the sexual assault center who was also a great trainer with rapport with middle school-aged students. We were able to find a person who met all of our criteria, Meg McIntyre of the Cleveland Rape Crisis Center. We were also able to put together a research team that was multidisciplinary with expertise in research design, had a collaborative research record with schools, and had expertise in curriculum development.

Lessons Learned Summary: Pre-Award

- Aim to collaborate with school superintendents who have shown their commitment to research and their interest in collaboration with institutions of higher education.
- Realize that most superintendents may not want to join with your research project until after you have won the award.
- Superintendents who do join with your project in the pre-award phase may change their minds or leave the district by the time you get the award. Your relationship with them is always tenuous.

II. Post-Award/Getting Started

Soon after officially receiving the grant award from the National Institute of Justice in early October 2005, the co-PIs made a trip to the research site to introduce themselves to the on-site research partners (the Shaker Heights City Schools and the Cleveland Rape Crisis Center), to establish a presence there, and to have in-person time with the partners. We felt that this



courtesy visit was important even though at that time we only had one school district committed to joining us (school district #2, which had given us a letter of support for the grant, chose not to participate in the research project). We also wanted to spend time with the Shaker Heights City School District superintendent to ask for suggestions of other school districts in the metro area as potential sites for our research project, and if we might be able to use his name when we contacted those sites.

For this trip and every subsequent one, we organized an agenda and sent it in advance to the district staff (superintendent, executive director of curriculum, and testing director) and the two principals who would be participating with us. However, during the course of our first set of meetings with Shaker Heights, a critical incident occurred, prompting a deviation from the agenda.

As we explained the design for the research and the involvement of the Cleveland Rape Crisis Center as the person who would teach the lessons in the classrooms, we were told by the superintendent that he would not allow a staff person from the center to enter the classrooms. It seemed that it was the policy of the Shaker Heights City School District not to allow staff from any outside agencies into the schools to teach students. Therefore, if we wanted to have the participation of this district, the health teachers would have to teach the lessons, and we would have to train the health teachers. Clearly, we would have to alter our research design if we wanted to keep them in the project.

We learned that we could not be rigid; modifications in the research design could happen without compromising the research, especially if it would cost us to lose our prime and only school district partner. Moreover, while there might be some drawbacks to losing standardization across the interventions (assuming that the staff person from the Rape Crisis



Center were to conduct all of the lessons/treatments in all the classrooms), there were benefits to having school personnel teach our lessons. Their participation would be important for replication purposes and would more accurately reflect the reality of schools once the grant was over—that teachers could teach the lessons, not staff members from outside agencies.

It was clear there would be no negotiations on this matter. While we might have lost standardization, we gained credibility with Shaker Heights schools by compromising and gained an interesting element with the classroom teachers doing the teaching. Were we to have remained rigid and rejected a Shaker Heights compromise, then we might not have been able to secure the participation of other area school districts, given the influence of the Shaker Heights superintendent and the district's prestige. We learned we always had to be – flexible when doing research with schools; even though we had had his letter of support in the pre-award phase, we had to win his trust and confidence every time. Participation is always tenuous and it can always be removed.

With the support of the executive director of curriculum, who became our main point of contact and ally, Shaker Heights agreed to alter the sixth to eighth grade health curriculum, compose the classes to be co-ed (the seventh and eighth grade health classes had traditionally been sex separate), and modify the schedule to meet our needs as long as their teachers would follow our curriculum.

After reaffirming our agreement under the new ground rules, we met with the principals of the two schools in this district in which our research would be conducted. Even though we had secured the superintendent's trust and commitment, we would not have been able to proceed if the principals had distrusted us or our intentions. We were able to finalize their participation after this first visit, probably in no small measure because the superintendent and the executive



director of curriculum were enthusiastic about our project. We also met with the half-time research director of the district, who remained a strong ally of ours throughout the project.

Additional visits to the Cleveland area were conducted in the late fall to recruit additional school districts. We visited several districts, one of which joined us and a second that did not because of an impending employee strike. We were reminded of the daily interruptions that exist when doing participatory research with school districts. By the end of December 2005, we had commitments from two school districts to join us, and they both committed to be part of the pilot phase as well, which would commence in spring 2006, a few months after recruitment.

Another critical incident occurred during this recruitment trip as we visited one of the potential partner/school districts. At a meeting of the central office staff/superintendent, plus the three middle school principals, it became clear that our relationship with this school district was improving because it seemed that either the superintendent was courting us or she was courting the middle school principals. Indeed, it became evident as the meeting progressed that she had her own motives to join in our research project, not the least of which was Perhaps a federal Title IX sexual harassment lawsuit against the district for alleged peer-to-peer sexual harassment/assault that had taken place in school prompted the superintendent to join the research project. We left that meeting with another school district committed to joining the project.

Lessons Learned Summary: Post-Award

- Face time and courtesy visits to meet with district and school personnel were valuable.
- It was critical for curriculum developers and researchers to remain flexible during negotiations.



- Research team members listened carefully to superintendents and principals to understand their unique reasons for committing their district to join a research project.
- Gaining support from one influential superintendent was helpful in obtaining commitment from others to participate in the project.
- Identifying and communicating with a key ally below the superintendent level in each school district was helpful to the project team because this person assisted in addressing barriers to implementing the study within each district (e.g., negotiations with principals and teachers, gaining buy-in from parents).
- Identifying back-up school districts to participate in the research project is critical since various factors may prohibit districts from participating (e.g., teacher strikes, principal turnover).

III. Pilot (curriculum development, orientation/training & survey pre-testing)

We had to re-establish and implement a reasonable timeline and tasks that met the needs and constraints of the participating schools. A top consideration was the testing schedule to which Ohio schools are subjected, so we were advised to stay away from their schools during the month of March. We also had to take into account the different weeks that each school district had for spring break as we set up the pilot phase in the schools.

We learned repeatedly that the realities of school life transcend any timetable the research project might have or wish to impose on the schools. Those realities include the statewide testing schedule, impending employee strikes, school vacations, fire and tornado drills, field trips, band practice, back-to-school camping trips, teacher sick days, and staff retirements. There is a rhythm to school life that researchers generally overlook or think that they might be able to avoid or control. These events should not be regarded as disruptions, but rather as events that



must be taken in stride with calmness and acceptance. This is a contest that researchers will not win against the daily unpredictable motions of school life.

In addition, co-PI Nan Stein worked on development of the curricula. She was helped in this endeavor by Meg McIntyre from the Cleveland Rape Crisis Center, who was becoming an integral member of the research team. In late January 2006, Dr. Stein traveled to Cleveland for one week to finalize the curricula, meet with the school districts to orient the staff (health teachers, principals, and guidance counselors) on the lessons, and receive their feedback so she could revise the lessons/treatments. Together, Dr. Stein and Ms. McIntyre created opportunities for teachers and principals to share their concerns about the lessons and suggest additional ideas, concepts, and local vernacular/vocabulary of the middle school students to integrate into the lessons prior to the pilot phase (see separate sections on the treatments/lessons). These preliminary meetings prior to the pilot phase allowed Ms. McIntyre and Dr. Stein to establish their legitimacy with the building principals and teachers, which was an ongoing process. Throughout the project, especially in all the curriculum phases of the work (development, revision, and plans for the future), they highlighted the importance of participation/involvement from the teachers. Many of these teachers remained our key contacts throughout the project, most likely because they felt invested in the effort and respected for their practice and knowledge as teachers. Work with the teachers on the pilot lessons continued through March 2006 with additional trips to Cleveland to refine the lessons, especially in the district where the teachers, not Ms. McIntyre, would be implementing them.

In the meantime, efforts to recruit a third school district continued because we needed to include 100 classrooms in the study in order to have an adequate sample size (see the Methods section of this report for the rationale for 100 classrooms). By February 2006, co-PI Dr. Bruce



Taylor) reached the Berea City School District and with Dr. Stein, held a conference call with over six members of the central office staff. The outcome was that Berea indicated that they would like to join the project, but not for the pilot phase. By the end of May 2006, we met with the two Berea middle school principals, the curriculum/testing director, and some teachers to establish our plans for the upcoming school year. However, we were informed at this initial meeting that the two middle school principals would be retiring in a few days. This meant that we would have to reorient the new principals in the fall by describing the research project and gaining their buy-in. The fact that that employees of school districts fluctuate a great deal is a lesson that all researchers need to keep in mind—there is a lot of turnover in school districts. However, meeting the director of curriculum and research at this meeting turned into a very fruitful relationship, and he became one of our strongest supporters in his district by making things happen for us (e.g., scheduling meetings, communicating with principals and teachers).

The second major critical incident of the project occurred at the time that we were finalizing the letter to be sent home to the parents to obtain their permission for their children to participate in the surveys and in the classroom lessons (April 2006). One of the school superintendents refused to allow the letters to go home to the parents on Caliber stationery; as he put it, “I only work with universities.” He would not even allow two logos to be used, but rather, only Wellesley’s logo. We complied with his request and the rest of the school districts followed suit (though they would allow double logos to be used on the permission forms and letters to parents). Another lesson about the value of flexibility was learned: what was primary in the mind of the superintendent was to have a university involved in the research project, and if we did not do as he asked, we would lose the participation of that district. He was too valuable to lose for something insignificant (a logo).



Work on survey development based on measures outlined in the original proposal continued throughout the winter of 2006, and in April 2006, we began a pilot test of the survey instrument with students. The pilot test and analyses demonstrated the viability of getting students to complete a survey related to gender violence and harassment (GV/H). The pilot survey (n=80) demonstrated that a surprisingly large number of seventh grade students were experiencing or perpetrating GV/H.

After the pilot survey was administered to the students, we worked with our consultant, Professor Vangie Foshee, in the review of pilot test results (May 2006). We selected measures based on documented validity and reliability. We also had to modify the language of some of the survey questions to address concerns from some of the principals/superintendents. One principal in particular felt that the language we were using was either too sophisticated or too provocative.

Discussions about random assignment for the fall survey administration began in May 2006 with the school principals. The school districts were receptive to our requirement for random assignment. Nevertheless, a variety of problems arose as we worked through the details of selecting students for the study. One problem was that there were some students who were not going to be taking health classes during the period of the study (fall 2006) so the principals agreed to shift classes to avoid this problem. In addition, the health classes in one school were taught separately for boys and girls, and we needed to convince the principal and health teachers to alter their usual way of running their classes. We obtained agreement from the principal and the teachers on this major point (no sex separate classes), with the strong backing of the district-wide executive director of curriculum.



Lessons Learned Summary: Pilot Phase

- Remaining flexible and re-establishing the project timeline in conjunction with the school partners allowed the research project to occur within the confines of school schedules.
- The research team involved the teachers in all phases of the project, especially in the development and revision of material that would be used in their classrooms, because it helped gain their support for the project.
- School district employees often leave (e.g., transfer, retire), so the project team did not always count on these partners remaining in the same capacity from one year to another over the course of a multi-year project.
- The logistics of class scheduling differ from one school to another, and this often prevents the original research design from being implemented in every building in every district in exactly the same way.
- Distribution and return of parental permission forms at school through the students is not always the best process, so researchers must begin early, work with the district and school personnel to determine the best processes, and remind the school personnel to remind the students.
- Providing constant reminders to the schools of the project tasks, dates, and deadlines helps communicate the importance of their role in the project.
- Sending thank you letters often, even through e-mail, helps to remind school personnel of their importance in the implementation of the project.
- Building in teacher incentives (e.g., gift cards) for their time in helping with survey administration and for participation in focus groups proved to make a difference in reminding teachers of their importance in the implementation of the project.



- Finding and cultivating relationships with key people in each school district in the central office to be primary contacts is critical to working with building principals and teachers, as well as to gaining access to students.

IV. Implementation of Curriculum and Research Project: Summer into Fall 2006

Over the summer of 2006, the research team completed final revisions of every aspect of the research project. The curricula were revised based in large measure on the feedback from the key informants at Shaker Heights Middle School, the health teachers who had taught the lessons themselves in the pilot phase, and student survey data collected during the pilot phase. A key feature of the teachers' suggestions was to convert lesson four (out of five sessions) in both treatments from a didactic pedagogy to one that used sections from a video/DVD (case studies, enacted by student/actors). Overall, we still worried about the length of the class period (about 40 minutes) coupled with the volume of activities and information that were compressed into each of the five lessons.

With input from Ms. McIntyre, who had taught the lessons in the pilot phase at two CHUH middle schools with seventh graders, Dr. Stein finished revisions on all of the lessons. We also developed a system to assess the fidelity of implementation, forms that Ms. McIntyre and teachers in Shaker Heights would complete at the conclusion of each lesson that they taught. Additionally, we needed class attendance lists in order to know which students were absent on any given day that the lessons/treatments were conducted in their classrooms.

Other critical documents were also revised. Consent forms and letters to the parents were completed and copied. The survey was revised, based on an analysis of the pilot implementation. We acquired gift cards to offer teachers for their help distributing the consent



forms, and later for helping administer the surveys (baseline, at the completion of the lessons, and again at the 6-month follow-up).

The logistics of getting everything aligned to begin the study were challenging. We returned to Cleveland to visit our three school districts in September 2006. Unfortunately, in one of the districts, we found many gaps with the random assignment process of classes. Instead of using health classes to conduct our surveys, we had to switch the administration of our surveys to science or social studies classes in order to reach the required number of classes. Thus, we were forced to implement our surveys as well as the classroom sessions taught by Ms. McIntyre in classrooms where the teachers had not been oriented to the research design. However, had we stayed with the health teachers who had been oriented in the pilot phase and were invested in the content of the treatments, we would not have been able to reach the necessary number or distribution of classrooms. Time pressures meant that we could not return to Cleveland to orient the science or social studies teachers prior to the baseline survey administration.

However, in Berea, our newest district, the orientation sessions of the teachers went very well. Here we had science teachers, not health teachers, and they became invested in our research project for very different reasons—not one of shared content, but one of an affinity to methodology. They were enthusiastic about participating in a research project; just as scientific discoveries are based on testing hypotheses; they saw a parallel in our design. The science teachers brought an entirely different perspective to the collaboration. This was indeed a breakthrough moment for CoPI Stein who has spent about thirty years working with teachers in the classroom and designing curricula, yet had never had the opportunity to work with science teachers who had an entirely different lens on the collaboration. This was a critical incident of a different magnitude, one of insight and discovery for the researcher.



We continued to send reminders to teachers and troubleshoot for ways to increase participation of the students in the lessons. We found that at the baseline surveys, we had low initial levels of participation for some classes but we were able to improve on these low rates over time to achieve a reasonable e response rate (see Methods section of this report).

By the end of October, barely two months into the school year, we had aligned the logistics with each school district: we had a schedule for the survey administration, and we had completed random assignment and a final determination of which classes would receive the two treatments or be in the control group (no treatment). From November 2006 to January 2007, we implemented all the classroom lessons and administered the survey, at baseline and at the completion of the lessons/treatments. This was a challenge for Ms. McIntyre to run these class sessions and keep them organized administratively. With the exception of classrooms in the two participating schools in Shaker Heights, Ms. McIntyre taught all of these lessons by herself.

Another breakthrough occurred when the principal of Shaker Heights Middle School invited Ms. McIntyre to conduct some of the classroom lessons at his school. After attending many meetings with her as part of our research team, this principal had developed a trust in her and in the content of our classroom material. Thus, despite the superintendent's requirement at the beginning of this project, which was guiding our movements in Shaker Heights, an outsider was invited into the classrooms of Shaker Heights Middle School. We later learned that the superintendent trusted the middle school principal, so his decision was allowed to stand.

Despite being fully organized, a few logistical difficulties arose in the implementation phase. We did not send out permission forms at the optimal time, and in another instance, the surveys did not arrive in time at one of the school sites. In one instance, the shipping service lost our box of surveys. In another case, we missed the deadline for mass mailing that the middle



school principal sends out at the beginning of the school year. The lessons learned from these events include: send surveys/document days in advance; do not count on overnight service; and have all documents ready before school begins in the fall. Do not wait until the first weeks of school to get documents to the sites as they can be overwhelmed at that time.

By January 2007, we were completing the follow-up surveys. The research team, along with the school site key leaders, improved our approach to achieve a better response rate. However, non-response or incomplete responses were still a concern in the two follow-up surveys (see methodology section) and required continued attention throughout the data collection period.

Lessons Learned Summary: Full Implementation

- Embedding non-written materials (e.g., DVD segments) into classroom lessons, but not relying on them to hold the attention of students or as the sole method of delivery, helped meet the needs of children since they learn through a variety of formats and pedagogies.
- It is important to orient all teachers to the project and to the lessons, even if they are not going to be teaching those lessons.
- Including science teachers in research about criminal justice and health-related topics worked well because of their interest in the scientific approach of the project.
- Research creates logistical difficulties, and meeting key deadlines helps a project of this nature operate smoothly.
- Coordinating the project timeline with the school calendars is critical to the operation of school-based research.
- There are seasonal problems associated with research activities scheduled for the end of the school year (e.g., class trips).



V. Follow-up

We gathered qualitative snapshots from two distinct groups of people. The two co-PIs conducted interviews with the three superintendents in March 2007. The insights and frankness of their answers gave us important understanding about the reasons that motivate them to engage in research projects. We asked three questions to the superintendents: (1) *Why would you let us into your school district and allow us to disturb your lives for two years?* (2) *How does our study fit in with other efforts you are undertaking in your district?* (3) *What was your assessment of our program/lessons and are you likely to continue with their implementation?* (see an earlier section of this report for a full summary of these interviews).

The second opportunity for qualitative information came from the focus groups with the teachers. However, these sessions proved not to be fruitful because of the composition of the groups and their timing. In hindsight, we probably should have conducted the focus groups with the teachers at the same time (March) that we met with the superintendents instead of waiting until May, after all the surveys had been administered. By May, teachers and students are thinking about the end of school, it is hot in the schools, and conditions for conducting a focus group are challenging.

Moreover, the composition of the focus groups limited what we could learn from them. We had invited a random sample of teachers, rather than restricting our focus groups to those teachers who had been very involved with the project and could have provided valuable qualitative information for us. Thus, our focus groups included teachers who had not been involved in the research project and remained silent throughout the entire session.

However, the interviews with the Shaker Heights Middle School health teachers proved to be instrumental for comprehensive understanding and insight into the ways they plan to



integrate many of our lessons into their ongoing health units. Specifically, the Shaker Heights Middle School health teachers planned to use eight, or possibly nine, lessons from the two treatments. Those lessons are:

1. *Measuring Personal Space* (take from either treatment - the questions differ slightly- leave it up to the instructor to decide which to use).
2. *What is a Boundary?* (taken from the law and justice treatment). Combine with some of the Fringe Friends activities (interaction-based treatment), especially those questions from Fringe Friends that ask "what would you let a fringe friend do, versus a really close friend?" The teachers suggested that something from networking sites like MySpace be added into this lesson (e.g., friendships - how close are these friendships? The teachers also suggested that the lesson maintain "same sex friends" and "opposite sex friends" (not those labeled as "boy friends/girl friends," but rather friends of the opposite sex without romantic attachments). The teachers want to include the prompts from *Fringe Friends* that ask about borrowing money, telling secrets, giving hugs, kisses, grabbing body parts, and holding your hand.
3. *What is Flirting vs. Hurting?* (activity from interaction-based treatment). Use Post-it[®] notes and categorize the behaviors (have the students come up with the behaviors).
4. *Dominance and Violence* (from law and justice treatment). The problem remains about how to discuss same sex behaviors (some of the students are agitated when same sex conduct is discussed). The grid asks "males to males," then "females to females," then "females to males," and finally "males to females." Students are asked to rate each behavior along a continuum of "No big deal," or "Against school rules," and "Against the law."
5. Scenarios from the *Flirting or Hurting* video (we used different scenarios for each of our treatments). the consensus was to keep using both scenarios (the character Doug, who is harassed by both boys, in the locker room, and then girls in the hall. The other scenario is about Chanti who has a variety of harassment encounters, and the intervention of an adult in the school community, with the "write a letter to the harasser" tactic utilized).
6. *Finding Courage in Relationships* (from interaction-based treatment) – harkens back to the scenarios from the video.



7. *Agree/Disagree Questionnaire*, called "*Says Who*" (from law and justice treatment, taken from Stein's Flirting or Hurting curriculum). Sixteen questions included: provide information about sexual harassment. Provide the answer sheet to the students once the activity is finished.

8. *What can I do? Tips for Students if you feel you are the target of Sexual harassment*" (also from Stein's Flirting or Hurting curriculum). This activity will answer what to do if you are sexually harassed (from law and justice Treatment, also taken from Stein's Flirting or Hurting curriculum). The teachers mentioned the possibility of using a real case study here.

Lessons Learned Summary: Follow-Up

- Interviewing key informants before and after implementation of the curriculum would have provided richer data about the school personnel's opinions of change in student behavior over time.
- Teachers may want to continue using some/all of the lessons based on their professional judgments and based on their sense of the appropriateness for their students. This sentiment may have nothing to do with the scientific findings that come from the research project, but rather draws upon their experiences and knowledge as teachers. As one teacher said, "Thank you so much for your willingness over the past year to listen to our concerns and ideas. Please also thank the other members of your team for their help."