

turning knowledge into practice

Evaluation of the Safe Dates Program to Prevent Adolescent Dating Violence

Presented by

Olivia Silber Ashley, Dr.P.H., and Vangie Foshee, Ph.D.

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3040 Cornwallis Road
Phone 919-541-6427

■ P.O. Box 12194
Fax 919-485-5555

■ Research Triangle Park, NC 27709
e-mail osilber@rti.org

www.rti.org

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Overview

- Share challenges and lessons in evaluating an adolescent risk behavior intervention
 - Recruiting schools
 - Determining sample sizes for evaluation
 - Randomization
 - Parent consent
 - Data collection
 - Follow-up for non-response
 - Analysis
 - Publications

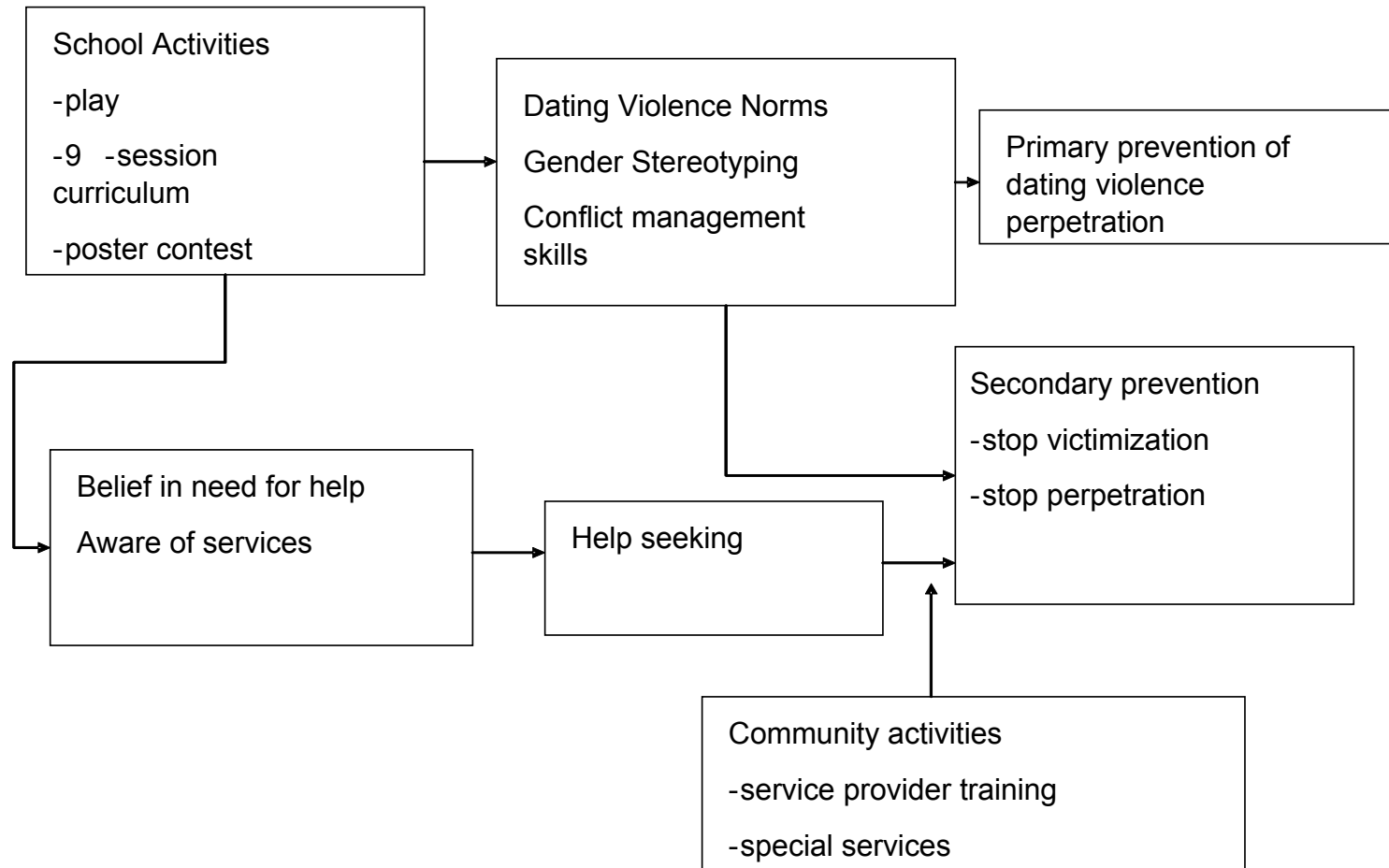
Background

- Definition of dating violence
- Prevalence
- Gender differences
- Consequences and related adolescent risk behaviors
 - Earlier age of first intercourse
 - Pregnancy
 - Cocaine use
 - Suicide attempt
 - Unhealthy weight control behavior

Safe Dates Program

- Nine 45-minute curriculum sessions
- 45-minute play delivered by adolescents
- Poster contest

Safe Dates Conceptual Model



Recruiting Schools

- Link dating violence prevention activities to preventing other forms of youth violence
- Educate school/community about the prevalence and negative consequences
- Meet frequently with people from participating community organizations and schools
- Involve known/trusted community members in answering parent questions
- Encourage school principals to add questions to the survey
- Work with schools to obtain resources for other health problems
- Emphasize the value of experimentally designed evaluation research
- Explain the relationship of this project to the efforts of CDC
- Develop a curriculum that fulfills state-mandated health education topics
- Develop intervention activities that could accommodate variation in school procedures

Determining Sample Sizes for Evaluation

- Identified 10 middle schools in one county with eighth graders
- Got expected effect size from adolescent drug abuse prevention literature
- Erred on the conservative side
- Made assumptions about control group adolescent dating violence based on pilot study
- Conducted power analyses using intraclass correlation coefficients (ICCs) from published drug and other health behavior studies
- Calculated that power would be .895 to .987 with 850 students at follow-up
- Projected expected loss to follow-up between baseline and follow-up (5%)
- Projected baseline participation rate to be 100%
- Projected parent consent rate to be 80%
- From this, identified an initial pool of subjects

Sampling Plan for Primary Prevention

Instrument	Respondent Universe	Expected Response Rate	Expected Completes
Parent consent	1200 eighth graders	80%	960
Baseline survey	960	100%	960
One-month follow-up survey	960	100%	960
One-year follow-up survey	960	95%	912

Randomization

- 14 public schools in one county with students in the eighth or ninth grade were stratified by grade
- Matched on school size
- One member of each matched pair randomly assigned to treatment or control condition

Parent Consent

- Used procedures suggested by Ellickson and Hawes (1989)
- Obtained addresses and telephone numbers of subjects from schools
- Parents received
 - Letter from the principal of each school, describing the importance of the study
 - Letter from the principal investigator, describing the study
 - Informed consent materials
 - Stamped enveloped addressed to the principal investigator
- Postcard reminder mailed one week later
- Parents called and reminded one week later
- Mailed another package of consent materials
- Called the remaining parents
- Telephone consent allowed with confirmation letter—important given the high illiteracy rate in the county

Data Collection

- Process evaluation
 - Two focus groups of 8 adolescents each to inform development and refinement of questionnaire items
 - Tested questionnaires in classrooms from schools outside of the county
 - Participant reactions to the program activities assessed with a brief questionnaire given to
 - ◆ Teachers during last 15 minutes of training
 - ◆ Adolescents during last 15 minutes of curriculum
 - Random 1/3 of classroom sessions observed unannounced
 - ◆ Measured program fidelity and attendance
- Outcome evaluation
 - In October 1994, baseline data collected from adolescents during 50-minute in-school sessions
 - Self-administered questionnaires
 - Follow-ups in May 1995-1999

Follow-Up for Non-Response

- Collected follow-up data from drop-outs and transfers
- Identified drop-out rate for last academic year
- Projected number of drop-out completes needed
- At baseline, collected
 - Full name of parents
 - Adolescent birth date
 - Social security number
 - Parent work number
 - School planned to attend next year
 - Name, address, and phone number of another person
- Mailed letter to adolescents and mothers
- Checked school records for transfers and updated contact information
- Contacted principal of transfer school
- Request for address change mailed to previous address
- Telephone directories, local and long-distance directory assistance
- Mailed survey to school drop-outs (\$25 gift card incentive)

Analysis

- Conducted attrition analysis
- Controlled for variables associated with attrition
- Conducted subsample analyses separately
 - Primary prevention
 - Victim secondary prevention
 - Perpetrator secondary prevention
- Tested for differences at baseline
- Tested gender as a moderator
- Tested main effects
- Tested for mediation

Results

- Booster did not improve effectiveness
- Significant program effects at all four follow-up periods on psychological, moderate physical, and sexual dating violence perpetration and moderate physical dating violence victimization
- Marginal effects on sexual victimization
- Effects on severe physical perpetration at all four follow-up periods were moderated by prior involvement in that type of violence
- Primary and secondary prevention effects
- Program was equally effective for males and females and for whites and non-whites
- Program effects were mediated by changes in dating violence norms, gender-role norms, and awareness of community services

Selected Publications

- Foshee, V.A. (1996). Gender differences in adolescent dating abuse prevalence, types, and injuries. *Health Education Research*.
- Foshee, V.A., Linder, G.F., Bauman, K.E., Langwick, S.A., Arriaga, X.B., Heath, J.L., McMahon, P.M., & Bangdiwala, S. (1996). The Safe Dates Project: Theoretical basis, evaluation design, and selected baseline findings. *American Journal of Preventive Medicine*, 12, 39-47.
- Foshee, V.A., Bauman, K.E., Arriaga, X.B., Helms, R.W., Koch, G.G., & Linder, G.F. (1998). An evaluation of Safe Dates, an adolescent dating violence prevention program. *American Journal of Public Health*, 88, 45-50
- Foshee, V.A., Bauman, K.E., & Linder, G.F. (1999). Family violence and perpetration of adolescent dating violence. *Journal of Marriage and the Family*.
- Gaertner, L., & Foshee, V.A. (1999). Commitment and the perpetration of relationship violence. *Personal Relationships*.
- Foshee, V.A., Bauman, K.E., Greene, W.F., Koch, G.G., Linder, G.F., & MacDougall, J.E. (2000). The Safe Dates program: 1-year follow-up results. *American Journal of Public Health*, 90, 1619-1622.
- Foshee, V.A., Linder, G.F., MacDougall, J., & Bangdiwala, S. (2001). Gender differences in the longitudinal predictors of adolescent dating violence. *Preventive Medicine*.

Additional Publications

- Wolf & Foshee, V.A. (2003). Family violence, anger expression, and adolescent dating violence. *Journal of Family Violence*.
- Arriaga, X., & Foshee, V.A. (2004). Adolescent dating violence: Do adolescents follow their friends' or their parents' footsteps? *Journal of Interpersonal Violence*.
- Foshee, V.A., Bauman, K.E., Ennett, S.T., Linder, G.F., Benefield, T., & Suchindran, C. (2004). Assessing the long-term effects of the Safe Dates program and a booster in preventing and reducing adolescent dating violence victimization and perpetration. *American Journal of Public Health, 94*, 619-624.
- Foshee, V.A., Benefield, T., Ennett, S.T., Bauman, K.E., & Suchindran, C. (2004). Longitudinal predictors of serious physical and sexual dating violence victimization during adolescence. *Preventive Medicine*.
- Ashley, O.S., & Foshee, V.A. (2005). Adolescent help-seeking for dating violence: Prevalence, sociodemographic correlates, and sources of help. *Journal of Adolescent Health*.
- Foshee, V.A., Bauman, K.E., Ennett, S.T., Suchindran, C., Benefield, T., & Linder, G.F. (2005). Assessing the effects of the dating violence prevention program "Safe Dates" using random coefficient regression modeling. *Prevention Science, 6*, 245-258.
- Foshee, V.A., Ennett, S.T., Bauman, K.E., Benefield, T., & Suchindran, C. (2005). The association between family violence and adolescent dating violence onset: Does it vary by race, socioeconomic status, and family structure? *Journal of Early Adolescence*.

Additional Studies

- Piloting a family-based program for preventing adolescent dating violence
- National evaluation of Safe Dates implementation, effectiveness, and cost-effectiveness involving 54 schools nationwide