

Social Research Lab

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UNIVERSITY of NORTHERN COLORADO

SART and SpeakUp! Program Evaluations

Prepared by Dr. Angie Henderson
Social Research Lab
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ABOUT THE SOCIAL RESEARCH LAB

Dr. Angie Henderson, Professor of Sociology, supervised this project. She was assisted by Mitchell Staut and Lauren Guyer, both graduate students in the M.A. program in Applied Sociology at UNC.

The Lab was founded in 2007 with two goals: to provide high-quality assistance with research design & implementation for research projects; and to provide training for graduate and undergraduate students in research methodologies & project management. We offer consulting for grant writers, including cost estimation and recommending modes of data collection (interviews, phone and web surveys, focus groups, etc.).

We also do data collection, ranging from fully customized phone interviewing to hosting web surveys and providing trained personnel for qualitative interview projects, focus group leaders, observational analysis, program evaluation and needs assessments. The Social Research Lab also provides data analysis and reporting.

www.unco.edu/srl

Social Research Lab

University of Northern Colorado

Campus Box 142

Greeley, CO 80639

970-351-3385

EXECUTIVE SUMMARY

In order to evaluate SAVA's SART and SpeakUp! Programs, Dr. Angie Henderson (1) together with SRL staff analyzed instruments for face validity, (2) assisted with data collection, (3) conducted observations of SART and SpeakUp! programming (4) cleaned, entered and analyzed the data, (5) reviewed similar existing programs around the U.S., (6) mapped the statistical results on to the CDC's STOP SV Standards; and (7) authored the final report.

COMPARISON OF SART & SPEAKUP! TO SIMILAR PROGRAMS IN THE U.S.

The aims of SAVA's prevention programs are to build self-esteem and self-efficacy among participants; to increase students' capacity and willingness to intervene in potential sexual violence situations; and to reduce students' beliefs in victim-blaming myths that perpetuate sexual violence and deter youth from seeking help when they have been victimized. Both the SpeakUp! and SART programs address these outcomes through curriculum that actively challenges gender stereotypes, challenges myths of victim-blaming, and educates all participants on bystander intervention through self-efficacy. Though each program is unique and tailored to specific age groups (SpeakUp! for middle school and SART for high-school students), both groups have similar outcomes. The bystander intervention is modeled specifically in SART, because peers who have been identified as leaders within their schools are trained to facilitate the curriculum to lead the program. Using students as peer mentors builds individual self-efficacy, which has been shown to reduce the bystander effect, which occurs when students witness gender violence, but do nothing.

Similar programs found around the U.S. are presented below. It is important to note that the Lundgren article (citation below) is a comprehensive and recent (2015) meta-analysis of the available assessments of prevention education programs. The literature table for this study is included in Appendix 1 and should provide a comprehensive look at the program's target population (which includes both middle and high school aged students), intervention type, which protective factors were addressed, the research design, the outcome indicators, and overall effectiveness. It is presented in summary form below.

Lundgren, R., & Amin, A. (2015). Addressing intimate partner violence and sexual violence among adolescents: Emerging evidence of effectiveness. *Journal of Adolescent Health, 56(1), S42-S50.*

This article reviewed 61 interventions that address risk and protective factors for adolescent Intimate Partner Violence (IPV) or Sexual Violence (SV). Most programs were designed to influence factors such as gender norms, tolerance of SV and relationship conflict. The majority of programs targeted youth under 15 years old. Interventions were categorized as either (1) Effective, (2) Emerging evidence of effectiveness, (3) Effectiveness unclear, or (4) Ineffective.

The results of this review suggest that programs with longer-term investments and repeated exposure to ideas delivered in different settings over time have better results than single awareness raising or discussion sessions (Lundgren & Amin, 2015; pg. S49). In addition, the authors suggested that programs should avoid giving post-tests immediately; in order to truly assess interventions on children and adolescents, it is more important to assess follow-up over time to see whether or not programming decreases the likelihood of relationship violence. Given that the SART pre- and post-tests are administered within about an hour of each other, we recommend heeding this advice and instead following up with the same students (from the same class period who received the intervention) later in the same semester. This is detailed in the results section later in this report as well.

Ahrens, C. E., Rich, M. D., & Ullman, J. B. (2011). Rehearsing for real life: The impact of the InterACT sexual assault prevention program on self-reported likelihood of engaging in bystander interventions. *Violence Against Women, 17*(6), 760-776.

InterACT is a sexual assault prevention program which utilizes an interactive, skill-building performance based on the pedagogy of Augusto Boal's "Theatre of the Oppressed". The goal of the program is to help audience members (college students) recognize warning signs of abusive relations, empathize with victims of gender violence, and learn how to intervene in order to prevent assaults. Researchers conducted a longitudinal survey with a pretest, post-test, and 3 month follow-up (N=509). After the program, participants were more likely to engage in bystander actions, but did not find any personal benefits in doing so. Two groups emerged in the data, one whose increased bystander action leveled off and one whose increased over time. The researchers suggested that programs focused on bystanders may continue to have an effect over time. Though this program targets college-aged students, the elements of role-play may benefit SART curriculum. Source: <https://cultureofrespect.org/program/interact/>

The two programs summarized below are not *similar* to SART or SpeakUp! but could potentially enhance the current curriculum.

What I Was Wearing

This transformative visual art display depicts what sexual assault survivors were wearing when they were assaulted. It originated at the University of Arkansas in 2013 by Jen Brockman and Dr. Mary Wyandt-Hiebert, and since has been presented in many different forms. The art exhibit allows students to view actual outfits that people wore when they were assaulted while reading brief excerpts from survivors' stories. There are also similar digital displays of "What I Was Wearing" online. For the purposes of accomplishing this same transformative experience for SpeakUp! and SART programs, a digital display of the clothing might work best, followed by a discussion of the exhibit as part of the curriculum.

Green Dot Training

Green Dot Training's aim is to prevent violence with the help of bystanders built on the premise that violence can be measurably and systematically reduced within a community (Green Dot, 2017). The training first raises awareness about sexual and domestic violence on college campuses, on secondary school campuses and in the community. The main objective of the training is to empower attendees to intervene in those types of situations by using the 3'Ds: Direct, Delegating the responsibility to others, and creating a Distraction to defuse a potentially dangerous situation (Boyington, 2014). Though the program is fairly new, research has shown that it is effective in reducing the self-reported frequency of sexual violence (Capilouto et al., 2014). The same study found a 40% reduction in self-reported frequency of total violence perpetration including: sexual violence, sexual harassment, stalking, and dating violence. This program might be particularly effective for educating and training men and boys about sexual violence and prevention.

Other recommendations are noted throughout the rest of this report.

METHODS

In order to assure validity and reliability, trained SRL staff (including faculty) reviewed the survey items in both the SART and SpeakUp! instruments. This involved assessing the survey questions for validity (measuring what is intended) and accuracy. Once the survey was revised, we established face validity with two parties to ensure that the survey did not contain common errors or misleading questions. We also formatted the surveys to fit Remark software standards (i.e., so that the instruments could be scanned by Remark software).

SpeakUp! Programming was offered at (1) Brentwood Middle School and (2) the Rodarte Center. Both pre-test data were collected during the 2016 fall semester, and post-test data were collected during the 2017 spring semester. SpeakUp! Programming was offered at both sites as an optional (but strongly encouraged at Rodarte) opportunity to participate in sexual violence prevention education. SpeakUp! Mentors led the groups at each site and followed the curriculum provided by SAVA.

Sexual Assault Response Team (SART) Programming was offered at (1) Greeley Central High School, (2) Greeley West High School and (3) Frontier Academy. This program works with high school students who have been identified as leaders within their school by faculty and staff. These young leaders are then trained to facilitate presentations addressing gender violence, sexual harassment, and assault. The program was offered during a regularly scheduled class period at each school. Pre-tests were administered before the program began, and post-tests were offered upon conclusion of the class period/program.

SRL staff cleaned and entered the data for the pre-surveys using Remark survey software. We also transcribed the qualitative data and present notable quotes in the following sections.

SPEAKUP! RESULTS & RECOMMENDATIONS

**“[SpeakUp] was different because I felt like I could be myself here [more] than anywhere else.”
-Anonymous SpeakUp! Participant**

Quantitative results from the SpeakUp! Evaluation are presented in Table 1 below. Aggregate data are presented because there are not enough post-tests matched with pre-tests to be able to run t-tests between participants' before and after responses. However, the data presented below do still indicate a shift in attitudes and perceived behaviors. This indicates a trend in the data that supports the notion that the prevention education programming had an impact. Sizeable jumps (around or above 1.0 score difference) in the means are bolded in Table 1. Both expected and unexpected results are discussed below, with particular attention paid to methodological concerns and recommendations for future data collection.

Table 1. SpeakUp! Pre- and Post-Test Scores for Aggregate Data (1=strongly disagree, 5=strongly agree)

Survey item	Pre (N=27)	Post (N=7)
I am bothered by how men and women are portrayed on TV, movies, and video games.	2.63	3.14
A woman should never disagree with her boyfriend or partner in public when other people can hear.	2.15	2.00
A boy who makes his girlfriend or partner jealous on purpose deserves to be screamed at.	3.15	3.14
While spending time with your 8 year old cousin, she tells you she wants to start dieting because she feels fat. You would tell her she is beautiful no matter what size she is.	4.37	4.86
Sometimes violence is the only way to express your feelings.	2.88	1.86
If a girl gets really drunk and has unwanted sex it is partly her fault.	2.81	2.14
I feel confident I would be able to refuse sexual activity I'm not comfortable with.	3.81	5.00
Your friend told you he took away his girlfriend's cell phone because she was texting with someone who he is jealous of. You would tell your friend it's not ever okay to take away your girlfriend's cell phone.	3.11	4.00
A boy who sends a Valentine's Day card to another boy is asking to get teased.	1.81	1.57
I can make a difference in reducing gender violence at my school.	3.22	4.29
I would like my body to look like the people on TV.	2.37	2.14
You see a group of girls you recognize from math class slapping guys' butts as they walk through the doorway. You would decide to tell a teacher you trust.	3.58	4.57
I am bothered by violence against women as portrayed on TV, movies, and video games.	3.20	3.71
It can't be rape if a couple has had sex before.	2.30	2.43
If I see a guy and his girlfriend physically fighting at school, it is none of my business.	3.00	3.57
Gender stereotypes can lead to sexual violence.	3.56	2.43
A friend tells you she really wants a gay best friend to go shopping with. You would laugh about how fun that would be for her.	2.67	4.43
I feel confident I would be able to go out with someone without feeling obligated to engage in sexual activity.	3.74	1.71
If your partner won't have sex at first, just keep trying.	2.08	1.57
Your group project partner asks if you want to see a nude picture of a classmate that someone just texted him. You ask him to text it to you.	1.81	3.43
I am bothered by how men and women are portrayed on TV, movies, and video games.	2.89	1.86

Of the trends indicated in bold above, several necessitate discussion. First, the items below indicate that the prevention education programming impacted students’ perceptions in the desired direction:

- Sometimes violence is the only way to express your feelings.
- I feel confident I would be able to refuse sexual activity I’m not comfortable with.
- I can make a difference in reducing gender violence at my school.
- You see a group of girls you recognize from math class slapping guys’ butts as they walk through the doorway. You would decide to tell a teacher you trust.

An increase or decrease in the above items illustrates that the SpeakUp! prevention education was effective in addressing the above items. Each is described further in the CDC Standards Section of this report (on page 11).

Unexpectedly, student perceptions of the following items contradicted SpeakUp! programming when we compare pre-t and post-test scores:

- Gender stereotypes can lead to sexual violence.
- A friend tells you she really wants a gay best friend to go shopping with. You would laugh about how fun that would be for her.
- I feel confident I would be able to go out with someone without feeling obligated to engage in sexual activity.
- Your group project partner asks if you want to see a nude picture of a classmate that someone just texted him. You ask him to text it to you.
- I am bothered by how men and women are portrayed on TV, movies, and video games.

It is important to consider a few methodological issues that may be affecting these results.

Survey Fatigue. First, middle schoolers in this sample may have experienced survey fatigue. Indeed, the items where the students’ response went in an unexpected direction were 5 of the last 6 items on the survey. Thus, survey fatigue is likely responsible for such unexpected results. In a sample of 30 college students who took the same survey in a methods course, many reported their thoughts wandering by the end of the survey. This fatigue may be particularly salient for a much younger audience – middle schoolers – when taking this survey. Additionally, the length of some of the survey questions/items may be contributing to the survey fatigue as well. In Table 2 below, we provide a sample of how to shorten/simplify a few items that should still capture the desired data.

Table 2. Suggestions for Revising SpeakUp! Items

Current item:	Revise to:
A woman should never disagree with her boyfriend or partner in public when other people can hear.	Girls should do what boys tell them to do.
I am bothered by how men and women are portrayed on TV, movies, and video games.	The way people are portrayed in the media (on TV, in video games) is unrealistic. OR It’s not healthy to compare myself or others to what I see on TV because it’s unrealistic.
While spending time with your 8 year old cousin, she tells you she wants to start dieting because she feels fat. You would tell her she is beautiful no matter what size she is.	People should be proud of their bodies no matter what size or shape.

Revisions made in the table above both shorten the questions/items and also simplify the language. These edits are key because some middle schoolers (11-13 years old) may not have language skills that are developed enough to comprehend or apply some of the language used in the original questionnaire. It is also worth noting that some middle schoolers may not have cell phones – or smart phones – capable of sending photos to classmates. In order to truly measure perceptions and attitudes, it is best to stick to scenarios that would resonate so that students give accurate and meaningful responses.

Social Desirability Bias. Social desirability bias occurs when survey respondents to answer questions in a manner that will be favorably viewed by others. Nearly every topic covered in this questionnaire is susceptible to social desirability bias because they speak to tolerance/intolerance, physical appearance, acts of real or imagined violence (Grimm, 2010). To control for social desirability bias, researchers can adjust questions to be indirect instead of direct (Fisher, 1993). An example of this would be this type of question: “An average college student would...” instead of “I would...” However, given the nature of the prevention programming and the overall goal to raise awareness and ideally change individual behavior, indirect questioning may not be appropriate. Instead, we suggest considering tying the questions more directly to the SpeakUp! Curriculum so that students are reminded of the material that was covered in the group, and are able to reflect on the material as it relates to them personally. This shifts the focus away from the individual’s future behavior and back to the knowledge and comprehension of the material. In Table 3 below are a few suggestions for items that more directly measure the “Mask” and “Power” lessons from the SpeakUp! curriculum.

Table 3. Suggested Items to measure “Mask” & “Power” Lessons

Self-concept	Norms
I feel like I have to change who I am depending on who I am around.	Being violent against other people isn’t really that damaging.
I feel like I have to put on a mask to pretend to be okay or stronger than I truly feel.	Being told to “Act Like a Man!” can actually be harmful to men and boys.
I would like to be an ally to those with less power than I have.	Boys and girls should not have to pretend if it goes against their true feelings.

1=never, 2=sometimes, 3=most of the time, 4=always

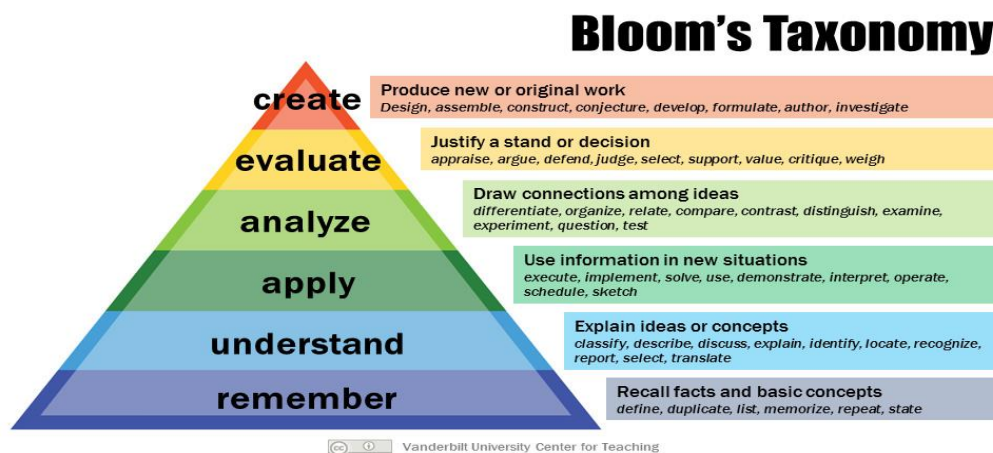
Measure self-concept. The term “self-concept” is used in the literature to refer to a person’s conception of his/herself (Shavelson, Hubner & Stanton, 1976). How one’s self is constructed is useful in predicting how one acts. This means that during the prevention education programming, students are exposed to information that ideally will affect how they will behave in the present and future in regards to sexual violence. Even more importantly, research indicates that students frequently display a decline in self-concept during elementary school and the transition to middle school (Byrne, 1996). Thus, it is important measure how one’s identity develops during this period. It is also relevant to the population exposed to SART programming as well; as students transition from middle level to high school, their self-concept gradually grows. The items in the above table measure self-concept by including “I feel” and “I

would like to...” statements to both reflect the curriculum in SpeakUp! and also shift the focus away from socially desirable questions (and answers) and instead to a more personal measure that will ideally tell us who the student is, how they feel and who they’d like to be.

Possible Selves Inventory. One way self-concept can be measured is through the Possible Selves Inventory. This instrument measures our past, present and future “selves” in different domains (Markus & Nurius, 1986). Since it was first introduced thirty years ago, the instrument has been adapted to be domain-specific. That is, researchers have utilized the inventory when exploring delinquency (Pierce, Schmidt & Stoddard, 2015), risky behaviors (Jackman & MacPhee 2017), and other areas. Thus, the inventory can be adapted for use in sexual violence prevention. See Appendix 2 for the full inventory. This questionnaire could easily be adapted to speak to the curriculum presented, and our Remark software could code qualitative responses. This measure has been validated repeatedly in the literature both across populations and different domains. For this reason, we recommend it as an additional form of assessment in future evaluations. It might be particularly useful to include as part of curriculum and discussion, instead of just as an assessment tool.

Measure Action Items Over Time. Both the SpeakUp! and SART instruments ask students to imagine themselves taking action in a future scenario (e.g., “If someone came to me and claimed they were raped, my first reaction would be to believe them”). These types of scenarios are hard to measure in their current form for two reasons. First, social desirability is an issue addressed in detail earlier in this report. Second, the SART programming collects data within a very short amount of time. According to Bloom’s Taxonomy of learning objectives (See Figure 1 below), the students should be able to achieve “knowledge” and “comprehension” after being exposed to the intervention. However, given the short time frame between pre- and post-testing, students likely do not have the ability to apply the material, or use the information in new settings/real scenarios. Though role-play is part of the SART curriculum, the students themselves are not role-playing; the peer mentors are. Thus, we suggest re-collecting assessment data over time. This procedure would not be too cumbersome; at Greeley Central, the students were exposed to SART programming during a health class period. We could return to the same classroom/period later in the semester to gather data asking whether students have applied any of the knowledge learned in the SART presentation. We could also conduct focus groups with students who have been exposed to the programming. Finally, we could gather comparison data on students who were not exposed to the programming to illustrate the effectiveness of the curriculum as well.

Figure 1. Bloom’s Taxonomy



Include Group Discussion as Data. Finally, given the limited qualitative data provided on the surveys, it might be useful to use group discussion from one or two sessions as data. If students are experiencing survey fatigue, it would not make sense to add more questions and certainly not essay-type questions. However, to more directly measure certain aspects of the SpeakUp! Curriculum, we could observe a few sessions where students could discuss, as some examples:

1. What's one thing you'll try to never say again to another girl/woman?
2. What's one thing you'll try to stop thinking or saying that may give someone else a "heart attack"?
3. Discussion questions specific to the Heterosexist Guided Imagery, detailed on page 15 (Henderson & Murdock, 2011).
4. Discussion questions specific to the Inequality Track (on page 16).

Our SRL trained graduate or undergraduate students could take field notes and conduct observations of these sessions so that the data may be included in future reports. Alternatively, we could provide the measures for each activity and SAVA staff could gather the data and provide it to the SRL for analysis.

In sum, the curriculum used for SpeakUp! definitely provides opportunities for transformative learning experiences. Our overall recommendation is to strengthen the data collection techniques to make sure we are capturing that data and doing so in a valid and reliable way. This involves gathering data throughout the semester for SpeakUp! and also conducting a longer-term follow up for the program.

RESULTS: SART, SpeakUp! & CDC STANDARDS

Table 4 presents the paired sample t-test results for participants who attended a SART Peers presentation at either Greeley Central High School, Greeley West High School, or Frontier Academy. For each item, 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree; thus, a higher score indicates agreement with each survey item. The significance level each t-test is indicated with asterisks. The most commonly used cutoff value for determining significance is .05 or less. This corresponds to a 5% (or less) chance of obtaining a result like the one that was observed if the null hypothesis was true. The same is true for .01 (less than a 1% chance) and .001. The results presented in Table 4 are discussed in the next section, CDC Standards & SAVA Instrumentation.

Table 4. Paired Samples T-test Results, By Program Site (1=strongly disagree, 4=strongly agree)

	Total Sample (N=327)		Greeley Central (N=158)		Greeley West (N=70)		Frontier Academy (N=99)	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1. Sexual assault is an issue that only affects women.	1.75	1.38***	1.72	1.35***	1.67*	1.49	1.84	1.36***
2. If someone doesn't say no, they are agreeing to sexual activity.	1.84	1.52***	1.86	1.56***	2.00	1.57***	1.74	1.42***
3. Most rapes and sexual assaults are committed by strangers.	2.20	1.89***	2.16	1.83***	2.14	1.98*	2.89	1.92***
4. Some victims are to blame when someone forces them to have sex.	1.90	1.70***	1.85	1.65*	2.19	1.75**	1.81	1.76
5. If someone came to me and claimed they were raped, my first reaction would be to believe them.	2.89	3.15***	2.98	3.23**	2.88	3.20**	2.77	3.00
6. It can't be rape if the couple has had sex before.	1.74	1.57***	1.80	1.61**	1.80	1.59*	1.62	1.49*

	Total Sample (N=327)		Greeley Central (N=158)		Greeley West (N=70)		Frontier Academy (N=99)	
7. I can make a difference in reducing gender violence at my school.	2.84	3.08***	2.70	3.05***	2.92	2.92	3.00	3.22**
8. Men cannot be victims of sexual assault.	1.51	1.41**	1.51	1.35**	1.55	1.61	1.49	1.37
9. I would say something to a friend who is acting inappropriately toward someone else.	3.19	3.28*	3.16	3.31**	3.09	3.17	3.29	3.30
10. If I saw someone I didn't know very well at a party, and they were being taken advantage of, I would help them get out of that situation.	3.39	3.35	3.40	3.33	3.35	3.33	3.40	3.35
11. If someone said or did something sexually offensive, but didn't mean it in that way it's not sexual harassment.	2.11	1.87***	2.15	1.86**	2.09	2.06	2.07	1.76***
12. Perpetrators are not legally responsible for a sexual assault if they are drunk.	1.56	1.46	1.50	1.44	1.78	1.58	1.51	1.40

	Total Sample (N=327)		Greeley Central (N=158)		Greeley West (N=70)		Frontier Academy (N=99)	
13. Most people who report a sexual assault to the police are telling the truth.	2.80	3.06***	2.81	3.21***	2.71	2.84	2.83	2.96

1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

*p<.05, **p<.01, ***p<.001

MATCHING CDC STANDARDS TO SAVA INSTRUMENTATION

In this section, we detail how the CDC Standards were categorized into themes and also how the instruments used in data collection map onto the CDC Standards' STOP SV themes. Figure 2 below presents each of the SART survey items categorized by each of the CDC themes. Figure 3 presents the same for the SpeakUp! survey items. Following is a brief overview of the literature supporting the use of these items to measure STOP SV as well.

Figure 2. Categorization of SART Survey Items into STOP SV Themes

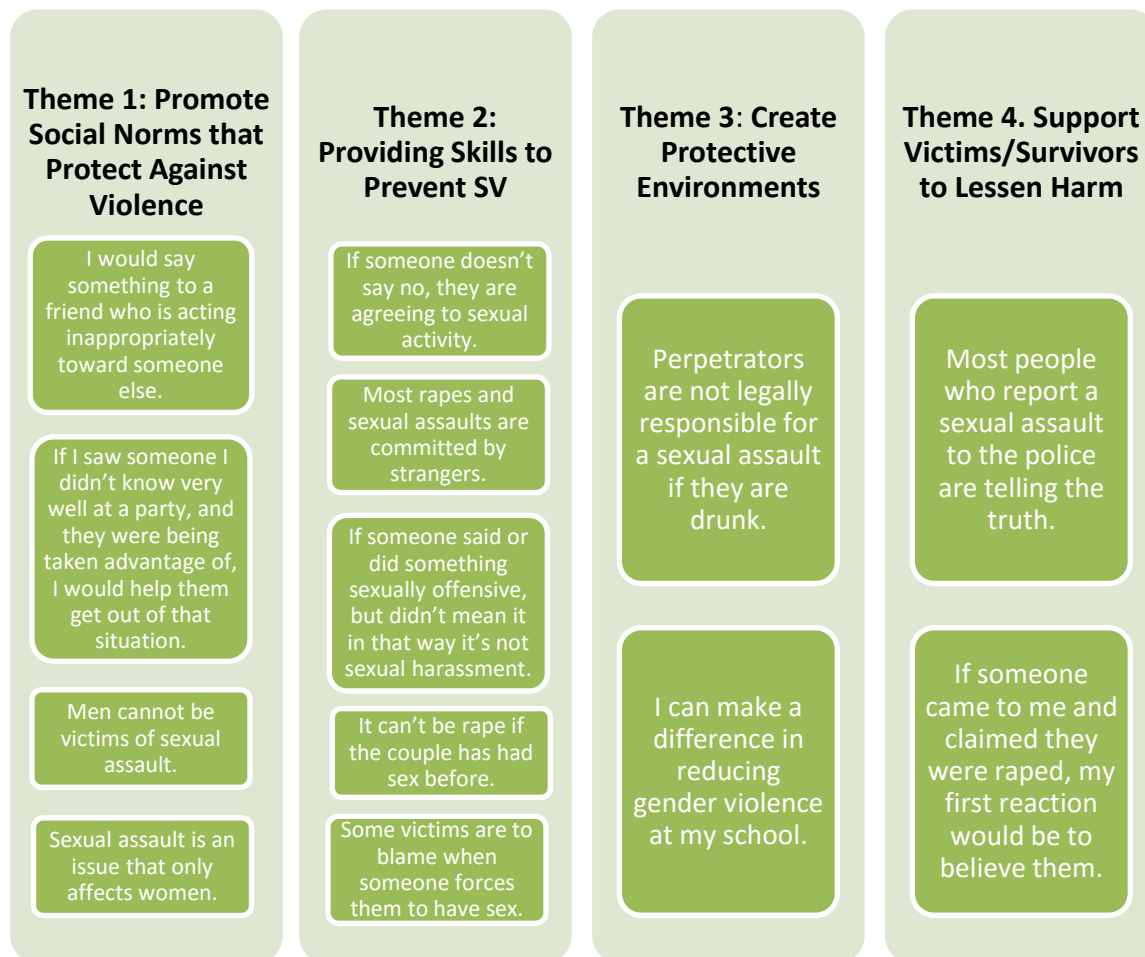
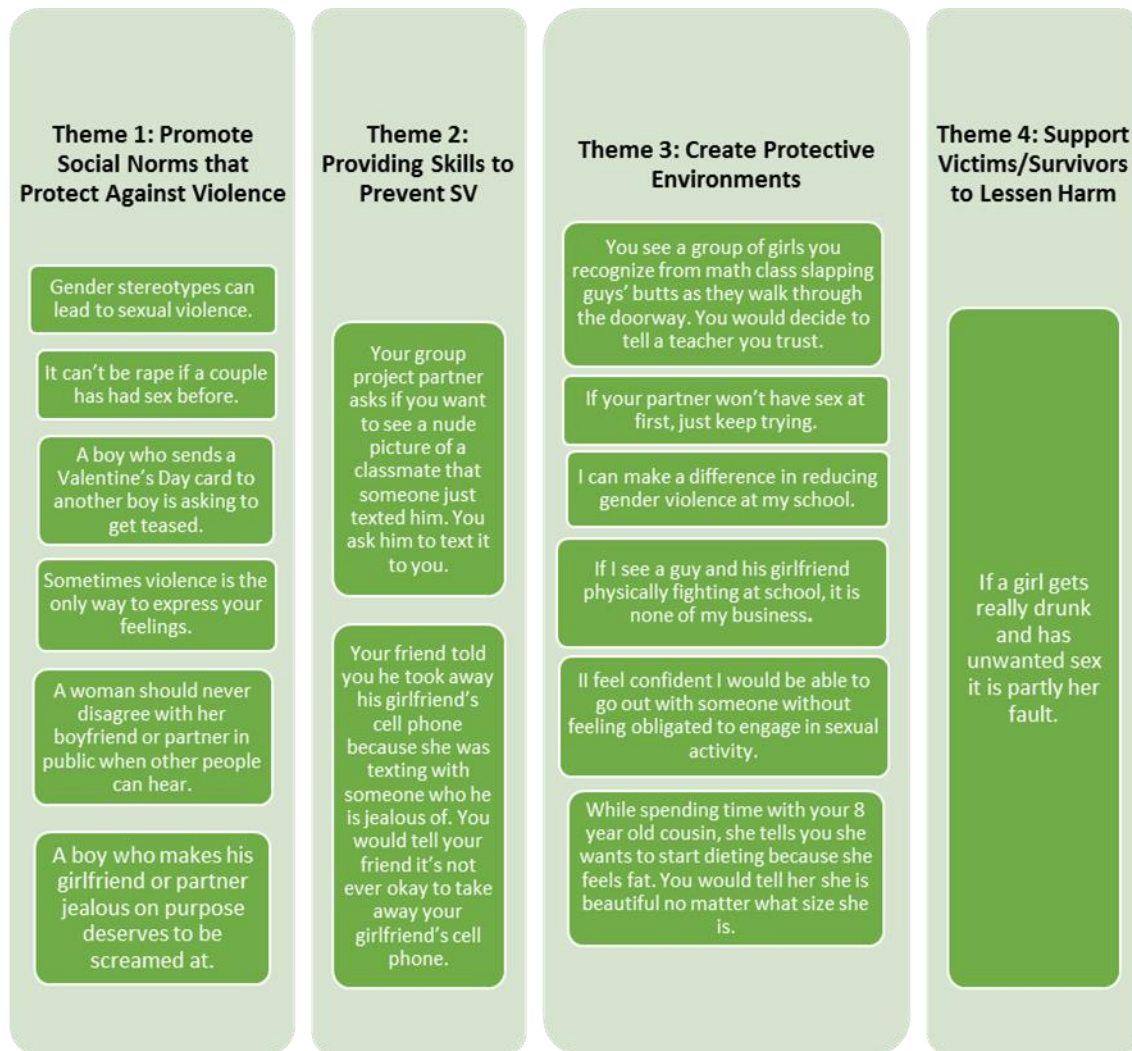


Figure 3. Categorization of SpeakUp! Survey Items into STOP SV Themes



Survey items that did not directly map onto CDC Standards are listed below. These items can be categorized as individual perceptions/behaviors that reflect social norms and/or social pressure.

- I am bothered by how men and women are portrayed on TV, movies, and video games.
- A friend tells you she really wants a gay best friend to go shopping with. You would laugh about how fun that would be for her.
- I am bothered by violence against women as portrayed on TV, movies, and video games
- I would like my body to look like the people on TV.

CDC STANDARDS: BACKGROUND & LITERATURE REVIEW

The Centers for Disease Control and Prevention (CDC) adopted 30 standards of assessing the quality of evaluation activities from the *Joint Committee on Standards for Educational Evaluation* (Yarbrough, Shulha, Hopson, & Caruthers, 2011). These standards are recommended as criteria for judging the quality of program evaluation efforts in public health – to answer the question: “Will this evaluation be effective?”

In 2011, the Division of Violence Prevention (DVP) within CDC’s Injury Center utilized an external panel of experts to preview and evaluate its research and programmatic portfolio for sexual violence (SV) prevention. The panel recommended that:

“DVP continue to draw attention to the importance of sexual violence prevention as a public health issue, build on prior investments in the Rape Prevention and Education Program, support high-quality surveillance and research activities, and enhance communication to improve the link between research and practice” (DeGue, 2012; p. 1211).

As a result, STOP SV was developed by the DVP within CDC’s National Center for Injury Prevention and Control that provides strategies to help communities sharpen their focus on prevention activities with the greatest potential to reduce SV and its consequences (Basile et al., 2016). These strategies focus on promoting social norms that protect against violence; teaching skills to prevent SV; providing opportunities, both economic and social, to empower and support girls and women; creating protective environments; and supporting victims/survivors to lessen harms. STOP SV is a technical package that helps communities prioritize prevention activities based on the best available evidence. Each theme as defined by CDC is detailed below with supporting literature.

Promote Social Norms that Protect Against Violence. Bystander approaches and mobilizing men and boys as allies are two approaches that aim to change social norms in ways that protect against SV. Bystander approaches empower young people to intervene in their peer groups by speaking up against sexist language or behaviors that promote violence, reinforcing positive social norms, and offering help or support in situations where violence may occur or has occurred (Banyard, Moynihan, & Plante, 2007; Coker et al., 2015). Bystander approaches are promoted for their capacity to transform community norms that contribute to dating abuse, while fostering more positive social interactions among youth (Storer, Casey, & Herrenkohl, 2015).

Previous research that has analyzed bystander approaches reports that students who have received active bystander training have significantly lower rape myth acceptance than students with no training (Coker et al. 2011; Coker et al., 2015). Trained students also reported engaging in more bystander behaviors and observing more self-reported active bystander behaviors when compared to non-trained students (Coker et al., 2011). Studies that focus specifically on Green Dot (an active bystander intervention) training, report that violent victimization rates are significantly lower among students attending a Green Dot campus than two comparative campuses (Coker et al., 2014). Green Dot speech alone is associated with significantly higher active bystander behavior scores, and violence perpetration rates are lower among males attending the Green Dot campus (Coker et al., 2011; Coker et al. 2014).

Kleinsasser and colleagues (2015) argue that although sexual assault prevention programs based on the bystander intervention model are effective, current programs are limited in terms of distribution. To address this issue, they developed and evaluated an online bystander intervention program (“Take Care”) designed to prevent sexual violence. Participants who viewed Take Care reported greater efficacy for engaging in bystander behaviors, compared to those who viewed a control program (Kleinsasser,

Jouriles, McDonald, & Rosenfield, 2015). Modeling positive masculinity, and changing social and peer-group norms related to relationships, violence, and sexuality has been also been effective in mobilizing men and boys as allies to prevent SV (Flood, 2011).

Providing Skills to Prevent Sexual Violence. There are a number of approaches that utilize skills-building training to prevent SV. These include: social-emotional learning; teaching healthy, safe dating and intimate relationship skills; promoting healthy sexuality; and empowerment-based training. Social-emotional learning approaches have demonstrated reductions in peer violence (bullying) and SV perpetration (Hahn et al., 2007). Approaches that teach adolescents about healthy, safe dating and intimate relationship behavior focus on positive communication, anger management, and conflict resolution skills, and have been effective in reducing physical and sexual violence perpetration and victimization (Foshee et al., 2004). Comprehensive sex education programs have been shown to reduce high-risk sexual behavior (Chin et al., 2012) – a clear risk factor for SV victimization and perpetration (Stockman, Campbell, & Celentano, 2010; Tharp et al., 2013). Finally, empowerment-based training provides education aimed to give women the ability to assess risk from acquaintances, overcome emotional barriers in acknowledging danger, and use verbal and physical strategies to reduce risk for violence (Senn et al. 2015).

Creating Protective Environments. Current evidence suggests three approaches for modifying community-level characteristics associated with SV in order to create protective environments. These include: improving safety and monitoring in schools; establishing and consistently applying workplace policies; and addressing community-level risks through environmental approaches. Modifying the physical environment of schools to increase monitoring in areas perceived as unsafe can have a beneficial impact on rates of sexual harassment, other SV, and dating violence among students (Taylor, Stein, Mumford, & Woods, 2013). According to Gruber (1998), proactive versus information-only policies are associated with fewer incidents of sexual harassment, and found that women in workplaces with proactive sexual harassment policies were less likely to be physically threatened or to be the targets of unwanted sexual behavior or comments. A more recent review found that having formal, written grievance procedures protected women from predatory harassment—the most threatening and well-defined form of sexual harassment (Chamberlain, Crowley, Tope, & Hodson, 2008). Finally, research suggests that changes to alcohol-related policies can reduce risk for SV at the community level. Lippy & DeGue (2014) argue that, excessive alcohol use interacts with other individual and community-level risk factors to increase the risk for SV perpetration. Moreover, the location and concentration of alcohol outlets in a community can have a negative impact on characteristics of the community, including perceived safety and social connections between individuals, which can in turn influence rates of violence (Lippy & DeGue, 2014).

Supporting Victims/Survivors to Lessen Harm. Current evidence suggests the following three approaches to provide quality support for victims/survivors to lessen harm: victim-centered services, treatment for victims of SV, and treatment for at-risk children and families to prevent problem behavior including sex offending. Wasco et al. (2004) found that most victims accessing advocacy services reported high levels of information, support provision, and help in making decisions. Furthermore, Campbell (2006) reported that victims who work with advocates had more positive experiences with both the medical and legal systems, including increased reporting and receipt of medical care, and decreased feelings of distress.

Provide Opportunities to Empower and Support Girls and Women. This CDC Standard was not measured in either the SART or SpeakUp! instruments, likely because it is not necessarily appropriate for

the age groups in the sample. This approach to empower and support girls and women in ways that can reduce their risk for SV include strengthening economic supports and increasing leadership opportunities. Strengthening economic supports is an approach that addresses poverty, economic security, and power imbalances between women and men. Provision of economic supports ensures that women can remain in and contribute substantially to the workforce, which not only improves their economic conditions and promotes family stability, but also decreases gender inequality, which has been linked to risk for SV (Baron & Straus, 1989; Yodanis, 2004). Programs that build confidence, knowledge, and leadership skills in young women can lead to greater outcomes in education, employment, and community engagement (Ms. Foundation for Women, 2001). Such approaches may improve and contribute to the status and influence of women in society, potentially reducing risk for SV, given the links between gender inequality, low socio-economic status (SES), educational and occupational status of women, and risk for SV (Byrne, Resnick, Kilpatrick, Best, & Saunders, 1999; Baron & Straus, 1989; Yodanis, 2004).

One suggestion to incorporate these themes into the data collection and analysis would be to gather data during the Privilege Walk (referenced in the SpeakUp! curriculum). The Privilege Walk is an activity we do often in our introductory classes on campus and we would love to provide a student (and/or faculty) to help facilitate and gather data during this activity, if so desired. We have measures we could use to gather data and could provide multiple graduate and/or undergraduate students to help take field notes/observation data. Another activity that we use to spark discussion over inequality is using the image “The Inequality Track” (see Figure 4). Again, we could provide facilitators to both lead discussion and gather field notes and observation data on this activity. Both of these should provide ample data to provide support for this CDC Standard.

Additionally, we suggest utilizing the “Heterosexist Guided Imagery” in your curriculum (Henderson & Murdock, 2011). Several items – especially on the SpeakUp! survey – asked about homophobic attitudes. The activity walks participants through what it would be like to be gay in a world where everyone else is straight. It is similar to a curricular activity in SpeakUp! but the imagery adds a unique contribution in that it directly places the students in an uncomfortable position. This uncomfortable position often leads to transformative learning (Henderson & Murdock, 2011). The full article is included in Appendix 3.

Figure 4. Inequality Track (used with permission of the African American Policy Forum)



RESULTS¹

Several SART and SpeakUp! items meet STOP SV's approaches for promoting social norms that protect against SV. For the purposes of this analysis, we categorized survey items from both instruments as indicators of social norm promotion (see Figure 2 & Figure 3). These items demonstrate the promotion of bystander approaches and mobilizing men and boys as allies. One of the SpeakUp! items, "Sometimes violence is the only way to express your feelings" trended in the expected direction. One of the two SART items measuring the promotion of social norms that protect against SV was statistically significant at the .05 level. As shown in Table 4, the pre-test scores for "I would say something to a friend who is acting inappropriately toward someone else" significantly increased after the prevention education was presented. With only two items indicating statistical significance in this area, the instruments likely need to be revisited and edited to better measure change following the intervention.

Several SART and two SpeakUp! items meet STOP SV's approaches for providing skills to prevent SV. For the purposes of this analysis, we categorized SART survey items 1 – 4, 6, and 11 as indicators of providing skills to prevent SV (see Figure 2 & Figure 3). These items demonstrate social-emotional learning skills, teaching healthy, safe dating and intimate relationship skills, and empowerment-based training. Six of the seven items measuring skills to prevent SV were statistically significant at the .001 level. As shown in Table 4, the pre-test scores for items 1, 2, 3, 4, 6, and 11 significantly decreased after the prevention education. Item 8 was statistically significant at the .01 level and showed a significant decrease after the prevention education.

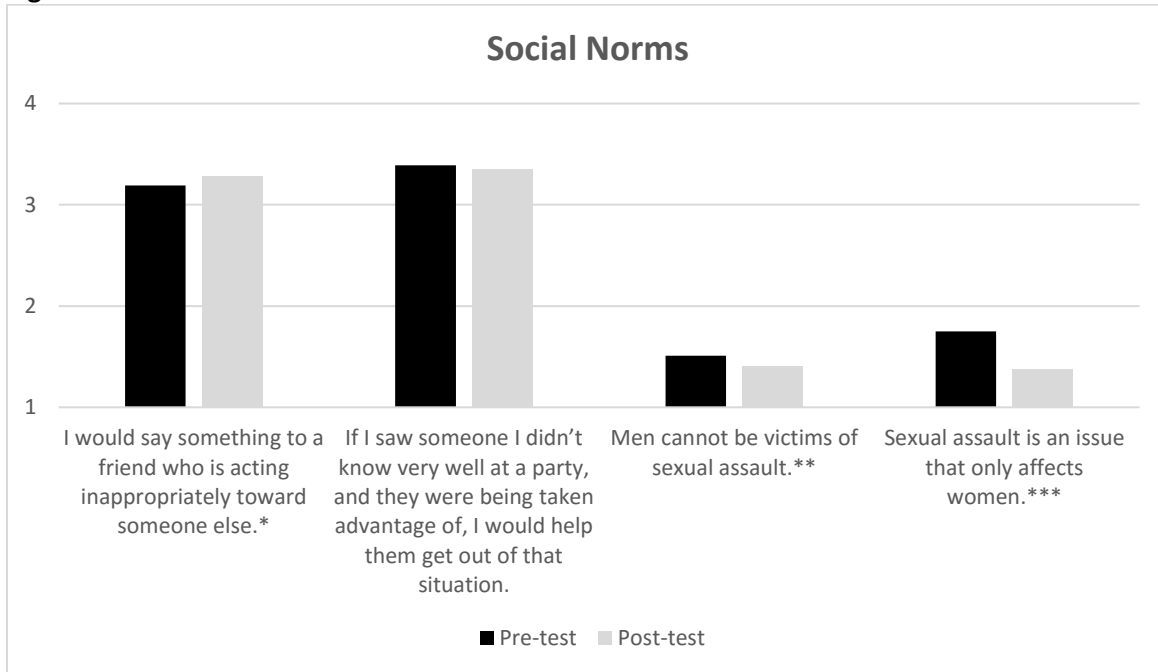
Two SART and several SpeakUp! items meet STOP SV's approaches for creating protective environments. For the purposes of this analysis, we categorized SART survey items 7 and 12 as indicators of creating protective environments (see Figures 2 & 3). These items demonstrate improving safety and monitoring in schools and addressing community-level risks through environmental approaches. One of the two SART items measuring approaches for creating protective environments – "I can make a difference in reducing gender violence at my school" – was statistically significant at the .001 level. This same item trended as expected in the SpeakUp! data as well, though not statistically significant. Other SpeakUp! items that trended in the expected direction were "I feel confident I would be able to do out with someone without feeling obligated to engage in sexual activity" and "You see a group of girls you recognize from math class slapping guys' butts as they walk through the doorway. You would decide to tell a teacher you trust"

TwoSART and one SpeakUp! items meet STOP SV's approaches to support victims/survivors to lessen harm. For the purposes of this analysis, we categorized SART survey items 5 and 13 as indicators of supporting victims/survivors of SV (see Figures 2 & 3). The SpeakUp! item that fit this category is "If a girl gets really drunk and has unwanted sex, it is partly her fault." While this item did not show a sizeable trend in the desired direction, the two SART items – "If someone came to me and claimed they were raped, my first reaction would be to believe them" and "Most people who report a sexual assault to the police are telling the truth" were statistically significant in the desired direction at the .001 level.

The next section provides four visual illustrations of the statistically significant differences between pre- and post-test scores for SART participants. We also include three additional tables that present raw counts of the remaining SART items.

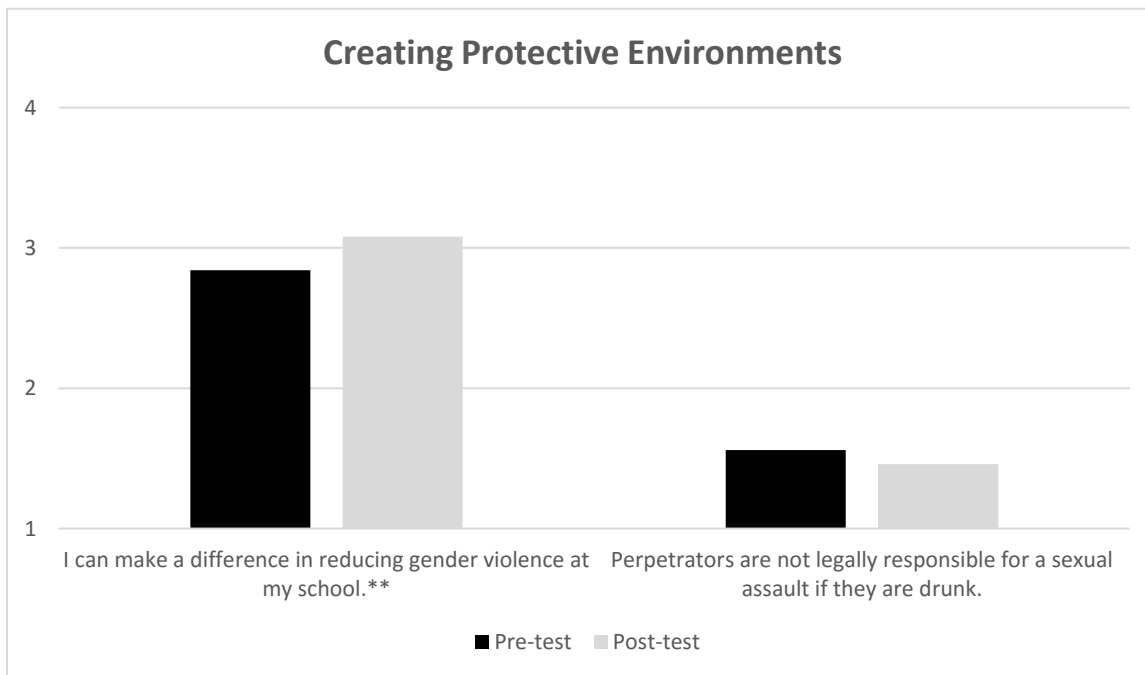
¹ As a reminder, on five of the last six items on the SpeakUp! instrument, student perceptions were negatively affected after receiving the intervention. Because of the methodological concerns raised earlier in relation to these items, those results will not be discussed as indicators of STOP SV in these sections.

Figure 5.



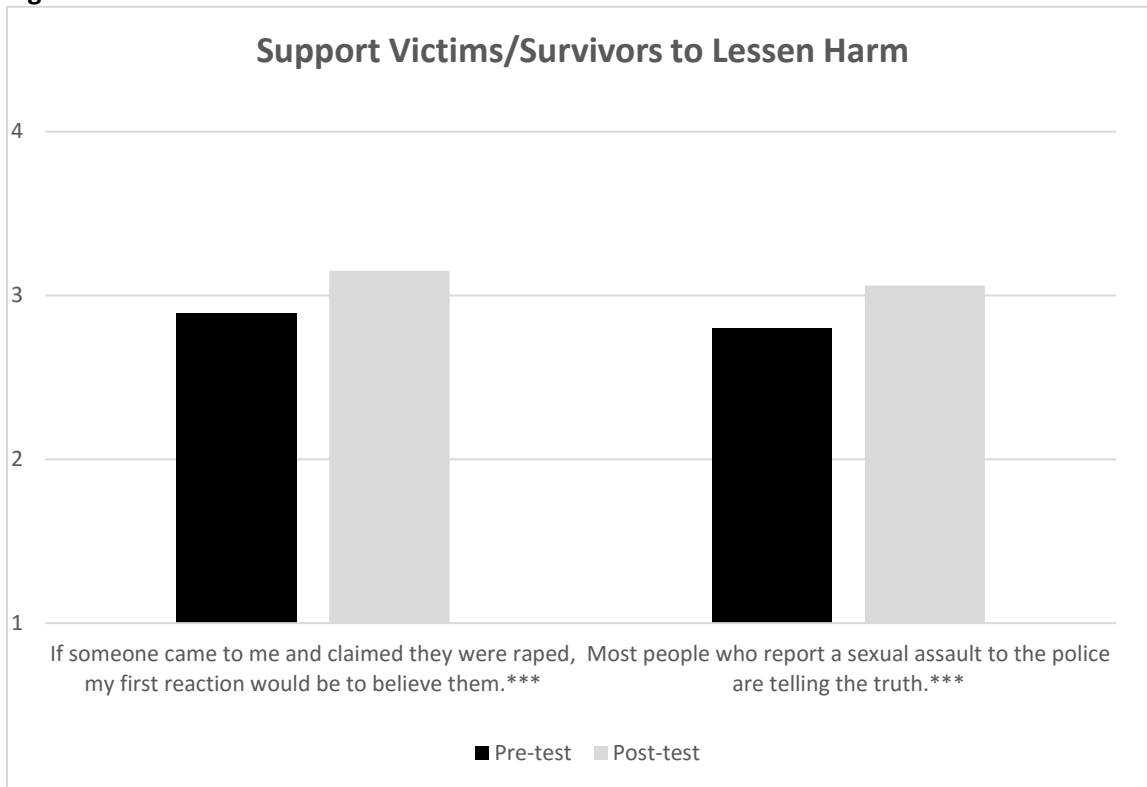
*p<.05, **p<.01, ***p<.001

Figure 6.



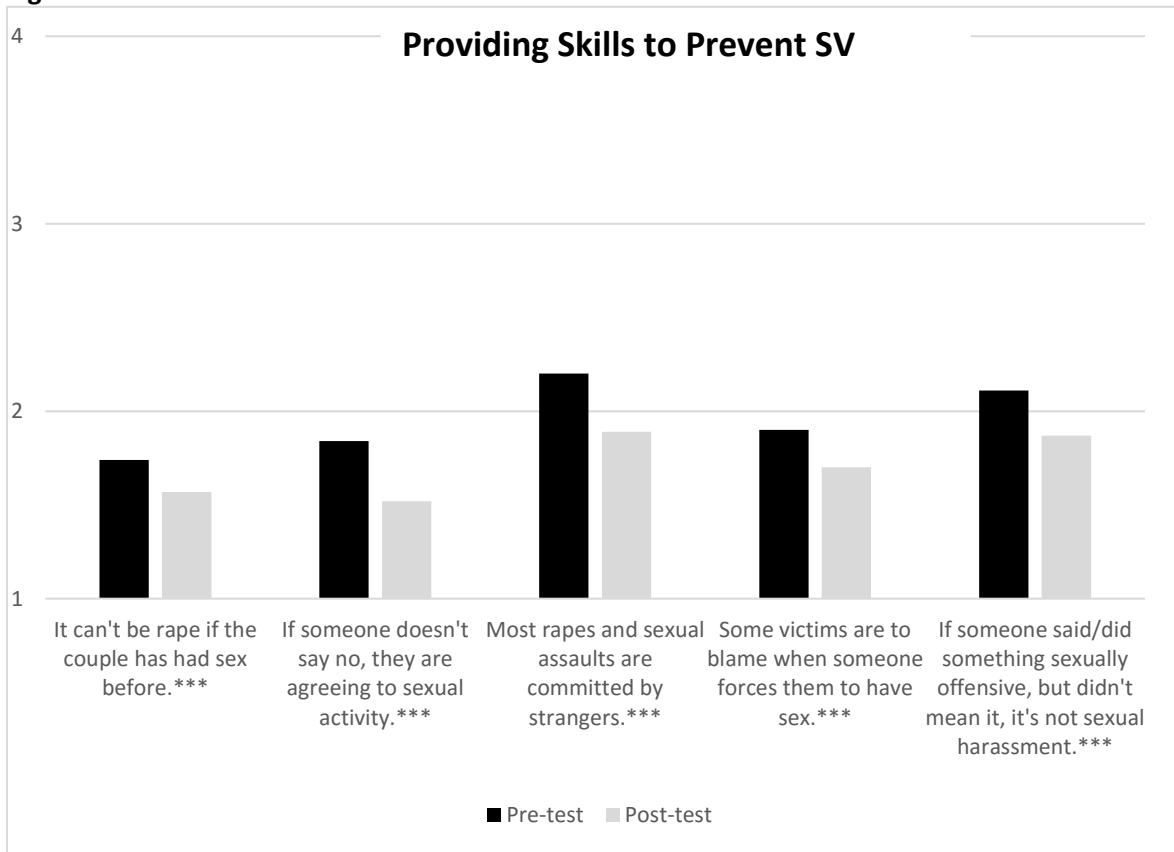
*p<.05, **p<.01, ***p<.001

Figure 7.



*p<.05, **p<.01, ***p<.001

Figure 8.



*p<.05, **p<.01, ***p<.001

Table 5. Groups of people who are potential victims of sexual assault, raw count - SART

	Total		Central		Greeley West		Frontier	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Women and girls	272	234	114	106	69	51	89	77
Men and boys	211	224	94	103	31	43	86	78
Young children	236	224	111	104	36	45	89	75
Elderly people	148	177	66	82	16	29	66	66
GLBTQ	202	191	87	81	30	38	85	72
Total	1069	1050	472	476	182	206	415	368

Table 6. Things I can do to help a friend who has been sexually assaulted, raw count - SART

	Total		Central		Greeley West		Frontier	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Report to police	259	180	104	72	69	40	86	68
Listen, believe and report	235	241	119	115	31	52	85	74
Tell them to put it behind them.	92	59	10	14	36	4	46	41
Let them have control over decisions.	149	158	60	75	16	19	73	64
Put them down/threaten them.	95	62	16	10	30	8	49	44
Total	830	700	309	286	182	123	339	291

Table 7. Examples of sexual assault, raw count - SART

	Total		Central		Greeley West		Frontier	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Sexting	178	188	66	78	32	41	80	69
Unwanted kissing	228	225	105	102	39	50	84	73
Forced sex	239	239	103	112	45	50	91	77
Pulling off clothes	198	204	87	91	30	40	81	73
Unwanted sexual touching	227	224	98	98	42	51	87	75
Total	1070	1080	459	481	188	230	423	367

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Appendix 1. Literature Table Presenting Prevention Programming

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Achyut P., Bhatla N. Khandekar S., Maitra S. and Verma R.K. (2011). Building Support for Gender Equality among Young Adolescents in School: Findings from Mumbai, India. New Delhi: ICRW.	8,000+ boys and girls ages 12-14 years in Mumbai public schools India	School-based participatory activities: Games, plays, debates, discussions Trained facilitators	Gender-equitable norms, reduced acceptance of violence	Quasi-experimental, Pre- and post-test, control group	Attitudes: Participants expressed higher acceptance of gender equality statements	Emerging: Significant positive trend in the gender equality awareness group that girls should be older than 18 years old before marriage. An increase in the number of students who reported that they would take action in response to sexual harassment. Boys and girls in the gender awareness groups reported grater changes in their own behaviors.
Anderson and Whiston (2005). Systematic review of sexual violence prevention programs.	University students USA	Educational	Acceptance of sexual violence. Norms supportive of male dominance/sexual entitlement.		Behavioral: No effectiveness shown in preventing assaults or in increasing empathy for victims; Knowledge and Attitudes: Increased knowledge about rape and positively changed attitudes toward rape.	Unclear
Avery-Leaf et al. (1997). Efficacy of a Dating Violence Prevention Program on Attitudes Justifying Aggression. Journal of Adolescent Health.	Students from public high school (grades 9-12) USA	Group sessions offered to 102 students enrolled in health classes in a large public high school. Participants attended five group sessions. Teachers attended day-long training to learn the techniques used in the activities.	Acceptance of violence, Gender equitable norms	Quantitative: Quasi-experimental control group design Pre- and post-testing n = 193 Analysis: survey validity and reliability, cross-tabulation, chi-square	Attitudes: Evaluate a five –session dating violence prevention curriculum in terms of its effect on attitudes justifying the use of dating violence.	Emerging: Significant decreases in overall attitudes justifying the use of dating violence as a means to resolve conflict among students exposed to the curriculum material.

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Avery-Leaf et al. (1997). Efficacy of a dating violence prevention program on attitudes justifying aggression. Children and Youth Services Review.	9 th – 12 th grade. USA	Group education: 5 session dating violence prevention curriculum	Improve gender equitable norms. Improve nonviolent conflict resolution and communication.	Quantitative: Quasi-experimental control group design.	Behavioral: Positive attitude change with regards to justifying the use of dating violence.	Emerging: Future research needed to determine whether the observed attitude change is linked to reduction in aggressive behaviors.
Barker G et al. (2012). Boys and Education in the Global South: emerging Vulnerabilities and New Opportunities for Promoting Changes in Gender Norms.	Women 15-20 Multi-country	Educational curriculum Train youth, health services staff, teachers, community outreach workers	Questioning inequitable gender norms, Male dominance, female sexual obedience			Effective
Breitenbecher K, Scarce M. A. (1999) Longitudinal Evaluation of the Effectiveness of a Sexual Assault Education Program. Journal of Interpersonal Violence.	Women from a mid-western university community USA	Educational (teaching information without teaching skills)	Increased awareness of risk factors such vulnerability-enhancing past experiences, vulnerability-enhancing situational variables.		Effectiveness of sexual assault education program	Effective: Increase in knowledge on sexual assault. Ineffective: Did not reduce participant's risk of experiencing sexual assault during 7 month follow-up period.
Das M et al. (2012). Parivartan: Coaching Boys Into Men. ICRW.	Boys 10-16, School and community settings India	Sports-based, educational: Coaches and mentors raised awareness about abusive behavior, taught skills for controlling aggression and preventing violence	Improved non-violent conflict resolution skills	Quasi-experimental design; Intervention and comparison	Community athletes, but not school athletes, became significantly less supportive of physical abuse of girls	Unclear

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Farrington D. (2012) School Bullying as a predictor of violence later in life: A systematic review and meta-analysis of prospective longitudinal studies.	School-going children (school-based programs) Europe	Educational	Improve social networks and decrease tolerance for violence	Control and Comparison	Behaviors: Bullying perpetration decreased by 20-23% Experiencing of being bullied decreased by 17-20%	Effective: Reducing bullying Emerging: reducing IPV/sexual violence Emerging: decreasing sexual harassment
Foshee et al. (2008). School-based programs to prevent dating violence	Early sexual relationships Canada	Educational	Decrease acceptance of gender inequitable norms, decrease tolerance for GBV	Most evaluated of all dating-violence intervention programs: 12 evaluations, including 5 randomized trials	Behavioral: Prevent dating and sexual violence	Emerging: Preventing IPV (link between dating violence and IPV)
Foshee et al. (1998). The Safe Dates Program.	Adolescents, 8 th or 9 th grade USA	Integrated: Group education School activities: Peer produced theatre program, 10-session curriculum and a poster contest 20 workshops for community service providers Services Weekly support group sessions	Gender equitable norms, acceptance of sexual violence	Quantitative: Randomized Controlled Trial, Quasi-experimental control group design Pre- and post-testing (at one month only) n = 1886 (pre) and 1700 (post) 49% of men participated in the post-testing Control group Analysis: logistic regression	Behavior: The effects of an intervention on the primary and secondary prevention of dating violence among adolescents 25% less psychological abuse perpetration School activities positively affected dating violence norms, gender stereotyping and awareness of services	Effective: School activities positively affected dating violence norms, gender stereotyping and awareness of services. 60% less perpetration of sexual violence 60% less violence perpetrated against current dating partner

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Gidycz et al. (2001). An Evaluation of an Acquaintance Rape Prevention Program. Journal of Interpersonal Violence.	Avg.18 ± 19 years, university students, fraternity members, predominantly White USA	Group education: content focuses on empathy building through raising awareness about stats and facts on rape and rapists, challenges social norms regarding rape myths, builds skills in both men and women for avoiding rape and increasing personal safety.	Reduction in sexual violence perpetration. Improvement in attitudes toward violence	n = 1,108 (27% male) Alternative intervention (brief handout on sexual assault)	No significant change at follow-up	Ineffective
Gidycz et al. (2001). An Evaluation of an Acquaintance Rape Prevention Program: Impacts on Attitudes, Sexual Aggression, and Sexual Victimization. Journal of Interpersonal Violence.	1, 136 college students, 300 men and 808 women, 93% Caucasian USA	Single, 1-hour, session prevention program Knowledge-building about sexual assault (statistics, legal definition); Worksheets and subsequent discussion about rape myths and facts; Case-studies	Acceptance of sexual violence	Control and intervention groups, pre-test, post-test questionnaires	Rape Myth Acceptance Scale: The Rape Myth Acceptance Scale, assess the degree to which participants endorsed rape myths. Rape Empathy Scale: Degree to which participants empathized with rape victims or rapists. Attitudes Toward Women Scale: Attitudes regarding the rights and roles of women. The Sexual Experiences Survey: Assess experiences of sexual aggression in men and sexual victimization in women.	Unclear Both men and women gave more higher ratings to items assessing how much they learned, how much they intend to do and the helpfulness of the program. They gave low ratings to questions that asked whether the information pertained to them.

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Gidycz et al. (2011). Preventing Sexual Aggression Among College Men: An Evaluation of a Social Norms and Bystander Intervention program. Violence Against Women.	18, 19 years, 1 st year University dorm residents USA	Single-sex, sexual assault prevention or risk-reduction programs. One session, 1.5 Hours long. One, one hour booster session four months after intervention. Facilitators	Reduction in sexual violence perpetration Improvement in attitudes toward violence	n = 494 (100% male) Control group Assessed at 7 months, randomized individual assignment or cluster randomized sampling	Attitudes: Attitudes towards sexual aggression Bystander effect	Emerging: Participants reported less reinforcement for engaging in sexually aggressive behavior. Fewer associations with sexually aggressive peers. Less exposure to sexually explicit media.
Harvey et al. (2007). Primary Prevention of Intimate Partner Violence: Background paper for WHO expert meeting. WHO.	11-14 year-olds and their families and teachers Multi-Country	Social marketing; behavior change model; Media outreach and educational events; Comprehensive, long-term strategy (media plus community partnerships/mobilization to organize events, promotional partnerships)	Healthy relationships		Currently under evaluation	Under evaluation (as of 2015)
Harvey et al. (2007). Mentors in Violence Prevention. WHO.	Student athletes and student leaders USA	Bystander intervention and empowerment; Raising awareness; Challenging gender-norms, Small group discussions	Inequitable gender norms	Pre-test, post-test, comparison groups; Evaluation over two years; Post-test completed two-weeks after intervention ended (long-term impacts unclear)	Knowledge and Attitudes: Significantly increased knowledge and awareness of GBV in intervention group;	Emerging: Improving attitudes but only short term change measured

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Hawkins R, Zakiya Consulting. (2005). Evaluation Findings: Men Can Stop Rape.	Young men (average age 16 years) in low and middle-income urban areas, 83% African-American and 10% Latino N=42 participants	Group education 42 young men at five different sites 16 weekly sessions Focus groups	Acceptance of sexual violence	Quantitative: Participant survey Pre- and post-testing No control Analysis = statistical significance Qualitative: Focus groups No control Analysis = integration or triangulation with quantitative data.	Attitudes: Men reported that they were more likely to intervene to stop gender-based violence after participating in the program (pre = 3.00 and post = 3.20)	Emerging
Heise L. (2011). What Works to Prevent Partner Violence? An Evidence Overview.	Males and females of multiple ages Multiple countries	Participatory learning, Critical reflection; Knowledge-building, risk awareness, communication skills; 50 hours of intervention over 10 and 12 weeks, delivered in 15 sessions, Emphasis on HIV and sexual health	Gender equitable norms, Communication skills	Qualitative and quantitative evaluations, including a community randomized trial in South Africa And a large quasi-experimental study in India	Knowledge and Attitudes: Generally shown to have a positive impact Behavior: Self-reported evidence suggests that the program has a positive effect on male-female dynamics; SA evaluation: No evidence found of desired behavior change in women Lower self-reported rates of perpetration among men (statistically significant at 24 months) India: limited diffusion into the community	Effective

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Heppner M. (1999). Examining Immediate and Long-term Efficacy of Rape Prevention Programming with Diverse College Men. Journal of Counseling Psychology.	Male university students (white and African American) Considered racial diversity USA	Group education Three 90-minute intervention sessions conducted one week apart: one group received culturally relevant intervention and the other received traditional “color-blind” Intervention A cognitive change module, an affective change module and a behavioral change module 25 hours of training for three facilitators	Gender equitable norms	Quantitative: Quasi-experimental control group design Pre- and post-testing and follow-up (five months later) n = 119 (57 completed all three assessments) 18–29 years old Control group: colorblind intervention Multivariate statistical analysis	Behavioral engagement: Attitudes measured in a color blind group versus a culturally relevant group. Rape myth acceptance scale, sexual experience survey, behavioral indices of change, elaboration of likelihood model questionnaire, sexual violence subscale of Severity of Violence against Women Scale	Emerging: African-American men in the culturally relevant group reported more engagement in the intervention than those in the “color-blind” intervention Decrease in attitudes supportive of rape according to the Rape Myth Acceptance Scale in both participant groups compared with control
Hilton, N, Harris, G, and Rice, M. (1998). On the Validity of Self-Reported Rates of IPV. Journal of Interpersonal Violence.	11 th grade students USA	Educational: Risk and consequences, signs of abuse, options for victims, legal consequences	Improved understanding of risks and consequences of sexual violence	n = 325 one-group pre-post no comparison group	Attitudes & Knowledge	Emerging (knowledge)

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Kantor GK, Jasinski JL. (1998). Dynamics and risk factors in partner violence. In: Jasinski JL, Williams LM, editors. Partner violence: a comprehensive review of 20 years of research. Thousand Oaks (CA): Sage.	12 -15 years, In-school, predominantly White USA	Group education to prevent sexual abuse (SAFE-T). Mixed-sex Teachers	Reduction in sexual violence perpetration	n = 157 (42% male)	Attitude change towards sexual violence perpetration.	Ineffective No significant change at follow-up
Katz J. (2001). Reconstructing Masculinity in the Locker room: The Mentors in Violence Prevention Project. Harvard Educational Review.	College athletes, men and women Secondary school students Strong emphasis on males. USA	Group teaching Bystander approach: College level, Gender exclusive groups: MVP playbook highlighting sexual harassment, dating violence, sexual assault, and homosexual harassment. Three 90 minute sessions about bystanders and masculinity. Post- playbook exercises males and females have a dialogue about the issues. 4 th session offered to participants who want to be MVP mentors to high school students.	Recognition of sexual violence, Create a mentorship program for high school students, create dialogue around perceptions of masculinity and masculine power.	Quasi-experimental control group design; MVP survey Pre- and post-testing (at four months only) n = 211 (108 boys) Control = convenience sampled comparison groups (not randomized) Three delayed intervention sites Analysis: survey validity and reliability, cross-tabulation, chi-square and descriptive analysis of gender difference Focus groups	Behavioral: Provide a safe environment for separate gender groups to discuss violence in popular culture and their own lives. The goal is to change society's construction of masculinity from dominance to equality.	Emerging: MVP training students had more knowledge about violence against women and their state's rape laws and the need for bystanders to be active in violence and harassment scenarios. 1/3 of the students considered the MVP skills they had learned as important.

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Lobo T. (2004). Evaluation of a Sexual Assault Prevention Program for College Men: Effects on Self-reported Sexually Aggressive Behavior, Social Perceptions, and Attitudes. The College of Arts and Sciences of Ohio University.	Avg. age was 18- 19 years, university students, predominantly White USA	Group education to prevent sexual assault. Single-sex One session, three hours long Trained male facilitator	Reduction in sexual violence perpetration, Improvement in attitudes toward violence	n = 237 (100% male) Control group Assessed at 6 months. Moderate strength study	No significant change at follow-up	Ineffective
Macgowan M. (1997). An Evaluation of a Dating Violence Prevention Program for Middle School Students.	Middle school students USA	Educational: School classroom, 5 hours over 5 days, violence in society, recognizing abuse, power and control, communication and problem solving, healthy relationships	Improved communication and nonviolent conflict resolution	Experimental (intervention and control) Post-test 1 day after intervention; retention rate = 59.4%	Attitudes and Knowledge	Emerging
Mgalla Z, Schapink D and Boerma J. (1998). Protecting school girls against sexual exploitation: A guardian programme in Mwanza, Tanzania. Reproductive Health Matters.	Primary school girls (13-16 years) Tanzania	A guardian programme: 40 schools with a guardian, 22 schools with two female teachers but no guardians.	Improved visibility and help-seeking surrounding sexual harassment	Intervention and control groups, face-to-face -peer-interviews End line interviews with girls in control and intervention schools	At end of year 1 assessment, 60% of girls reported having sought the guardian's advice or help. Much more likely to speak to the guardian than were girls in control schools to seek assistance from a female teacher.	Emerging: A guardian program should be one component of a much broader effort to address the issue of adolescent sexuality, as 74% of guardians were reluctant to give information on contraceptive.
Morrison S et al. (2004). An Evidence-Based Review of Sexual Assault Preventive Intervention Programs. North Carolina Justice Reference Service.	University, high-school, middle-school population USA	Educational, Norm-challenging Challenging rape myths, Information about acquaintance and date rape, Rape statistics, Risk reduction and protective prevention skills.	Unequal gender norms, Norms supportive of male sexual entitlement		Knowledge and attitudes: 14% of programs showed exclusively positive effects; 80% reported mixed effects; 6% showed no effect	Effective: Regardless of methodology concerns majority of Sexual Assault Preventive Interventions produce some positive attitudinal and behavioral change among program participants.

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Pulerwitz et al. (2010). <i>Ethiopian Male Norms Initiative.</i>	Men, (15-25 years) who were members of youth groups Ethiopia	Group education and community engagement: Reduce violence and HIV risk; Modeled after Program H and Men as Partners; Community workshops, skits, music, monthly newsletter and leaflets, condom distribution.	Gender equitable norms	Qualitative: In-depth interviews with a subsample of intervention participants and their primary romantic partner conducted at endline only (convenience sample)	Attitudes: More equitable gender norms expressed at endline compared to baseline by intervention group (not in the comparison group) Behavior: Less self-reported violence at endline	Effective: But relies on men's self-reported reduction in violence; possible selection bias
Ricardo, C., Barker, G., Pulerwitz, J., & Rocha, V. (2006). <i>Gender, sexual behaviour and vulnerability among young people. Ingham R, Aggleton P. Promoting young people's sexual health. London: Routledge, 61-78.</i>	Brazil Low income, Urban based men and boys (14–25 Years) India Low income Rural and Urban men (16–24 Years)	Integrated Group education • Interactive group, educational sessions, including: - Overview and framework of the issues - Videos - More than 70 activities • Community-wide social marketing campaigns • Six-month focus group with youth with weekly sessions including 18 exercises and some videos	Gender equitable norms	Brazil <i>Quantitative:</i> Survey -Quasi-experimental design in three low-income communities -Assessment before intervention and 6 and 12 m after -community served as control group -Control: one of the communities was delayed intervention <i>Qualitative:</i> Couple and individual interviews India <i>Quantitative:</i> -Pre- and post-test -Gender-Equitable Men Scale	Brazil Attitudes: -At 6m, significant positive changes in 10 of 17 gender attitude items (using Gender Equitable Men Scale in one community and in 13 of 17 items in second community; no changes in control; changes maintained at one-year follow up -Interviews with young women partners confirmed attitude change. India Attitudes: Positive changes in gender attitudes Behavior: Self-reported sexual harassment of girls and women declined from 80% in the three months prior to the intervention to 43% after.	Effective --Self-reported symptoms of sexually transmitted infections declined from 23% to 4% in one community and from 30% to 6% in another; no statistically significant change in control group; condom use (last sex with primary partner) increased from 58% to 87% in one community (campaign plus group education); no statistically significant change in either control group or the group education only community

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Rosenthal et al. (1995). Changing the Rape-Supportive Attitudes of Traditional and Nontraditional Male and Female College Students. Journal of Counseling Psychology.	Male and Female university students who identified with traditional sex roles. USA	Group education One Psycho-educational intervention one hour in length. 245 college students, of which only the experimental group received the intervention.	Traditional, Rape myth acceptance	Quantitative: Quasi-experimental control group design Pre- and post-testing n = 245 (n = 122 male, n=123 female) 18–22 years old Control group	Attitudes towards traditional sex-roles, rape myth acceptance.	Emerging: Participants were less supportive of rape than the control group according to the Rape Myth Acceptance Scale
Scheepers E. (2001). Soul City: Institute for Health and Development Communication.	Men and women 16-65 years old from metropolitan areas and rural areas South Africa	Community outreach and mobilization Nationwide mass-media and advocacy campaign on domestic violence Campaign conducted through: television series, distribution of print materials and radio series Community events	Norms that support male dominance, Controlling male behavior, Acceptance of violence as a teaching method	Quantitative: National survey; stratified random sampling Pre- and post-testing (8-9 months = relatively short period) N= 2000 adults No control Analysis: multiple statistical analysis; regression to relate changes to differing levels of exposure Qualitative: Focus groups (n= 29) Interviews (n=32) Post-testing only No control	Attitudes: Increased perception that violence between a man and a woman is not a private affair (from 37% to 59%) 11% more men in the post-test than in the pre-test said that women never deserve to be beaten Possible but unclear effect on behavior	Emerging: Only the attitude change was documented. Data on youth had not yet been collected.

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Segundo et al. (2006). <i>Soccer Schools: Playing for Health.</i>	Boys and men 11–17 years old in Latin America (Mexico, Brazil, Chile and Argentina) Evaluation data from the state of Ceará, Brazil Evaluation data from Argentina for boys 8–12 years old	Group education Incorporated into football training Brazil Three-day training with coaches on gender and health Argentina Total of 12 workshops and meetings with boys on gender	Gender equitable norms	Brazil Pre- and post-testing n = 18 coaches n = 157 boys who participated in the programme (only 69 could be used for analysis) • No control • Analysis: statistical significance Argentina Pre- and post-testing Coaches: n = 19 pre and n = 8) post Boys participating in the sessions: n = 213 pre and n = 112 post	Brazil Attitudes: Positive change in 12 of 14 gender attitude questions (Gender Equitable Men Scale), but only two were statistically significant Knowledge: Five of nine questions on HIV showed statistically significant positive changes Argentina Attitudes: Positive change in 11 of 16 gender attitude questions (Gender Equitable Men Scale), but only four were statistically significant for boys 8–10 years old and only two for boys 11–12 years old	Emerging
Solorzano et al. (2008). <i>Sixth sense: We are different we are the same.</i>	13-24 year-old men, urban Nicaragua	Multimedia campaign, including a weekly soap opera, radio show, Youth leadership activities; 2-year period	Increase in gender equitable norms	Longitudinal study, pre-, mid- and post intervention surveys,	Attitudes: Participants were significantly more likely to express support for gender equitable norms at 2-year assessment	Emerging Longitudinal analysis is ongoing.

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
Solórzano et al. (2008). Sixth sense: We are different we are the same.	Male and female teens Nicaragua	National “social soap” television series, Nightly youth talk call-in radio show, development and distribution of materials for group use Community-based activities: Training workshops, youth leadership camp, coordination with nonprofits and health providers	Reduce stigma around sexual violence, violence, HIV, homosexuality, condom use	Quantitative, longitudinal panel survey in three urban research sites, Repeated over 3 years; Triangulated quantitative findings with qualitative data	Behavior: Gender reflection and promotion of gender equity.	Effective: Greater support for gender-equitable attitudes. Increased communication about HIV and sexual behavior. Increased condom use and first-ever HIV test.
Verma R, et al. (2008). Promoting gender Equity as a Strategy to Reduce HIV Risk and Gender-based Violence Among Young Men in India.	Mumbai (urban): 16-28 year old, males Gorakhpur (rural): 15-24 year old, males India	23 Peer-led group Educational Sessions, held once a week over a six month period Lifestyle Social marketing Campaign, posters, 2 street plays, comic books	Promote Gender-equitable Norms and behaviors Violence in intimate relationships including domestic violence, Men’s sense of control and possessiveness over women Perception of women as sex objects for men’s enjoyment	Pre/ Post Quasi-experimental design Baseline Survey sample: n=1915 Follow-up Survey sample: n=1138	Behavioral: Attitudes towards gender norms (GEM scale) Perpetration of partner violence Sexual behavior, Condom use, Partner communication, Attitudes toward people living with HIV, Self-reports of symptoms suggestive of poor sexual health	Emerging Intervention participants: Significant positive change across all outcome indicators (p<0.05) Comparison groups: Little to no positive change

Intervention	Target Population	Intervention Type & Level	Risk & Protective Factors Addressed	Research Design	Outcome Indicators	Overall Effectiveness
<p>Wolfe D, et al. (2009). A School-based Program to Prevent Adolescent Dating Violence: A Cluster Randomized Trial. The Journal of the American Medical Association: Pediatrics.</p> <p>Wolfe et al. (2003); Wolfe et al. (2009)</p>	<p>14-15 year-olds in public schools N= 1722</p> <p>Canada</p>	<p>Educational 21-lesson curriculum, period= 28 hours</p>	<p>Dating violence prevention, Relationship skills to promote safer decision making with peers and dating partners, Healthy relationships, Sexual health, Substance use prevention</p>	<p>Cluster-randomized design</p> <p>Self-reported perpetration at 2.5-year follow-up</p> <p>Pre-specified subgroup analyses by sex. Analysis was based on intention-to-treat.</p>	<p>Self-reported perpetration of dating violence during the last year.</p> <p>Secondary outcomes: Physical peer violence, substance use, and condom use.</p>	<p>Effective : Perpetration of dating violence was greater in the control versus intervention students.</p> <p>The intervention effect was greater in boys than in girls.</p> <p>Significant difference in condom use in sexually active boys who received the intervention.</p>

Appendix 2. Possible Selves Inventory (Oyserman, 2004)

Who will you be next year? Each of us has some image or picture of what we will be like and what we want to avoid being like in the future. Think about next year -- imagine what you'll be like, and what you'll be doing next year.

- In the lines below, write what you expect you will be like and what you expect to be doing next year.
- In the space next to each expected goal, mark NO (X) if you are not currently working on that goal or doing something about that expectation and mark YES (X) if you are currently doing something to get to that expectation or goal.
- For each expected goal that you marked YES, use the space to the right to write what you are doing this year to attain that goal. Use the first space for the first expected goal, the second space for the second expected goal and so on.

Next year, I expect to be	Am I am doing something to be that way		If yes, What I am doing now to be that way next year
	NO	YES	
(P1) _____			(s1) _____
(P2) _____			(s2) _____
(P3) _____			(s3) _____
(P4) _____			(s4) _____

In addition to expectations and expected goals, we all have images or pictures of what we don't want to be like; what we don't want to do or want to avoid being. First, think a minute about ways you would **not** like to be next year -- *things you are concerned about or want to avoid being like*.

- Write those concerns or selves to-be-avoided in the lines below.
- In the space next to each concern or to-be-avoided self, mark NO (X) if you are not currently working on avoiding that concern or to-be-avoided self and mark YES (X) if you are currently doing something so this will not happen next year.
- For each concern or to-be-avoided self that you marked YES, use the space at the end of each line to write what you are doing this year to reduce the chances that this will describe you next year. Use the first space for the first concern, the second space for the second concern and so on.

Next year, I want to avoid	Am I doing something to avoid this		If yes, What I am doing now to avoid being that way next year
	NO	YES	
(P5) _____			(s5) _____
(P6) _____			(s6) _____
(P7) _____			(s7) _____
(P8) _____			(s8) _____