

EVALUATION OF A SEXUAL ASSAULT AND DATING VIOLENCE
PREVENTION PROGRAM FOR MIDDLE SCHOOL STUDENTS

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ABSTRACT

Evaluation of a sexual assault and dating violence prevention
program for middle school students

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Sexual assault and dating violence among adolescents is a critical matter with potential life threatening consequences. Adolescence is a difficult stage in which personal choices (whether good or bad) can determine future lifetime successes or failures. This problem is of great concern to parents, educators and the community at large in the United States. Among high school youth nationwide, approximately 9% of students reported that they have been forced to have sexual intercourse (Centers for Disease Control and Prevention [CDC], 2004). Serious dating violence occurs in 1.6% of adolescent relationships...roughly 400,000 adolescents (Wolitzky-Taylor et al., 2008). Spurred by this information, a variety of programs have been developed to provide adolescents with the information and skills necessary to limit the occurrence of relationship violence. Evaluation of these programs is not mandatory and often prevention programs fail to impact students because of problems with implementation and retention of students.

Thus, the purpose of the present study was to evaluate one such program, *Project Awareness*, a comprehensive, educational approach focusing on middle-school students. Sixty-six middle school students participated in the *Project Awareness* program and were administered pre- and post-program measures to examine differences in sexual assault and dating violence knowledge, attitudes and behavior. Participating in the program proved to impact female students more than males. Females gained both more knowledge about rape myths and demonstrated greater attitude change about sexual assault. Programs about sexually-related violence should be implemented in schools before high school, be conducted in single-sex classes and must be evaluated for effectiveness.

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DEDICATION

This work is dedicated to my daughter, Devin Leigh. You are the light of my life and everything daddy and I do is for you. I love you!

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Chapter 1 INTRODUCTION

Statement of the Problem

The topic of sexual behavior among adolescents is a critical matter with potential life threatening consequences. Adolescence is a difficult stage in which personal choices (whether good or bad) can determine future lifetime successes or failures. As we are better able to measure the prevalence of sexually transmitted infections (STIs), including HIV, in the population, and as large studies show the extent of sexual dysfunctions and sexual abuse, it is apparent that we are presented with a challenge (Ross, 2002). Sexual health is not just the absence of disease or dysfunction, but also includes the ability to understand and weigh the risks, responsibilities, outcomes, and the impacts of sexual behavior (Ross, 2002). Indeed, many adolescents are not aware of or do not understand the potential consequences of risky sexual behavior.

The problem of sexual violence among adolescents is of great concern to parents, educators and the community at-large in the United States. Among high school youth nationwide, approximately 9% of students reported that they have been forced to have sexual intercourse (Centers for Disease Control and Prevention [CDC], 2004). Additionally, among high school students, 12.3% of Black students, 10.4% of Hispanic students and 7.3% of White students reported that they have been sexually assaulted (CDC, 2004). Available data on sexual assault may greatly underestimate the true magnitude of the problem, considering that rape is one of the most underreported crimes. In 2002, it is estimated that only 39% of rapes and sexual assaults were reported to law enforcement officials (Department of Justice, 2003). Many victims are afraid to report

rape because they know the assailant (as in acquaintance rape) or he/she may be fearful of retaliation from the perpetrator. In addition, many adolescents do not report sexual assault to the authorities because they are unaware of the services and supports available to them. Indeed, sexual assault of adolescents is a serious problem that must be addressed by law enforcement, schools and the entire community.

In addition to many other forms of violence, young people display violence within the context of dating (Weisz & Black, 2001). For decades, much of the research and commentary on relational abuse focused on spousal abuse. Abusive behaviors between unmarried courting couples were first reported in a study by Makepeace in 1981 (Close, 2005). Since then, more attention has been given to the quandary that many educators and parents face regarding dating violence among adolescents. Outside of the family, schools serve as the “second home” for many teenagers plagued by interpersonal violence. However, many schools are overwhelmed by the primary need to educate students in academic subjects and have neither time, nor sufficient energy, to address social problems, such as dating violence and sexual assault.

Rationale

As a former counselor at *Planned Parenthood* in Atlanta, Georgia and *Services Empowering the Rights of Victims* at the *Center for Family Services* in Camden, New Jersey (two cities plagued by epidemics of sexually transmitted diseases, teenage pregnancy and sexual violence), my interest in the topic of adolescent sexuality was driven by interactions with dozens of adolescents who were either ignorant of the consequences of risky sexual behavior or did not seem to care about the effect of this type

of behavior on their future. Indeed, many of the adolescents I came in contact with had previous sexual education classes in school. Unfortunately, the behavior of the teens did not reflect any degree of comprehension, nor application, of lessons learned about HIV, STD, pregnancy or sexual assault prevention and care.

Based on statistics reported to the Federal Bureau of Investigation, Camden was the third-most dangerous city in the United States during 2002, and has been ranked the nation's most dangerous city in 2004 and 2005 (Gettleman, 2005). The title "most dangerous city" is based on crime statistics in six categories: murder, rape, robbery, aggravated assault, burglary, and auto theft.

According to the National Crime Victimization Survey, the rates of rape among youth and young adults (ages 16-24) represent the highest levels of sexual victimization compared to both younger and older age groups (Rennison, 2000). The reported incidences of sexual assault among teenagers indicate that many adolescents have been raped before they graduate from high school (Brener, McMahon, Warren, & Douglas, 1999). Although studies show there is a need for further research and action regarding sexual abuse in secondary schools, the majority of research is conducted with college-aged populations. College-aged students are used in the majority of studies due to the elimination of need for parental consent to participate in research and greater access for researchers in academia. Therefore, research shows there is a definite need for sexual assault and dating violence education before students graduate from high school.

The need for further research on sexual assault, dating violence and prevention programs to address these problems in middle and high schools is of great importance.

Students must be educated about sexual assault and dating violence, including accurate definitions, how to avoid becoming a victim or a perpetrator, and proper actions to take if it happens. Many schools have outside agencies, such as local rape crisis centers and domestic violence shelters, facilitate educational programs in schools, during school hours or after-school. Unfortunately, many sexual assault and dating violence prevention programs in schools are not evaluated for effectiveness.

Purpose of the Study

The purpose of this study was to evaluate the effectiveness of a violence prevention program (Project Awareness) in a middle school setting. This study assessed the effectiveness of the *Project Awareness* program along several variables, including the acceptance of rape myths, knowledge about the definition of sexual assault, incidences of dating violence and other behavioral indicators. This study aimed to determine whether or not the *Project Awareness* program produced significant changes in the knowledge, attitudes and behavior (toward sexual and dating violence) of participants who received the *Project Awareness* intervention program and if these changes differed by gender and ethnicity.

Treatment Condition

Project Awareness was a *United Way* funded program facilitated by the local rape crisis center and domestic violence shelter in a mid-sized urban area. This program was approved by the district's board of education to service students in every public middle and high school. Specifically, the program was to be implemented in five middle schools and four high schools. Overall, the program aimed to service 240 middle school students

and 1200 high school students within the first year. Additionally, *Project Awareness* projected that between 8-20% of the program participants may disclose that they themselves have been a victim of sexual trauma. Therefore, psycho-educational services were provided to those who disclose that they were victimized. Each identified client was eligible to receive 4-6 counseling sessions within the school building. Any therapy sessions beyond the 4-6 were arranged through the rape crisis center and may take place in another location.

Each cycle of *Project Awareness* took place over an 8-week period. Each individual school was targeted for a session one day per week and the sessions were held during the period designated for health class. Program facilitators/educators were certified rape crisis counselors and completed a 40-hour training to receive certification. Lessons were taught using various instructional methods, including lecture with discussion, role playing, cooperative group lessons and multimedia education. The multimedia component of the program utilized several videos targeted to young audiences. For example, the “You’re In Control” video, created by the local rape crisis center and starring real survivors of sexual assault, aimed to educate adolescents by incorporating true stories from other adolescents from their geographical area. All materials (handouts, writing utensils, videos, etc.) were provided by the facilitator. Food was also provided by the facilitator.

This program addressed various topics relating to healthy relationships, but this evaluation only examined the effects of *Project Awareness* on attitudes and knowledge toward sexual assault and dating violence. Other educational topics covered by the

program included sexual harassment, date rape drugs, sexually transmitted infections, and teen pregnancy. Table 1.1 outlines the topics of each lesson during an 8-week cycle.

Table 1.1. Project Awareness Lesson Overview

Week	Topic
1	Introduction/Assessment
2	Group activity
3	Sexual harassment, healthy relationships & boundaries
4	Relationships and domestic violence
5	Sexual assault & date rape drugs
6	Sexual responsibility, STIs and teen pregnancy
7	Group activity
8	Celebration/Graduation

The United Way and the local rape crisis center outlined specific intermediary goals that *Project Awareness* aimed to reach within the first year of operation. The goals of *Project Awareness* included: (1) academic success, (2) reduction in teenage pregnancy rates, (3) increase in law abiding students, and (4) an increase in substance free adolescents (R. Campbell, personal communication, January 30, 2006). The program aimed to have 83% of their participants promoted to the following grade level in the next school year. In addition, the program wanted to ensure that none of their students became teenaged parents within the next school year. *Project Awareness* sought to encourage their participants to remain law abiding citizens or become compliant with

current obligations. Finally, the goals set forth wanted students to achieve a healthy lifestyle by remaining or becoming non-substance users.

Research Questions

The following research questions guided the data collection and analyses:

1. Are there significant differences in the outcomes (change in rape knowledge/attitudes) between pre-test and post-test scores regarding sexual assault and dating violence knowledge and attitudes?
2. Are there significant differences in the retention of dating violence knowledge and attitude changes after initial intervention between pre-test and post-test?
3. Is there a significant difference in the effectiveness of the *Project Awareness* program on rape knowledge/attitudes and dating violence knowledge/behavior for males, as compared to females?
4. Is there a significant difference in the effectiveness of the *Project Awareness* program on rape knowledge/attitudes and dating violence knowledge/behavior for African American, as compared to Latino students?

Research Hypotheses

1. Participants will score lower (better) on measures of rape attitudes after the prevention program.
2. Females will score lower (better) than males on measures of rape knowledge and attitudes outcomes.

3. Females will score higher (better) than males on measures of dating violence knowledge and attitudes outcomes.
4. Females will score lower (better) than males on measures of dating violence behaviors.

Theoretical Framework

This study is based on the notion that behaviors are learned through social interactions within the family and community members. Similar to behaviorist views of learning, social learning theory (or social cognitive theory) assigns a key role to environmental consequences in determining the characteristics people acquire (Thomas, 2000). Social learning theory (Bandura, 1986) suggests that adolescents learn to be violent toward others by observing the behavior of others who are important to them (i.e., parents, friends). Much human behavior is learned through observation and is later modeled by the observer. From observing others, one forms an idea of how new behaviors are performed and the information is coded to serve as a guide for future actions (Bandura, 1977).

Research in education shows that instructional strategies based on social learning theories are far more effective than other approaches (Schmidt, 2008). The theories of Bandura and Vygotsky have proved to be invaluable when implemented in classrooms where traditional methods of teaching based on behaviorist perspectives were the norm. Scaffolding, reciprocal teaching, cooperative learning, dialogues, problem solving, guided instruction, place-based learning and culturally relevant materials are all strategies

that have been successful across the curriculum with diverse groups of students (Schmidt, 2008).

Social learning theory contains other components that affect the strength of the observational process. These include: (1) attention of the modeled events, (2) retention, (3) motor reproduction, and (4) motivation (Bandura, 1977). The latter component, motivation, includes external, vicarious, and self-reinforcement, all which are powerful determinants of whether or not a learner chooses to model the observed positive or negative behavior. Bandura (1977) suggested that individuals are more likely to adopt a modeled behavior if the model is similar to the observer and has admired status and the behavior has a functional value. The model's behavior allows the learner to envision the likely outcomes of prospective courses of behavior (Bandura, 1997). Therefore, the learner will be encouraged or discouraged to perform the modeled behavior. This theory highlights the importance of human motivation and adaptation in learning.

Social learning theory has been used to explain adolescent violence toward one another. Bandura (1973) proposed that exposure to modeled aggression can affect not only the observer's actions, but also their attitudes and behaviors. This study seeks to understand the process of learning through modeling and its impact on sexual and dating violence prevention. Prevention programs, such as *Project Awareness*, serve to model positive behaviors and, in turn, attempt to have the participants refrain from becoming abusers or victims of sexual assault and/or dating violence. The use of role play and age-appropriate lessons are part of a strategy to teach adolescents about violence prevention while changing attitudes and behaviors. The program facilitators introduced students to

knowledge, attitudes and behavioral strategies to generate future self-regulatory functions to reduce incidences of sexual assault and dating violence among students.

Significance of the Study

Project Awareness aims to facilitate age-appropriate and open discussions among teens and educators (crisis counselors) that reflect the truth about the perils of becoming a victim and/or perpetrator of sexual assault and/or dating violence. Therefore, the goals of the program must be evaluated to uncover whether or not they come to fruition.

Nahom et al. (2001) suggested that future research needs to address the environments (home, school, churches, and community groups) in which teens are able to engage in frank discussions about *sexuality*, with who they are more likely to discuss *sexuality*, and whether such discussions would reduce the occurrence of risk-related sexual behavior. An environmental context could then be fostered in existing structures, such as the school, the home, or the community, including people with whom teens feel comfortable talking, whether this includes peers, parents, teachers or counselors. Further, understanding how sexual experience, gender, and ethnicity lead to different perceptions among youth would help curriculum developers design better programs that take these factors into account (Nahom et al., 2001). Once programs are designed for educators and parents to address these differences and motivations, they must be evaluated for effectiveness in reducing the potential negative consequences of adolescent *sexuality*. All sexual assault prevention programs must be evaluated to determine which types of program curriculum and methods of instruction are most effective with adolescents. Prevention programs must be implemented in elementary and secondary schools to avoid

the surge of sexual violence in college and adult populations. This study aims to further academic and basic knowledge in middle school among students and educators regarding sexual violence and dating violence.

Chapter 2

REVIEW OF THE LITERATURE

The literature review for the present study will be divided into two major components, involving sexual assault and dating violence. The sexual assault section will include the following sections: (1) an overview of sexual assault and its psychological effects, (2) prevalence of rape among adolescents (specifically focusing on the middle and high school populations), (3) cultural differences among rape victims, (4) history of sexual assault prevention programming, and (5) an examination of sexual assault prevention program evaluations. The review of the literature on adolescent dating violence will be comprised of the following sections: (1) dating violence among adolescents (2) dating violence prevention programs for adolescents and (3) desensitization of urban adolescents to violence.

SEXUAL ASSAULT

Overview of Sexual Assault and its Psychological Effects

The Centers for Disease Control and Prevention (CDC) defines sexual violence as including completed or attempted penetration, abusive sexual contact without penetration (e.g., intentional touching of the groin), and noncontact sexual abuse (e.g., voyeurism, sexual harassment) (Basile & Saltzman, 2002). In addition, sexual violence can include systematic rape during times of war, sexual trafficking (purchasing and selling females into prostitution and sexual slavery), and female genital mutilation (Basile, Lang, Bartenfield & Clinton-Sherrod, 2005). Most national data on sexual violence focus on

sexual assault, or rape, which can include forced penetration of any bodily orifice (vaginally, anally, or orally), involving violation of the survivor's body and psychological person. The single most important aspect of sexual assault is when the survivor of the violence does not consent to the sexual activity or when the survivor is unable to consent (e.g., due to age, disability or illness) or unable to refuse (e.g., due to physical violence or threats) (Basile & Saltzman, 2002).

The psychological impact of rape can be extremely severe and lasts for years. A traumatic experience is defined as a disastrous or extremely painful event that has severe psychological and physiological effects (Halgin & Whitbourne, 2008). Many people develop acute distress disorder soon after a traumatic event, recalling the event in images thoughts, dreams, and flashback episodes. They go to extremes to avoid anything that reminds them of the event, including places, people, and activities (Halgin & Whitbourne, 2008). Some people can become irritable or hypervigilant and can be easily startled by a minor noise or disruption (Halgin & Whitbourne, 2008). Often, victims of rape experience acute distress disorder immediately after the assault.

Given the violent nature of rape, the resulting immediate distress is understandable; what many find surprising is the longevity of the effects (Koss, 1993). In studies comparing sexually victimized women versus non-victimized women, many differences disappear after three months, with the exception of continued reports of fear, anxiety, lowered self-esteem, and sexual dysfunction (Koss, 1993). Posttraumatic stress disorder (PTSD), mood disorders, substance abuse, and eating and sexual disorders are the most frequently reported psychiatric consequences of sexual abuse in women

(Faravelli, Giugni, Salvatori & Ricca, 2004). Posttraumatic stress disorder is a diagnosis that is appropriate when symptoms of acute stress disorder persist for more than a month after the traumatic experience (Halgin & Whitbourne, 2008). According to Halgin and Whitbourne (2008), in the aftermath of an acute stress disorder, the symptoms of PTSD may start to materialize and take on a “chronic and unremitting course.” In a study that assessed the psychopathological consequences of a single rape in adult women who did not experience any form of sexual abuse during childhood or adolescence and where the occurrence of rape was established with certainty through police investigation, compared to other women who experienced trauma through a non-sexual victimization (e.g., car accident, violent robbery, physical assault), the following psychiatric diagnoses were significantly higher in the raped group (listed percentages of raped group versus non-raped group): PTSD (95% versus 47%), sexual disorder (90% versus 19%), major depression (75% versus 44%), and eating disorder (53% versus 6%) (Faravelli, Giugni, Salvatori & Ricca, 2004). In addition, when the non-raped women were compared for psychiatric consequences (e.g., victim of a robbery compared to car accident survivor), no differences or tendency for a difference emerged (Faravelli et al., 2004). Therefore, researchers suggested that the main difference between the psychiatric welfare of these victims was the sexual nature of the event (Faravelli et al., 2004). This study suggested that the psychopathological consequences of rape could be specific (as compared to victims of other violent crimes), and may warrant particular attention (Faravelli et al., 2004).

The symptoms of PTSD fall under two related clusters: (1) intrusions and avoidance, and (2) hyperarousal and numbing (Halgin & Whitbourne, 2008). The former involves experiences of intrusive thoughts, recurrent dreams, flashbacks, hyperactivity to cues of the trauma and avoidance of thoughts or reminders. The latter includes symptoms that involve detachment, a loss of interest in everyday activities, sleep disturbance, irritability, and a sense of a fore-shortened future (Halgin & Whitbourne, 2008). When PTSD was first entered into the DSM, it was coupled with the psychological aftereffects experienced by war veterans, particularly those servicemen who returned from the Vietnam War.

Being that one third of sexual assault victims have been diagnosed with PTSD at some point after their attack, Ullman, Filipas, Townsend and Starzynski (2007) assessed the effects of pre-assault, assault and post-assault psychosocial factors on current posttraumatic stress disorder. A pre-assault factor was a history of previous assault. Assault factors include subjective perceptions of life-threat, peritraumatic dissociation and panic. Attributions of blame, coping strategies and social reactions of others told about the assault were labeled as post-assault factors (Ullman et al., 2007). A sample of 600 ethnically diverse women from colleges, communities and mental health centers were recruited to participate in the study by completing several surveys, including the Posttraumatic Stress Diagnostic Scale (PDS). Hierarchical blockwise regression analysis was done to determine the relative contributions of demographic, pre-assault, assault, and post-assault factors to PTSD symptom severity. As expected, few demographic or assault characteristics predicted symptoms, whereas trauma histories, perceived life threat during

the assault, post-assault self-blame, avoidance coping, and negative social reactions from others were all related to greater PTSD symptom severity (Ullman et al., 2007). The only protective factor was survivors' perception that they had greater control over their recovery development in the present, which predicted fewer symptoms (Ullman et al., 2007). This study highlighted the great need for treatment of sexual assault victims that focuses on the importance of social networks that reduce the common negative stereotypes that blame victims and exacerbate the symptoms of PTSD.

Prevalence of Sexual Assault Among Adolescents

The overwhelming majority of rape victims are young women. According to research, 20% of female college students and 4% of male college students reported being forced to have sexual intercourse against their will (Brener et al., 1999). Brener et al. (1999) found that 71% of female survivors (in their study) were raped before the age of 18, and most of the experiences occurred during their teen years. In addition, 16% of women in the study reported having experienced forced sex at the age of 12 or younger (Brener et al., 1999).

The high incidence of acquaintance rape at colleges and universities has catalyzed the development of several innovative sexual assault prevention programs on nearly every campus in America (Pinzone-Glover, Gidycz & Jacobs, 1998). Unfortunately, most sexual assault prevention programs, as well as evaluation studies of these programs, are based on college populations. Early collegiate programmatic attempts focused on encouraging women to change their behaviors (Foubert, Newberry & Tatum, 2007). Early rape prevention programs educated women by telling them not to go out alone at

night, curbing alcohol use, and taking self-defense classes (Foubert et al., 2007). The researcher can recall her own experience during the first week at an all-female college. College security staff spoke to the incoming freshmen and terrified them with stories of attempted and perpetrated sexual assaults on campus. The “educational” sessions ended with staff handing out whistles (for protection) to female students. Just two years later, the same researcher and roommates in a dormitory discovered a male student from a neighboring college watching women in a bathroom with a hand mirror placed under the toilet stall. This student was given a one-semester suspension from his college and returned to school to sexually assault a student. Therefore, one wonders whether the “root of the problem” is addressed during these college programs. Educating women is not enough; the behavior of the men who choose to abuse needs to be the focus of sexual violence programs (Foubert et al., 2007). Furthermore, little research has been conducted to document the effectiveness of these programs (Pinzon-Glover et al., 1998).

Indeed, some college-based sexual assault prevention programs do have a positive impact on the lives of students, but where does that leave those who have been assaulted before they reach college? It is clear that sexual assault prevention programs must be implemented into school curriculum for students before they reach college. Additionally, these programs do not reach the non-college young adults who need the education just as much as the collegiate population.

Cultural Differences among Rape Victims

During the 1970s and 1980s researchers began to provide evidence for the impact of rape on the psychological health of victims (Neville, Heppner, Oh, Spanierman, &

Clark, 2004). These studies provided further proof that many rape survivors experience acute and chronic fear, anxiety, depression and lowered self-esteem. These survivors use various coping mechanisms to deal with and make sense of the trauma (Neville et al., 2004). The emergence of this type of research indicated that there are differences in the manner in which diverse cultures react to sexual assault. Wyatt (1992) conducted a study to examine the sociocultural influences of African American and White American women's experiences before and after a sexual assault. In the research, Black and White women reported similar rates of attempted and completed rape and similar levels of psychological distress and sexual difficulties (Wyatt, 1992). Conversely, Black women were less likely to disclose the assault and were more likely to believe that they were at a greater risk for being raped than their White counterparts (Wyatt, 1992). However, subjects in both groups experienced lasting psychological effects, including mistrust of men or people in general, continued emotional distress in connection with the abuse, specific fears (e.g., of being out at night), and chronic depression (Wyatt, 1992).

Neville, Heppner, Spanierman and Clark (2004) wanted to provide evidence for the need of a culturally inclusive ecological model for sexual assault recovery with Black and White college women rape survivors. Researchers recruited college students from a predominantly White midwestern university, in which Black and White participants were similar on most demographic characteristics (Neville et al., 2004). After initial procedures (i.e., phone calls and mailings) were finished, 45 Black and 52 White rape survivors agreed to participate in the study. Participants were first asked to complete a demographic sheet and the widely used Rosenberg Self-Esteem Scale (RSES). The 10-

item RSES consists of items such as, “On the whole I am satisfied with myself,” and responses are listed on a 4-point Likert-scale (ranging from 1=strongly disagree to 4=strongly agree). The Wyatt Sexual Health Questionnaire (WSHQ) was used to gather information on participants’ prior sexual victimization before the age of 14. Overall, there were many similarities between rape victims of different cultural backgrounds. However, greater endorsement of cultural blame attributions among Black women in the study were related to increased use of victim blame attributions, which was related to lower levels of self-esteem (Neville et al., 2004). Neville et al. (2004) stressed the need for a culturally inclusive ecological model of sexual assault recovery to address issues of self-esteem and its relation to reporting of victimization.

Research suggests that differences exist in the after-care of rape victims from non-White backgrounds. Many times, African American and Latino American victims of sexual assault are unaware of the resources available to them via their school and government/non-profit agencies. Schools need to make certain that male and female students are provided information and resources toward sexual assault awareness, prevention, and care.

History of Sexual Assault Prevention Programming

In 1994, Congress passed the Violence Against Woman Act (VAWA) to address the widespread and devastating impact of sexual assault and the importance of prevention (Basile et al., 2005). VAWA established the Centers for Disease Control and Prevention’s (CDC) Rape Prevention and Education (RPE) program that is currently housed in the National Center for Injury Prevention and Control (NCIPC) (Basile et al.,

2005). The approximate annual funding amount for support of rape prevention education programs is \$44 million and programs exist in all 50 states, the District of Columbia, Puerto Rico, and the seven U.S. territories. The amount of funding for rape prevention education in each state/territory varies by a population-based formula (Basile et al., 2005). Funding is allocated to departments of health, which then fund sexual assault coalitions, local rape crisis centers, and other agencies and organizations. Rape prevention education programs use funding to increase awareness about and prevent sexual violence through educational seminars for various populations, including professionals, the public, K-12 schools, and colleges/universities (Basile et al., 2005).

The majority of efforts target youth to change attitudes and beliefs that support sexually abusive behavior. Many educational programs aim to promote hope, respect, and rights and responsibilities among students through mentoring, classroom exercises, and activities, such as creating murals to illustrate and communicate students' concepts of respect (Basile et al., 2005). Unfortunately, the prevention educators (usually rape crisis counselors or sexual assault nurse examiners) have demanding and busy schedules that only allow time for annual visits to local schools, in which they facilitate a class period (approximately one hour) discussion about sexual assault. The "one-shot" method of teaching about sexual assault prevention (or any type of violence prevention) does not have a lasting impact on the knowledge, attitudes, and behavior of students. Specifically, the impact of "one-shot" methods is short-lived and often, many of the students have not received any type of programming until they are well into their teen years (Flannery et al., 2003). The need to provide early and constant *prevention* programming is illustrated

by the multitude of research that shows that violent behavior occurs along a developmental continuum of behavioral severity (Flannery et al., 2003). Students who display violent behaviors in the early years are more likely to continue this behavior into adolescence and adulthood. Furthermore, a typical sexual assault prevention discussion in a classroom includes the showing of an antiquated video that students do not relate to due to poor production (e.g., acting, quality of video). This type of sexual assault education is particularly ineffective because students cannot relate to the material presented and it is not reinforced through several lessons.

There is a need for prevention efforts that balance brevity with impact, are educationally relevant and integrated into the existing curriculum (Fay & Medway, 2006). Many school districts are reluctant to include sexual violence prevention programs into the curriculum because of the sensitivity of the topic and the time required to implement such programs (Fay & Medway, 2006). Therefore, the majority of the programs are on college and university campuses and secondary school students are given no or little education on sexual assault prevention.

Examination of Sexual Assault Prevention Program Evaluations

Program evaluation refers to the “process of determining the merit, worth, or value of social programs, such as public policy, private projects, public regulations, or other public or private interventions” (Fernandez-Ballesteros, 1998). The key words in the previous definition of program evaluation are “merit”, “worth” and “value”.

Therefore, it is extremely critical that interventions (especially those that address public health issues, such as sexual assault prevention) should be scrutinized to determine the

merit, worth and value of the services rendered. Evaluations of sexual assault prevention programs must determine whether or not the program is effective. In other words, does it work in preventing sexual assaults?

The majority of sexual assault prevention educational programs are evaluated by the staff that conducts the seminars (resulting in sometimes biased results), if they are evaluated at all. Basile et al. (2005) found that 42% of web-based survey respondents reported that their local agencies are conducting evaluations. However, results of the surveys suggested that evaluation activities are not methodologically sound (Basile et al., 2005). These evaluations include program descriptions (44%), satisfaction assessments (33%), and program outcome assessments (25%) (Basile et al., 2005). Reports of basic statistics are mandated by government agencies that provide funding to rape crisis centers and other rape prevention programs. A quarterly report of the quantity of students who attended educational seminars on sexual assault prevention and care does not indicate much, if anything, about the quality of services rendered.

Within the past ten years, a few researchers have conducted evaluations of sexual assault prevention programs on college campuses. Pinzone-Glover et al. (1998) investigated rape prevention programs at two Midwestern universities to specifically address two problems highlighted in the literature: the social desirability inherent in evaluation studies and the lack of comparison groups. Participants were undergraduate psychology students who participated in an hour-long rape prevention program which provided facts about rape (definition and statistics), were given the *Rape Myth and Facts Worksheet*, and were presented with case examples of acquaintance rape that were

discussed within the group (Pinzone-Glover et al., 1998). Control group students participated in the *Sexually Transmitted Diseases Awareness Program*. The outcome measures included the widely used *Rape Myth Acceptance Scale* (RMAC), *Rape Empathy Scale* (RES), *Attitudes Toward Women Scale* (AWS)-short form, and were presented with Acquaintance Rape Scenarios (Pinzone-Glover et al., 1998). Participants were led to believe that they were participating in two separate experiments to decrease demand characteristics. Specifically, the students were lead to believe that they were participating in separate experiments to lead them to reduce the need for the participants to perform as the experimenter would like them to. This reduced the likelihood of biased results. A pre-test was given at the onset of the study and a post-test was administered after 2 weeks. To determine the effect that the program had on rape attitudes, a 2 X 2 X 2 (Group X Gender X Time) repeated-measures multivariate analysis of variance (MANOVA) was performed. Results showed that the acquaintance rape prevention program did affect college students' ability to empathize with rape victims (Pinzone-Glover et al., 1998). Men in the experimental group changed more with respect to their attitudes toward women than men in the comparison group (Pinzone-Glover et al., 1998). Specifically, men in the prevention group evidenced more than a half a standard deviation change from pre- to post-test in rape-myth acceptance, indicating that they may be less likely to rape due to a change in attitudes (Pinzone-Glover et al., 1998).

DATING VIOLENCE

Dating Violence Among Adolescents

Many parents allow their teens to date and have boyfriends/girlfriends at an age that is much younger than the age they were allowed to date. Seventy-two percent (72%) of 7th and 8th grade students reportedly “date” (CDC, 2008). Unfortunately, many adolescents are not mature enough to handle situations that arise in dating. Each year, one in four adolescents report that they have been a victim of verbal, physical, emotional or sexual abuse from a dating partner (Avery-Leaf, Cascardi, O’Leary & Cano, 1997).

Dating violence is defined as physical, sexual, or psychological violence within a dating relationship (Black & Weisz, 2006). Victims of dating violence are at risk of injury, more likely to engage in risky sexual behavior, unhealthy dieting behaviors, substance use, suicidal ideations/attempts, and death. The 2003 Youth Risk Behavior Survey (YRBS), indicated that 8.9% of high school students (8.9 of males and 8.8% of females) had experienced physical dating violence during the 12 months preceding the survey. In addition, the students reporting victimization were more likely to engage in risk behaviors (i.e., sexual intercourse, episodic heavy drinking, physical fighting, and attempted suicide) (Black & Weisz, 2006). Coker et al. (2000) found that nearly 12% of students reported experiencing severe dating violence (i.e., hitting, kicking or throwing a person down) within the past 12 months either as a victim (7.7%) or a perpetrator (7.6%).

According to a recent study, the prevalence of serious dating violence among teenagers aged 12 to 17 years was 1.6% (Wolitzky-Taylor et al., 2008). Based on 2005 U.S. Census data, 1.6% of the population equates to a roughly 400,000 U.S. adolescents.

Sexual assault was the most common form of serious dating violence with a prevalence of 0.9%. The prevalence of physical assault in the context of dating violence was 0.8%, and 0.1% of the sample reported having experienced a drug-alcohol facilitated rape (DAFR) by a dating partner. Across the three types of dating violence, prevalence for boys was generally lower, with a 0.6% overall prevalence estimate: 0.3% for sexual assault and 0.4% for physical assault. For girls, incidence estimates were 2.7% for any of the three types of dating violence, including 1.5% for sexual assault, 1.2% for physical assault, and 0.2% for DAFR (Wolitzky-Taylor et al., 2008).

Understanding adolescent perception of violence and its development is critical to determining causes of future prosocial or aggressive behaviors (Próspero, 2006).

Theories in social psychology are often used to explain interpersonal violence and hypothesize that violent behavior is learned through experience and exposure to violence, usually occurring in the home and in the person's environment (Próspero, 2006).

Children who are exposed to violence in the home and community can learn to accept violence as an acceptable means of problem solving.

Many studies have suggested that adolescents learn to be violent from parental exemplars of behavior, but some have examined the impact of peer influences on violent behavior. Research has shown a relationship between adolescents who have friends who are perpetrators or victims of dating violence and an adolescent's own experiences as both a perpetrator and a victim of dating violence (Arriaga & Foshee, 2004). Arriaga and Foshee (2004) used secondary data from a large-scale study to prevent adolescent dating aggression to examine links between predictor variables of friend dating violence and

interparental violence to outcome variables of adolescents' own perpetration and victimization. They found the effect of friend dating violence was more important than the effect of interparental violence. In addition, friend dating violence, unlike interparental violence, was related to perpetration and victimization experiences of girls. Unlike the findings for girls, none of the results suggested that boys were influenced by their friends to become victims.

Similar to the previous study, Foshee et al. (1998) evaluated the *Safe Dates* adolescent dating violence program to uncover its effects on victimization and perpetration. School and community activities were combined in the *Safe Dates* program. School activities promoted primary prevention, while school and community activities promote secondary prevention (additional reinforcement of lessons learned during school activities). School activities included a theater production performed by peers, a 10-session curriculum, and a poster contest. Community activities include special services for adolescents in abusive relationships (i.e., a crisis line, support groups, materials for parents) and community service provider training (Foshee et al., 1998). The 1700 subjects were divided into three subsamples based on dating violence experience (those who reported that they never experienced dating violence, those who reported prior victimization, and those who reported prior perpetration). In the full sample, after gender, variables associated with attrition, and baseline values of the dependent variables had been controlled, treatment condition was significantly associated with changes in psychological abuse perpetration, sexual violence perpetration, and violence perpetrated in the current relationship (Foshee et al., 1998). Therefore, this program not only had an

impact on dating violence victimization, it also contributed to changed behaviors involving perpetration. After all, one cannot become a victim if there is no perpetration. All school-based violence prevention programs must recognize the importance of teaching methods to prevent perpetration, instead of focusing on the needs of the victim.

Dating Violence Prevention Programs

The high frequency of adult domestic violence in the United States warrants a need for violence prevention programs (focusing on dating violence among teens) within the nation's junior and senior high schools. Many studies investigated the incidences of dating violence among high school students, but do not inquire about preventive measures taken to reduce the occurrences of adolescent dating violence. Prevention programs need to be informed about theory-based strategies in order to effectively teach adolescents how to be in healthy dating relationships. Prevention entails both an escape from a negative life course, as well as the enhancement of knowledge and competency that leads to positive outcomes and avoidance of physical, emotional and psychological harm (Kaplan, 2000). Dating violence prevention programs must address the long-term impact of educating adolescents and follow-up with students in order to ensure positive outcomes.

In most cases, research on dating violence prevention programs for adolescents have relied on instruments that (1) were created for adults and college students and (2) reflect the researchers' ideas about dating violence (Sears, Byers, Whelan & Saint-Pierre, 2006). Specifically, many authors have not determined the extent to which teenagers identify certain behaviors as physical or psychological violence. Sears et al. (2006)

stated that researchers need to know how teenagers define dating violence. Essentially, we need to know, from the perspective of adolescents, what constitutes physical or psychological abuse in a dating relationship? We need to understand these issues, surrounding the problem of dating violence, and get the information to the masses. Schools seem to be the perfect place where students can begin the open conversations with teachers and each other.

Some states are beginning to implement dating violence awareness and prevention into the school curriculum because of the high rates of dating violence incidences among teens. In the fall of 2008, Rhode Island implemented dating violence education in the health classes of middle and high school students. In 2007, the state approved the Lindsay Ann Burke Act to protect those adolescents from *dating violence* and now mandates that schools provide age-appropriate education on the subject (School Library Journal, 2008). In 2005, 23-year old Lindsay Ann Burke was brutally murdered by her abusive former boyfriend, and since then her parents have advocated for higher public awareness of dating violence prevention. Before her death, her mother saw signs that her boyfriend was mentally and physically abusive (Tucker, 2008). The initiative was spearheaded by Lindsay's parents, Ann and Chris Burke, who say schools should be obligated to teach teens the warning signs of abusive relationships and raise the subject head-on so victims feel empowered to get help and leave violent partners (Tucker, 2008). The act requires every school district in Rhode Island to develop a model *dating violence* policy and a procedure to address incidents of *dating violence* involving students (School Library Journal, 2008). Other states, such as Massachusetts and Texas, encourage

teachers to be aware of and talk about dating violence with their students. The Lindsay Ann Burke Act makes Rhode Island the first state to require that 7th to 12th grade students are educated about violence in dating relationships (School Library Journal, 2008).

Desensitization of Urban Adolescents to Violence

Sexual assault and dating violence are forms of community violence that often occur in urban areas. Community violence is defined as deliberate acts intended to cause physical harm against a person in the community (i.e., neighborhood, school other public places) (McCart et al., 2007). Although the rates of intentional fatal and nonfatal injuries have decreased in the United States, youth continue to be exposed to high rates of interpersonal violence, especially those young people living in low-income neighborhoods (McCart et al., 2007). In 2000, the average yearly violent crime rate in urban areas was about 74% higher than the rural rate and 37% higher than the suburban rate (Bureau of Justice Statistics, 2000).

McCart et al. (2007) conducted a study using the results of structured telephone interviews of urban youth to determine the relations three types of violence (family violence, community violence and sexual assault) and two mental health outcomes (delinquency and post traumatic stress disorder, PTSD for short). Participants in the study included 4, 023 adolescents between ages 12-17. Hierarchical regression analyses were employed to reveal any predictive relationships between the types of violence and mental health outcomes. Results showed that boys revealed significant linear main effects of community violence and sexual assault on PTSD. Girls revealed significant effects for all three violence types (McCart et al., 2007). The results of the study

uncovered increasing levels of PTSD symptoms and delinquent behaviors among boys and girls exposed to high levels of community violence, family violence and sexual assault (McCart et al., 2007).

Summary of the Review of the Literature

Much of the literature on rape prevention programs shows that psychoeducational programs are capable of changing behaviorally relevant attitudes (Rosenthal, Heesacker & Neimeyer, 1995). Empirical research has provided evidence that relates masculine gender role socialization with rape-related attitudes (Hill & Fischer, 2001). Therefore, rape prevention program evaluations are almost exclusively focused on attitude changes of participants. Investigations that use behavioral change as their outcomes are rare and studies that use knowledge as their outcomes are equally atypical (Heppner, Humphrey, Hillenbrand-Gunn & DeBord, 1995). Indeed, attitude changes are critical in making wise choices about sexual assault. One would wonder if these studies accurately show the impact of prevention programs.

College students are the most utilized group of young adults in research regarding the effectiveness of sexual assault prevention programs. Unfortunately, researchers found that programs targeting college student populations may not be enough by themselves to reduce a woman's risk for sexual victimization (Gidycz et al., 2001). Sexual assault prevention programs on college campuses may serve as a catalyst to reduce the risk of assault, but further attention needs to be allocated to the processes through which these programs impact rates of victimization (Gidycz et al., 2001). Educators need to devote more time to teaching secondary students (including middle and

high school) about rape knowledge, attitudes and proper behavior. Educational presentations in middle and high schools would reach a wider audience and expose students to the risk of sexual assault before they are confronted with situations in college. Early prevention is the key to reducing the risk of dating violence and sexual assault.

CHAPTER 3
METHODOLOGY

Research Design

The design of this study was quasi-experimental with a convenience sample. The *Institutional Cycle Design* was employed to uncover differences in the groups (see Figure 3.1). The approach is quantitative and several surveys were used to examine the effectiveness of the prevention program. Data were collected from students participating in the prevention program and the program staff documented attendance.

The *Institutional Cycle Design* is appropriate to situations in which a given aspect of an institutional process is, on a cyclical schedule, continually being presented to a new group of respondents (Campbell & Stanley, 1963). This design was developed to evaluate the effects of an indoctrination program in situations, such as schools, training procedures and apprenticeships (Campbell & Stanley, 1963). The *Institutional Cycle Design* is a strategy for field research in which one starts out with an inadequate design and then adds specific features to control for one or another of the recurrent sources of invalidity (Campbell & Stanley, 1963). Specifically, this design was originally conceptualized in the context of an investigation of the effects of a 14-month Air Force officer and pilot training program and, subsequently, the attitudes toward superiors and subordinates during the process of completion of the program. During the Air Force study, a true experiment was not feasible due to the inability to control who would be exposed to the experimental variable. There was no possibility of dividing the entering class into two equated halves, one half of which would be sent through the year's

scheduled program and the other half sent back to civilian life (Campbell & Stanley, 1963). This design is appropriate to situations in which a given aspect of a process that is continually being presented to a new group of respondents. In this it is assumed that the scheduling is such that at one and the same time a group that has been exposed to the treatment and a group which is just about to be exposed to the treatment can be measured. Then, these two groups can be compared. An evaluation of *Project Awareness* fits this type of research design because the program is being continuously presented to middle school students on an 8-week cyclical schedule.

A pre-test-post-test comparison group design was used with two levels of the independent variable gender (males and females) and three dependent measures (the *SCREAM Measure of Acquaintance Rape Knowledge*, the *Rape Myth Acceptance Scale* and the *Conflict in Adolescent Dating Relationships Inventory*). In additional analyses, two levels of the independent variable- ethnicity/race (African American and Latino American) and two levels of the independent variable- religious identification (religious and not religious) were compared with the dependent measures. A within group comparison from pre-test to post-test was performed. Due to the small number and/or absence of Caucasian, Asian or other students among the population of the school in which this study takes place, the independent variable of ethnicity focused on African American and Latino American participants.

Table 3.1 outlines the research design by illustrating the times of program facilitation and data collection. Specifically, the pre-test for group 1 and group 2 was administered during the first session of *Project Awareness*, before any program material

was presented. Post-test 1 was given to each group during the last session of the program. Post-test 2 was given four weeks after the program ended. Take note that group 1 started before group 2, therefore the scheduled program and test dates were not simultaneous.

Table 3.1. Outline of research design

Group 1	Pre-test (week 1 of program)	Prevention program	Post-test (week 8)	→
Group 2		Pre-test (week 1 of program)	Prevention program	Post-test (week 8)

Subjects

Students from a middle (junior high) school in a mid-sized city in the northeastern United States participated in this study. Participation in the study was voluntary. Confidentiality was ensured as students were not required to identify themselves.

Approximately 60 students in two groups (30 students per group) were participants in the *Project Awareness* program. The students who participated in this study attended a middle school in which the rape prevention program is a voluntary 8-week program that takes place during students' free periods. The school is a predominately African American and Latino American (Hispanic) urban public school. According to a national database, during the 2005-2006 school year, the first school had a student population of 446. Specifically, the National Center for Education Statistics

(NCES) showed a student population of 45% (200) African American, 54% (242) Latino, and 1% (3) Caucasian for the 2005-2006 school year. In addition, the NCES reported that the student population is 48% (213) male and 52% (233) female.

Access and Permission

Permission to enter the school was obtained according to the policies and procedures of the Institutional Review Board (IRB) of Temple University. A proposal was submitted to the Superintendent of the school district, was discussed by the Board of Education and permission was granted on July 31, 2006 (see Appendix). In addition, a proposal was submitted to the principal of the school. The school principal issued a letter of permission on January 30, 2008. The Institutional Review Board of Temple University approved the protocol on April 18, 2008 (see Appendix for stamped consent forms). The extended lapse of time between the original permission given by board of education and IRB was a result of staff changes within the targeted school district. Unfortunately, the superintendent position of this school district was held by three persons during the term of this research study.

Research Questions

The following research questions guided the data collection and analyses:

1. Are there significant differences in the outcomes (change in rape knowledge/attitudes) between pre-test and post-test scores regarding sexual assault and dating violence knowledge and attitudes?

2. Are there significant differences in the retention of dating violence knowledge and attitude changes after initial intervention between pre-test and post-test?
3. Is there a significant difference in the effectiveness of the *Project Awareness* program on rape knowledge/attitudes and dating violence knowledge/behavior for males, as compared to females?
4. Is there a significant difference in the effectiveness of the *Project Awareness* program on rape knowledge/attitudes and dating violence knowledge/behavior for African American, as compared to Latino students?

Research Hypotheses

1. Participants will score lower (better) on measures of rape attitudes after the prevention program.
2. Females will score lower (better) than males on measures of rape knowledge and attitudes outcomes.
3. Females will score higher (better) than males on measures of dating violence knowledge and attitudes outcomes.
4. Females will score lower (better) than males on measures of dating violence behaviors.

Procedure

The Rape Myth Acceptance Scale (RMAS) and SCREAM Theatre Measure of Rape Acquaintance Knowledge (SMARK) were administered to assess students' knowledge and attitudes toward the subject of sexual assault. The acronym

S.C.R.E.A.M. comes from the Rutgers University sexual assault prevention program entitled “Students Challenging Realities and Educating Against Myths.” The Conflict in Adolescent Dating Relationships Inventory (CADRI) was used to uncover students’ dating violence behaviors. In addition, a demographic survey inquired about background information. The demographics survey included a religious background item that was adapted from the *Sex Knowledge and Attitude Test for Adolescents* (SKAT-A) by William Fullard, Ph.D. and Harold I. Lief, M.D. (Fullard et al., 1998).

Students were eligible to participate in the study when they submitted parental consent and individual assent forms. No student was able to complete any survey without these signed forms. Students were notified that their participation in the study was voluntary, anonymous, and confidential.

Instrumentation and Materials

Students were assessed on knowledge and attitudes toward rape. A basic knowledge of rape scale was used to examine what students know about sexual assault. All instruments were titled using their acronym to avoid students’ bias while responding to the items.

The Rape Myth Attitudes Scale (RMAS) by Burt (1980) was used to examine the students’ attitudes toward rape. The RMAS consists of 19 items designed to measure general acceptance of rape myths (Heppner et al., 1995). The survey consists of a 7-point Likert scale in which respondents were requested to indicate agreement or disagreement with each statement (ranging from “strongly agree” to “strongly disagree”). The first 11 items required the respondent to indicate their opinion, or what he/she believes about

various statements regarding sexual assault. The myths refer to themes such as, “rape is sometimes justifiable” and “rape is the woman’s fault” (Heppner et al., 1995). The first section is followed by two items in which participants were asked what percentage of rape reports they believe are false, given circumstances in which women seek vengeance on men who they are angry with and when they are pregnant and want to protect their reputations. The last six items asked the respondent to indicate how likely they would be to believe a female or male who claimed that she or he was raped according to relationship to the victim, gender or race of the victim. These items are rated “never”, “rarely”, “sometimes”, “frequently” and “always.” Total scores for the measure can range from 0-133, with higher scores indicating a strong belief in rape myths. Several studies that used the *Rape Myth Acceptance Scale* yielded reliability coefficients (Cronbach’s α) ranging from .745 to .905 (Buhi, 2005). Thus, the scale has significant reliability when administered by pre- and post-test. The RMAS does not specifically address the issue of acquaintance rape, therefore the SCREAM Theater Measure of Acquaintance Rape Knowledge was selected to uncover attitudes regarding acquaintance rape.

The SCREAM Measure of Acquaintance Rape Knowledge (SMARK) was employed to assess knowledge about the definition, scope, and effect of acquaintance rape based on assertions that acquaintance rape has been a behavior that is accepted by some within the American culture (Duggan, 1998). This 15-item measure asks participants to rate statements (i.e., “Sexually violent people are born that way.”)

according to the extent in which they agree (1 = strongly agree) or disagree (5 = strongly disagree). Internal reliability of the SMARK has been reported as 0.88 (Duggan, 1998).

The *Conflict in Adolescent Dating Relationships Inventory* (CADRI) was developed to address the need for a measure of abuse in adolescent dating relationships that contained appropriate wording to suit adolescents (Wolfe et al., 2001). From a developmental perspective, other measures of dating violence were inappropriate for adolescents, in that teens' relationships vary greatly from those of adults in terms of duration, level of commitment, amount of prior experience, degree of sexual intimacy, the peer-like status of dating partners, and the causes and resolutions of conflict (Wolfe et al., 2001). The CADRI is a 35 item questionnaire that is preceded by introductory dating questions to assess whether or not the participant has begun dating and, if so, items inquire about his/her dating history. The subscales measure levels of physical abuse, threatening behavior, verbal/emotional abuse, sexual abuse, and relational aggression. This questionnaire consists of a 4-point Likert scale (never, seldom, sometimes or often) in which participants estimate the amount of times certain activities have occurred when he/she has been in a conflict or argument with a person they have dated. For example, an item may state "During a conflict or argument with my boyfriend in the past year, I said things just to make him angry." Test-retest reliability for the total scale of the CADRI was acceptable over time for both the abuse ($r = .68$) and restricted abuse scores ($r = .75$). Construct validity of the CADRI was evaluated by examining the relation of the abuse and restricted abuse scores to observer ratings, based on the behavioral sampling of couple interactions. Correlations between self-reported scores and observer-rated

perpetration were significant, $r_s = .44$ and $.43$, $p_s < .05$, for abuse and restricted abuse, respectively (Wolfe et al., 2001).

Before instruments were administered, concerns arose that middle school students would be unable to understand the wording of the instruments. The selected surveys were previously used with college-level students. Furthermore, many students in the targeted school district are not reading at grade-level. This could have a detrimental impact on the results of the study. Therefore, the surveys were checked for reading-level (using Microsoft Word) and adjusted to sixth grade reading level. Since, there may have been a few students in the program who did not understand a few words after the survey alterations. Those students were instructed to ask for help from a teacher (not program staff or the researcher).

Table 3.2 shows a summary of the sources and types of data that were collected.

Table 3.2. Sources and Types of Data Collected

DATA SOURCE	DATA TYPE	VARIABLE TYPE
Student self-report	Knowledge about rape- <i>The SCREAM Measure of Acquaintance Rape Knowledge</i>	DV
	Attitudes toward rape- <i>Rape Myth Acceptance Scale</i>	DV
	Attitudes and behaviors of dating violence- <i>Conflict in Adolescent Dating Relationships Inventory</i>	DV
	Demographic information (1) Gender (2) Race/ethnicity (3) Religious identification	IV IV IV

Variables in the Study

Results of the various surveys were measured to uncover any differences between the groups. In addition, the analysis sought to reveal any differences within the groups according to age, gender, ethnicity/race and grade level. The scores yielded from the *Rape Myth Acceptance Scale* are the dependent variables.

Students' knowledge of rape: definitions and laws. The *SCREAM Measure of Acquaintance Rape Knowledge* was employed to assess students' knowledge about sexual assault. Specifically, students' awareness of what constitutes acquaintance rape was assessed due to the overwhelming majority of rapes in which the victim knows the assailant.

Students' attitudes toward rape. The *Rape Myth Acceptance Scale* was used to assess general acceptance or rejection of rape myths. This scale assessed any changes in attitudes before and after the intervention program.

Behaviors of dating violence and sexual assault. The *Conflict in Adolescent Dating Relationships Inventory* (CADRI) was used to uncover dating violence and sexual assault behaviors and attitudes toward these behaviors.

CHAPTER 4

RESULTS

The results of the data analyses are presented to respond to the four hypotheses stated in the previous chapters. Methodological issues are concentrated on before the results are presented. After the results of each analysis, a summary is provided.

Description of the sample

Students were invited to participate in this study, as detailed in the previous chapter. Students were placed into two groups that began the prevention program at separate times. Group 1 started the program two weeks before group two. However, staff scheduling and school activities caused session rescheduling and *Project Awareness* staff combined the groups into one group that finished the program at the same time. They completed or partially completed 57 pre-program surveys and 29 post-program surveys. Table 4.1 outlines demographic characteristics of the sample.

Table 4.1. Demographics of subjects in various subgroups

	Pre-test	Post-test
Gender		
Male	27 (47.3%)	16 (55.2%)
Female	30 (52.6%)	13 (44.8%)
Race		
African-American	25 (43.9%)	14 (48.3%)
Hispanic	23 (40.4%)	9 (31.0%)
White	2 (3.0%)	2 (3.0%)
Asian	0 (0.0%)	0 (0.0%)
Other	7 (10.4%)	4 (13.8%)
Age in years		
Twelve	8 (14.3%)	0 (0.0%)
Thirteen	18 (32.1%)	6 (20.7%)
Fourteen	26 (46.4%)	19 (65.5%)
Fifteen	4 (7.1%)	3 (10.3%)
Seventeen	0 (0.0%)	1 (3.4%)

Hypotheses and Findings

Hypothesis 1

It was hypothesized that participants would score lower (better) on measures of rape attitudes after the prevention program. This hypothesis assumed that participants in the *Project Awareness* program would score better on the Rape Myth Acceptance Scale (RMAS) after they participated in the program. In addition, it was hypothesized that students in the program would have improved knowledge about acquaintance sexual assault as measured by the SCREAM Theater Measure of Acquaintance Rape Knowledge (SMARK). This hypothesis was tested by comparing the scores of the pre- and post-survey results of the RMAS and SMARK. A higher score on the RMAS and SMARK indicated higher agreement with negative rape myths, beliefs and stereotypes. Therefore, the lower the score, the better the score. Table 4.2 shows the means and mean differences for the RMAS and SMARK during pre- and post-test administrations.

Results

A one-way repeated measures ANOVA was calculated comparing the RMAS and SMARK pre-test and post-test scores in order to uncover whether affirmative changes would result among male and female middle school students directly following the *Project Awareness* program. No significant result was found ($F(1,28) = 3.76, p > .05, \eta^2 = .118$) for the RMAS pre-test and post-test scores. No significant difference exists between RMAS pre-test ($m = 65.38, sd = 15.32$) and post-test ($m = 59.74, sd = 13.61$) scores. Similarly, when comparing the SMARK pre and post scores, no significant result was found ($F(1,27) = 2.77, p > .05, \eta^2 = .093$). Therefore, no significant result was

found among the SMARK pre-test ($m = 38.61, sd = 6.62$) and post-test ($m = 35.96, sd = 8.25$) scores.

Table 4.2 *Mean and mean difference test scores at pre- and post-test on RMAS and SMARK*

Measures	Pre-test	Post-test	Mean difference
RMAS*	65.56	59.60	5.96
SMARK*	38.65	36.01	2.64

* A higher score indicates higher acceptance of negative rape myths and stereotypes.

Summary

Contrary to predictions, participants did not score significantly better on the measures of rape knowledge and attitudes after the program. Students' overall mean was lower (better), but the difference did not indicate a significant change in knowledge or attitudes.

Hypothesis 2

It was hypothesized that females will score lower (better) than males on measures of rape knowledge and attitudes outcomes. Specifically, females are predicted to score lower (better) than males on the Rape Myth Acceptance Scale (RMAS) and the SCREAM Theater Measure of Rape Acquaintance Knowledge (SMARK).

Results

A 2-way repeated measures analysis of variance (ANOVA) was conducted with the sample. There was no significant main effect for the total RMAS score among the students, $F(1, 27) = 3.90, p > .05, \eta^2 = .126$. However, there was a significant interaction effect for the total RMAS score and gender, $F(1, 27) = 4.32, p = .047, \eta^2 =$

.138 . Table 4.3 show the means and standard deviations for these data based on gender. Figure 4.1 illustrates the differences between males and females on the RMAS before and after the program. With regard to the SMARK scores, there was no significant main effect for the total score, $F(1, 26) = 2.88, p > .05, \eta^2 = .100$. Similarly, no interaction effect for the SMARK total score and gender existed, $F(1, 26) = 2.13, p > .05, \eta^2 = .076$.

Summary

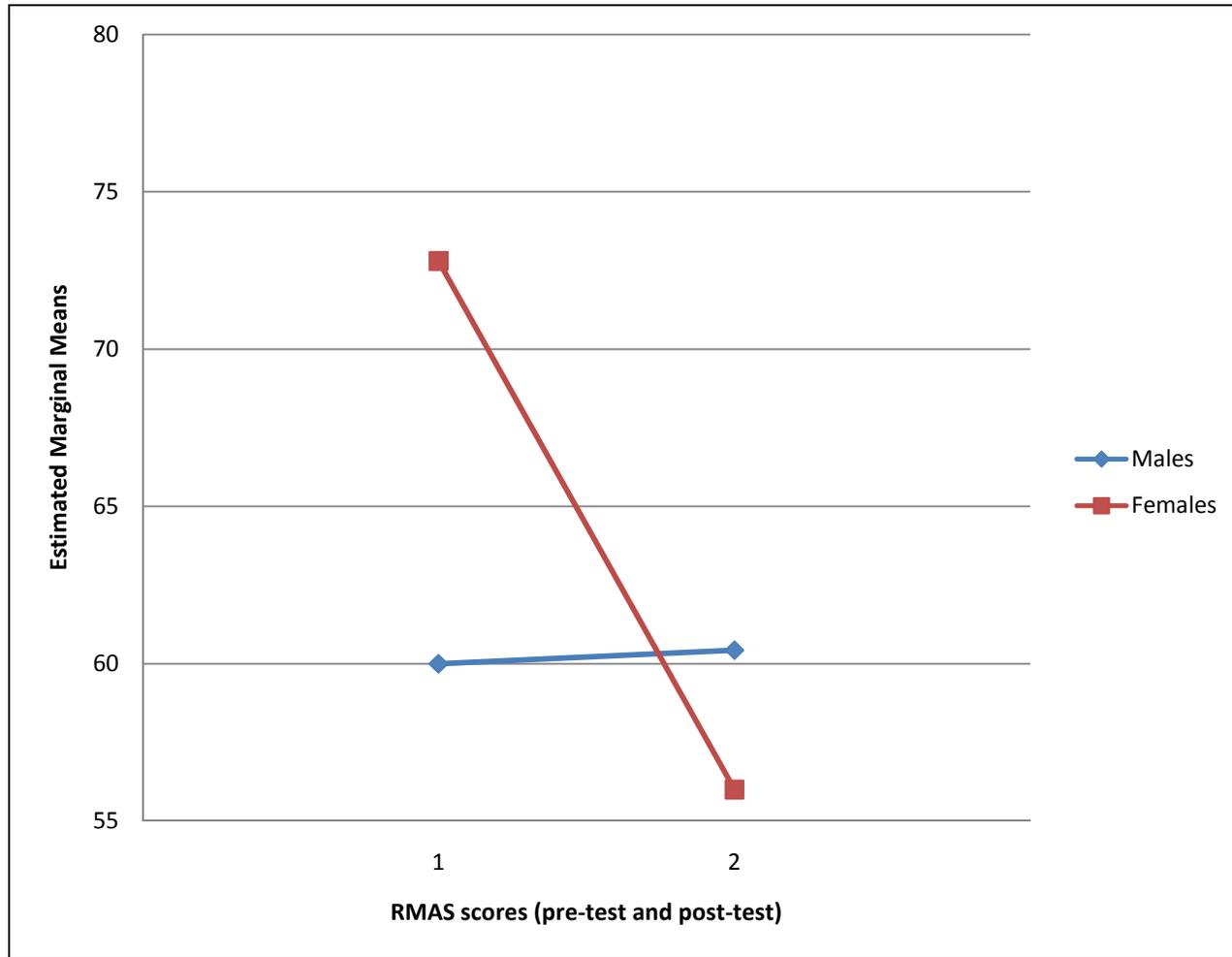
The hypothesis that that females will score lower (better) than males on measures of rape knowledge and attitudes outcomes was not supported. Females started with much higher (worse) scores than males on rape knowledge and attitudes. However, the scores on the RMAS were significantly reduced for females after the treatment (program). Male scores stayed constant from pre- to post-test. The RMAS scores for males were not significantly lowered after the conclusion of the program. The study showed that females gained more from the program than males.

Table 4.3. Means and Standard Deviations for Rape Attitudes and Knowledge Based on Gender

	<i>Male</i>			<i>Female</i>		
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
<i>RMAS pre-test*</i>	60.00	17.42	14	72.80	13.76	15
<i>RMAS post-test*</i>	60.43	10.95	14	56.00	18.83	15
<i>SMARK pre-test*</i>	38.87	7.58	24	38.40	5.87	30
<i>SMARK post-test*</i>	39.07	5.90	14	32.96	9.26	14

* A higher score indicates higher acceptance of negative rape myths and stereotypes.

Figure 4.1. *Estimated marginal means of RMAS scores based on gender*



Hypothesis 3

In a majority of domestic and dating violence situations, females have been victimized by males. Therefore, females will score higher (better) than males on measures of dating violence attitudes outcomes.

Results

An independent samples *t*-test was conducted with the sample comparing CADRI scores based on gender. The total score from the dating violence instrument, CADRI, functioned as the dependent measure. There was no significant effect for the CADRI scores based on gender, $F(1, 13) = 1.544, p > .05, \eta^2 = .046$. Figure 4.5 illustrates the means for the CADRI scores based on gender.

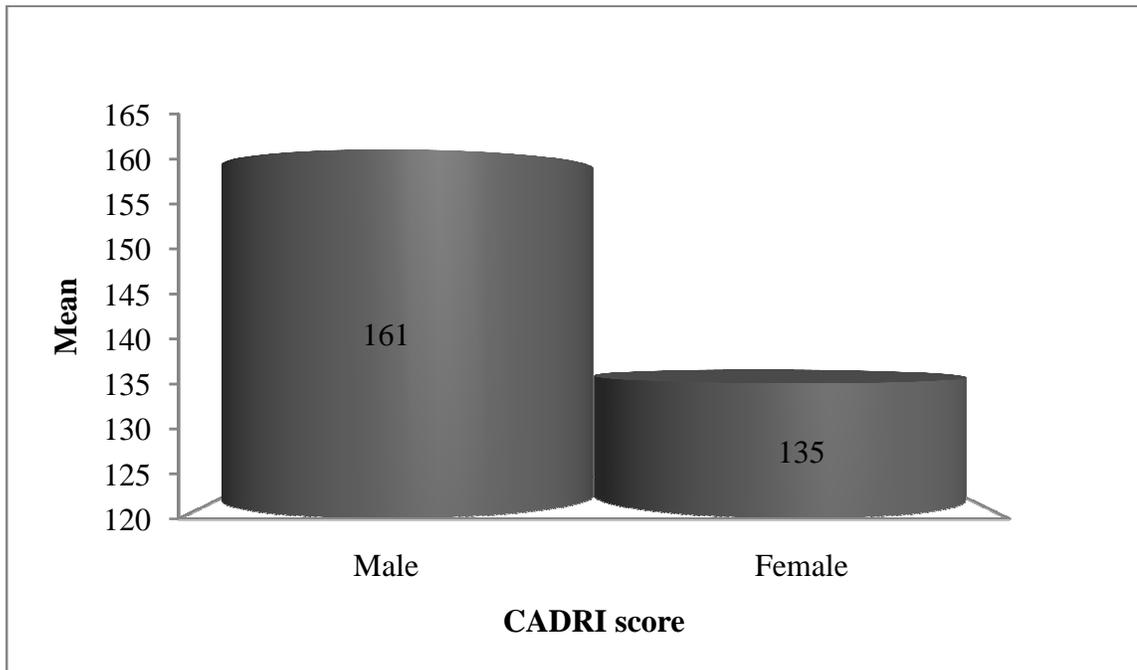
Summary

It was surprising to find no significant difference in dating violence attitudes between the males and females in the *Project Awareness* group. I am aware that domestic violence is defined as violence or abuse between those who are in a relationship or family members, regardless of gender or sexuality (Barber, 2008). The actual number of men that are physically or verbal abused is unknown because men are not as willing to report personal victimization to the authorities. However, it is known that 1.5 million woman and 834,700 men are raped and/or physically assaulted by an intimate partner each year (CDC, 2008). The reported assaults of women are almost double that of men. Therefore, I expected that female participants would have different attitudes than those reported by men.

When examining the actual scores of male versus female students, they appear to be vastly disparate. I must consider that the low number of students in the program

would have an effect on the ability to produce statistically significant results. The issue of program participation will be further examined in the discussion section.

Figure 4.2. Mean CADRI score of Project Awareness Participants by gender



Hypothesis 4

It was hypothesized that females will score lower (better) than males on measures of dating violence behaviors. The mere fact that females are twice as likely to be victimized by men (rather than vice-versa), would lead to the conclusion that females would report lower numbers of incidences in which they were perpetrators in dating violence situations.

Results

An independent samples *t*-test was conducted with the sample comparing CADRI behavioral scores based on gender. The behavioral scores from the dating violence instrument, CADRI, functioned as the dependent measure. Specifically, the scores from those items that asked about dating violence behaviors were analyzed. There was a significant effect for the CADRI behavioral scores based on gender, $F(1, 13) = 5.72, p = .043, \eta^2 = .024$. Table 4.4 illustrates the means for the CADRI pre- and post-test scores.

Summary

The results of the analysis reveal that males are more likely to engage in dating violence behavior than females. This result is not surprising, but alarming because the majority of the subjects were between the ages of twelve and fourteen.

Table 4.4 *Mean and mean difference test scores at pre- and post-test for CADRI*

Measures	Pre-test	Post-test	Mean difference
CADRI total	65.56	59.60	5.96
CADRI behavioral items	38.65	36.01	2.64

Additional Analyses

There was great interest in analyzing the impact of the *Project Awareness* program according to students' differences according to race/ethnic background and religious affiliation. The following analyses were conducted to uncover any differences.

Race

Note that religion was considered a 2-level variable because students were asked, "Are you religious" to which they could respond "yes" or "no." Race was considered a 3-level variable because most of the students identified themselves as African American, Hispanic and White. A few students reported that they were "biracial" or "multiracial." Scores from the sexual assault attitudes instruments, RMAS and SMARK, functioned as the dependent measures. Tables 4.5 and 4.6 show the means and standard deviations for the RMAS and SMARK based on race and religion, respectively.

A 2-way repeated measures analysis of variance (ANOVA) was conducted with the sample to uncover any differences in rape knowledge and attitudes according to race. There was no significant main effect for the RMAS according to race, $F(3, 55) = .193, p > .05, \eta^2 = .052$. Figure 4.3 show the means and standard deviations for these data based on race. With regard to the SMARK scores, there was no significant main effect for the total score according to race, $F(3, 53) = .780, p > .05, \eta^2 = .013$.

An independent samples *t*-test was conducted with the sample comparing CADRI scores based on race. The total score from the dating violence instrument, CADRI, functioned as the dependent measure. There was no significant effect for the CADRI scores based on race, $F(1, 13) = 2.046, p > .05, \eta^2 = .035$. An independent samples *t*-test was conducted with the sample comparing CADRI behavioral scores based on race.

The behavioral scores from the dating violence instrument, CADRI, functioned as the dependent measure. Specifically, the scores from those items that asked about dating violence behaviors were analyzed. There was a no significant effect for the CADRI behavioral scores based on race, $F(1, 13) = .199, p > .05, \eta^2 = .023$.

Religious Identification

Note that religion was considered a 2-level variable because students were asked, “Are you religious” to which they could respond “yes” or “no.” The survey did not ask students about attendance to church or religious practices, only if they deemed themselves as religious.

In order to identify any differences in pre- and post-program rape attitudes and knowledge, a 2-way repeated measures analysis of variance (ANOVA) was conducted with the sample. There was no significant main effect for the total RMAS score among the students, $F(1, 15) = .621, p > .05, \eta^2 = .040$. Additionally, there was no significant interaction effect for the total RMAS score and religious identification, $F(2, 15) = .746, p > .05, \eta^2 = .038$. With regard to the SMARK scores, there was no significant main effect for the total score, $F(1, 14) = .516, p > .05, \eta^2 = .046$. Similarly, there was no interaction effect for the SMARK total score and religious identification $F(2, 14) = .518, p > .05, \eta^2 = .090$. Figure 4.8 shows the means and standard deviations for these data based on religious identification.

An independent samples *t*-test was conducted with the sample comparing CADRI scores based on religious identification, to identify differences in dating violence attitudes and knowledge. The total score from the dating violence instrument, CADRI, functioned

as the dependent measure. There was no significant effect for the CADRI scores based on religious identification, $F(1, 13) = .533, p > .05, \eta^2 = .052$.

A second analysis was performed to reveal behavioral differences in dating violence behavior. An independent samples *t*-test was conducted with the sample comparing CADRI behavioral scores based on religious identification. The behavioral scores from the dating violence instrument, CADRI, functioned as the dependent measure. Specifically, the scores from those items that asked about dating violence behaviors were analyzed. There was no significant effect for the CADRI behavioral scores based on religious identification, $F(1, 13) = .667, p > .05, \eta^2 = .047$.

Summary

No statistically significant findings were uncovered regarding differences in sexual assault or dating violence attitudes, knowledge or behaviors according to race/ethnicity or religious identification. Therefore, we can conclude that gender is a more defining characteristic in matters that involve sexually-related behavior. This finding is similar to results of previous research.

Table 4.5. Means and Standard Deviations for Rape Attitudes and Knowledge Based on Race

	African American			Hispanic			White		
	M	SD	N	M	SD	N	M	SD	N
RMAS pre-test*	65.68	19.20	12	65.89	16.38	9	50.00	0.00	2
RMAS post-test*	60.13	14.67	8	58.67	8.59	6	61.00	14.14	2
SMARK pre-test*	37.91	8.30	22	39.96	5.05	23	40.00	1.41	2
SMARK post-test*	34.07	10.60	14	37.91	5.22	11	37.50	2.12	2

* A higher score indicates higher acceptance of negative rape myths and stereotypes.

Table 4.6. Means and Standard Deviations for Rape Attitudes and Knowledge Based on Religious Identification

	<i>Religious</i>			<i>Non-Religious</i>		
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
RMAS pre-test*	61.37	16.15	16	69.08	14.23	13
RMAS post-test*	64.75	11.99	8	51.68	9.41	8
SMARK pre-test*	37.91	8.30	22	39.96	5.05	23
SMARK post-test*	34.07	10.60	14	37.91	5.22	11

* A higher score indicates higher acceptance of negative rape myths and stereotypes.

CHAPTER 5 DISCUSSION

Since the implementation of the Violence Against Women Act (VAWA), an increasing number of programs began to inform students about dating violence and sexual assault. Most of these programs were put into practice on college campuses and focused on educating men (Foubert et al., 2007). Over the years, many evaluations of these programs have shown that females have higher awareness of dating violence and sexual assault. Therefore, men profit more from prevention education, because they started from a less knowledgeable position. Previous research and personal experiences guided the formulation of this study's research questions and hypotheses.

The results of this research study were somewhat surprising. Witnessing the interaction between the *Project Awareness* educators and the middle school students, one would conclude that students would leave the classroom more aware of the distortions of the thought processes involving interpersonal violence.

Immediate Program Effects- Coeducational

Prior to the start of the *Project Awareness* program, the staff planned to conduct gender separate sessions (one with boys only and one with girls). They wanted the boys to meet with a male facilitator and the girls to meet with a female facilitator. This plan was not feasible due to budget constraints and staffing issues. Therefore, when the program began, the facilitators (trained rape crisis counselors) met with the students in co-educational groups. This seemed to have an impact on the participation of the students. Studies have shown that adolescents feel more comfortable, and therefore, are able to speak freely about sexuality in same-sex groups (Strange, Oakley & Forrest, 2003). Strange et al. (2003) conducted an analysis of data from a survey of 3,355 15- and

16- year old adolescents in 13 co-educational British secondary schools. Results showed that the majority of girls, and about one-third of boys, would like some or all of their *sex education* to be delivered in *single-sex* groups. A brief observation of a *Project Awareness* program session, clearly displayed that the boys were more vocal in expressing their opinions than the girls. This makes me wonder if single-sex sex education would lead to higher participation levels among female students.

Program Effects- Female

The hypothesis that females will score better on sexual assault knowledge measures was not supported. Surprisingly, females' knowledge and attitudes toward sexual assault were much worse than males at the beginning of the program. Female subjects did score significantly higher than males after the treatment. It is encouraging to know that male participants were somewhat knowledgeable of the errors of many myths about rape. However, the program's goal of significantly changing subject's attitudes and knowledge about sexual assault and dating violence was not achieved.

In congruence with previous research, it was concluded that females prefer and profit more from sex education that is delivered in single-sex groups (Strange et al., 2003). It was found that females sought help following a sexual assault educational prevention program. Specifically, help seeking behavior among female victims and their significant others tripled after participation in a sexual assault educational program (Lenihan, Rawlins, Eberly, Buckley, & Masters, 1992). Since the inception of the *Project Awareness* program, staff reported that one to two students per group have reported personal victimization of sexual assault and/or dating violence. It is a well known fact that sexual and dating violence is grossly underreported. Therefore, these

students who have reported victimization and were offered follow-up counseling may have never told anyone if they did not participate in the program. It is unknown if these survivors continued with counseling after the *Project Awareness* program, but the beginning of the healing process was initiated by the program.

Program Effects- Male

Many sexual assault and dating violence prevention programs aim to reduce positive attitudes that contribute to victimization of women. Thus, much of their efforts lean towards changing attitudes of those males who are often the perpetrators of crimes against women, men. Researchers have long sought to write and evaluate a program that could produce a measureable change in sexually coercive behavior among male program participants, with no success (Foubert et al., 2007). Many studies have had difficulty determining the impact of their programs on decreasing sexual miscommunication, sexual coercion and objectification of women. The large majority of studies that have focused on changes in males' attitudes toward women and sexual violence issues center of their attention on samples of fraternity members and collegiate athletes. Some theorists believe that all-male groups are associated with sexual aggression merely because of this anticipated association with hypermasculine values (Murnan & Kohlman, 2007). A meta-analysis of the data relating either college athletic participation or fraternity membership to attitudes and behaviors associated with sexual aggression was conducted with 29 studies, which yielded 57 effect sizes. Membership in each all-male group was associated to a moderate extent with rape-supportive attitudes and to a smaller extent with self-report of sexually aggressive behavior (Murnan & Kohlman, 2007). Research has lead to efforts towards educating males about sexual violence prevention.

The *Project Awareness* staff wanted to pay close attention to the attitudes and knowledge of the male students in the program.

Many programs have difficulty uncovering the effects of their intervention over time. Unfortunately, this evaluation has also fallen short in determining whether there was a change, let alone a lasting effect, on male students' attitudes, knowledge and behavior concerning sexual violence. This research must be continued with a larger sample size, in order to determine if the program is effective with male adolescents.

Research Constraints and Methodological Considerations

Missing Data

The participants in the study were students who participated in the *Project Awareness* Program. Students' attendance in the program was directly related to their attendance to school. The program and research evaluation took place during school hours. Subsequently, if participants were absent from school, they were not able to complete the surveys.

Threats to Internal Validity

The absence of the comparison groups, due to the haphazard program scheduling and interruptions, had an effect on the internal validity of the study. Unlike many behavioral science research studies, this evaluation took place in a real world situation, in which many variables are uncontrollable due to the nature of the study. By the time the program was completed, there were no true comparison groups. Therefore, this study could only compare the differences of students within the program, according to gender, race and religious identification.

During the course of the program, counselors stated that one or two of the students reported a history of sexual assault. One student refused to participate in the *Project Awareness* program because they became emotionally upset during the first session. It is possible that other students have been victims of sexual assault and dating violence, without reporting it to parents, teachers, police or counselors. Students were given information about available and free assistance if they were or knew someone who was a victim of sexual assault or dating violence. They were informed that the report would be confidential. This could have a significant impact on the results of the study.

In many cases, the pre/post-test method of research can lead to better scores during the post-test due purely to prior experience with the pre-test. The exact same rape attitude and knowledge surveys were used both during pre- and post-test administering. Therefore, students may remember certain topics on the surveys when they are discussed in the sessions during the program. The old adage, “experience is the best teacher” is applicable to research that uses repeated measures statistical analyses.

Due to scheduling of the *Project Awareness* program, the post-test survey distribution was during the last month of the academic year. Unfortunately, students’ attendance rate declined during the last month of school, due to higher incidences of truancy and participation in in-school extra-curricular activities (during class time). In a few classes, approximately half of the students were absent from class during school hours. Subsequently, many of the students who completed the pre-tests were absent for the post-test. This had a profound effect on the results of the study. This problem is not one that could be remedied by the *Project Awareness* staff or the researcher.

Students who participated in the program were previously placed in health classes. These participants had the choice to participate or drop out of the program, but most stayed because they were interested in the topics. This sample was a sample of convenience. Random selection was not possible because of the small number of students available for the program, and therefore, the study. Essentially, this study had to work with the students who were in the *Project Awareness* program, present in school and class during the survey administering, and willing to participate by completing the surveys. The combination of previously stated criterion made for a challenging and interesting endeavor during this program evaluation.

Threats to External Validity

The *Project Awareness* program was designed to organize and combine one-shot lessons that counselors have been teaching to students during school visits. It was created to offer a comprehensive and interactive program that would catalyze awareness, attitudinal and behavioral changes among students in a small group of middle school students. To the dismay of the researchers, no authentic changes were uncovered among the group of students. Indeed, the mere presence of the counselors and ability to speak openly about these topics would cause some change, if only thought and discussion among students. The results of this study are somewhat generalizable to middle school students in other urban areas. In order to generalize these results, this study must be expanded to a larger group of students in the target school district and other schools.

Other Limitations

A variety of instruments were reviewed before the RMAS, SMARK and CADRI were selected. Issues of copyright, permission to use, and readability were considered before administering to the students. The issue of readability was of particular concern.

Recommendations for Project Awareness

The results of this study and suggestions for improvement of the Project *Awareness* program were abridged to produce an evaluation report for the staff, in hopes to offer guidance and evidence to be used to gain funding for future programming. The report was submitted to the director of the rape crisis/domestic violence center and was distributed to the educational program coordinator and program facilitators.

Before *Project Awareness* began, counselors at the crisis center would make visits to local schools and talk to students about sexual assault, sexual harassment, and dating violence. They haphazardly visited the schools and hoped that they could cover all of the previously mentioned topics in a one-day visit. The need to develop a comprehensive curriculum was obvious, as the counselors were unable to sufficiently cover all topics with students. The one-shot type of sex education has been found to be ineffective over a long-period of time. Researchers who have studied the impact of sexual assault programming, have concluded that educational sessions over time have a greater, longer lasting effect on students' attitudes and knowledge (Burt, 1980).

The presence of male and female counselors, who served as the program facilitators, was an advantage for this program. The mere presence of a male counselor offered a familiar face for male adolescents, as opposed to past discussions that were always lead by female rape crisis counselors. This program and others should consider

having at least one male counselor on staff for educational sessions involving young men. Unfortunately, the male counselor was laid off, due to budget constraints, shortly after the program ended. It is imperative that a male counselor is in place for the *Project Awareness* program and other violence prevention programs.

Recommendations for Future Research

A majority of the research on sexual assault and dating violence prevention programs is conducted on college campuses. College students are targeted for the obvious reasons of age (over 18-year old students do not need parental consent to participate) and easy accessibility (as most researchers/professors use students in their classes). In addition, college is an appropriate place to impact adolescents and young adults' knowledge, attitudes and behavior because they are separated from their parents and are exposed to people and ideas that are different from previous notions. Unfortunately, many students have already been directly and indirectly impacted by sexual and dating violence before they enter college. In addition, college students are often involved in sexual and dating violence because of their ages coupled with absence of adult supervision for the first time in their lives. Educators and researchers need to evaluate the impact of these programs in secondary schools. Effective sex and violence prevention education in secondary schools may have a positive impact on the behavior of students when they go to college.

Practical Implications

First, more programs that address issues of sexual assault, dating violence, sexual harassment and similar topics need to be implemented in middle and high schools across the country. As young children and adolescents are increasingly exposed to violent

behavior on television and in their communities, these topics may need to be addressed at home and in school at younger ages. Secondly, as these programs are created and put into operation, evaluations of them need to be put into place to uncover if and how they are impacting the target audiences. For example, the school district that housed the sexual assault and dating violence prevention program did not have an administrative office in place that offers evaluations for programs such as *Project Awareness*. How are we to know if these programs are in fact making a difference, if there is no one there to evaluate them or assess the results of the lessons? There is a dire need for program evaluation in school districts that house violence prevention programs.

Conclusion

In the past, research and prevention programs regarding sexual assault and dating violence have been exclusively offered to college-aged students. Occasionally, high schools have offered students educational programs on a one-shot basis. The Project Awareness program aimed to create a ground-breaking educational experience to students in a greatly underserved school district. The subject matter is sensitive and often adults do not want to experience the uncomfortable feeling of having to confront these issues. Therefore, the program confronted many obstacles, from the initial stages of getting access to the students, scheduling time during school hours, staffing issues and retention of students. This evaluation occurred during the second year of the program, and unfortunately, many of the “kinks” had not been worked out.

It is hoped that school districts will continue to offer sexual assault and dating violence prevention programs to students in secondary schools. In addition, these programs must be evaluated for short- and long-term effectiveness. This study intended

to contribute to dating violence and sexual assault prevention programming by revealing the successes and failures of an innovative program with a previously ignored population. Unlike similar studies, the number of subjects was of concern and impacted the internal validity of the study. Future research must evaluate programs with more students. In order to achieve this, schools must offer these types of programs to a greater number of students. Therefore, school officials must realize the importance of implementing and retaining programs like *Project Awareness* in middle and high schools. School administrators, teachers and parents must advocate for this type of education inside and outside the walls of our schools.

The results of the study indicated that the most powerful changes in attitudes and knowledge about rape myths occurred among the female subjects. This finding is encouraging, but also disheartening in many ways. Violence prevention must work toward changing the knowledge, attitudes and behavior of all students. Male students are of particular concern because they are often given misinformed information about relationships through the media and observance of role models in their own households and communities.

The *Project Awareness* program is just one of many programs that aspire to impact the mental processes of adolescents, in order to change overt behavior. Unfortunately, the funding for the program was not renewed for the academic year following this study. It is a worthwhile pursuit for the staff of this program to seek future funding to renew this program and improve the functioning using results of this evaluation. In this age of information, we need to ensure that students are given the correct information before they are “of” age and indoctrinated with potentially harmful

ideas about violence. Educators, psychologists and researchers must take a stand to not only react to the problems plaguing our society, but to be proactive and make changes in schools, at home and in our communities.

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APPENDICES

APPENDIX A
RAPE MYTH ACCEPTANCE SCALE (RMAS)

Ideas about rape

For the statements which follow, please **fill in the circle** of the number that best indicates your opinion—what you believe. If you strongly disagree you would answer “1”: if you strongly agree you would answer “7”: if you feel neutral you would answer “4”; and so on.

	Disagree Strongly 1	Disagree Somewhat 2	Disagree Slightly 3	Neutral 4	Agree Slightly 5	Agree Somewhat 6	Agree Strongly 7
1. A woman who goes to a man's home on the first date is willing to have sex.	1 O	2 O	3 O	4 O	5 O	6 O	7 O
2. Any female can get raped.	1 O	2 O	3 O	4 O	5 O	6 O	7 O
3. One reason that women lie to police about rape is that they often want attention.	1 O	2 O	3 O	4 O	5 O	6 O	7 O
4. Any healthy woman can stop herself from getting raped if she wants to.	1 O	2 O	3 O	4 O	5 O	6 O	7 O
5. When women wear short skirts and tight shirts, they are asking for trouble.	1 O	2 O	3 O	4 O	5 O	6 O	7 O
6. A woman who takes a ride from a man she doesn't know, gets what she deserves.	1 O	2 O	3 O	4 O	5 O	6 O	7 O
7. A woman who is stuck-up and thinks she is too good to talk to guys on the street deserves to	1 O	2 O	3 O	4 O	5 O	6 O	7 O

be taught a lesson.							
8. Many women have a secret wish to be raped, and may set up a situation where they will be raped.	1 O	2 O	3 O	4 O	5 O	6 O	7 O
9. If a woman gets drunk at a party and has sex with a man she doesn't know, other guys at the party should be able to have sex with her too, whether she wants to or not.	1 O	2 O	3 O	4 O	5 O	6 O	7 O
10. In most cases of rape, the victim is "easy" or has a bad reputation.	1 O	2 O	3 O	4 O	5 O	6 O	7 O
11. If a girl is "making out" and she lets things go to far, it is her fault if a guy forces her to have sex.	1 O	2 O	3 O	4 O	5 O	6 O	7 O

Please use the following key to answer the next two questions. Darken the circle under the number that shows what fraction you believe to be true.

	Almost none 1	A few 2	Some 3	About half 4	Many 5	A lot 6	Almost All 7
12. How many women who report rape would you say are lying because they are angry and want to pay back the man who they say raped them?	1 O	2 O	3 O	4 O	5 O	6 O	7 O
13. How many of all reported rapes would you guess were made up by woman who found out	1 O	2 O	3 O	4 O	5 O	6 O	7 O

they were pregnant and wanted to protect their reputation?

Please use the following key to answer the next question.

14. A person comes to you and claims they were raped. How likely would you be to believe the statement of the person, if he/she was:

	Never 1	Rarely 2	Sometimes 3	Half of the time 4	Often 5	Usually 6	Always 7
a. your best friend?	1 O	2 O	3 O	4 O	5 O	6 O	7 O
b. an Indian woman?	1 O	2 O	3 O	4 O	5 O	6 O	7 O
c. a neighborhood woman?	1 O	2 O	3 O	4 O	5 O	6 O	7 O
d. a young boy?	1 O	2 O	3 O	4 O	5 O	6 O	7 O
e. a black woman?	1 O	2 O	3 O	4 O	5 O	6 O	7 O
f. a white woman?	1 O	2 O	3 O	4 O	5 O	6 O	7 O

APPENDIX B
S.C.R.E.A.M. MEASURE OF RAPE ACQUAINTANCE KNOWLEDGE (SMARK)

Directions: Please read the following statements and designate to what extent you agree or disagree with each. Fill in the circle that matches your answer.

	Strongly Disagree 1	Disagree 2	Uncertain 3	Agree 4	Strongly Agree 5
1. Rape does not happen often between people who know one another or who are dating.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
2. Sexual assault will not likely affect me or my friends during high school.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
3. Sexually violent people are born that way.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
4. Telling jokes about women or mooning them are silly pranks and have nothing to do with contributing to a "sexually violent culture."	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
5. Men are not taught to be sexually aggressive, they just are that way.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
6. In this country, sexually unkind and aggressive behavior is often encouraged in men, even rewarded.	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

7. When a sexual assault occurs between a man and woman, the behavior of the woman should really be examined to see what she might have done wrong or how she could have prevented it from happening.	1 0	2 0	3 0	4 0	5 0
8. Alcohol has nothing to do with sexual assault. Peer pressure to drink and get others drunk is a separate problem.	1 0	2 0	3 0	4 0	5 0
9. A man may not be able to control his sexual behavior once he has been turned on.	1 0	2 0	3 0	4 0	5 0
10. Sexual assault as an issue or problem probably won't ever affect me or my friends.	1 0	2 0	3 0	4 0	5 0
11. Guys who are popular and can get a lot of sex from willing partners would not rape anyone. Why would they need to?	1 0	2 0	3 0	4 0	5 0

12. Generally, a woman who is raped by someone she knows is not as traumatized as a woman who is raped by a crazy man who jumps out of the bushes.	1 0	2 0	3 0	4 0	5 0
13. Sexual assault/rape among acquaintances is a problem, but is not real rape.	1 0	2 0	3 0	4 0	5 0
14. Betting on whether or not a friend will have sex with a particular woman is just for fun, it is not related to the issue of sexual violence.	1 0	2 0	3 0	4 0	5 0
15. When a man forces his girlfriend to have sex with him, it is not a crime.	1 0	2 0	3 0	4 0	5 0

APPENDIX C
CONFLICT IN ADOLESCENT DATING RELATIONSHIPS INVENTORY (CADRI)

Introductory dating questions

Please check the statement that best applies to you.

- I have not begun dating.
- I have begun dating and/or had a boyfriend/girlfriend.

Please check all the boxes below that describe the kinds of relationships you are currently experiencing and those you have experienced in the past.

- Going out in male/female groups
- Dating different people
- Dating one person without any definite commitment
- Dating one person exclusively
- Engaged

If you have ever been in a dating relationship or been going out with someone, please answer the following questions:

At what age did you start going out/having boyfriends/girlfriends? _____

How many boyfriends/girlfriends have you had (not including childhood crushes)? _____

How many boyfriends/girlfriends did you have/have you had in

Grade 6

Number of boyfriends/girlfriends _____

Longest relationship (# of weeks/months) _____

Shortest relationship (# of weeks/months) _____

Grade 7

Number of boyfriends/girlfriends _____

Longest relationship (# of weeks/months) _____

Shortest relationship (# of weeks/months) _____

Grade 8

Number of boyfriends/girlfriends _____

Longest relationship (# of weeks/months) _____

Shortest relationship (# of weeks/months) _____

The next few pages ask you to answer questions thinking about your current or recent ex-boyfriend. Please check which person you will be thinking of when you answer these questions:

- I am thinking of somebody that is my boyfriend/girlfriend **right now.** (*Go to A*)
- I am thinking of a recent ex-boyfriend/ex-girlfriend (within the past 3 months.) (*Go to B, next page*)
- I am thinking of an ex-boyfriend/ex-girlfriend from within the past year. (*Go to B, next page*)

A) If this is your current boyfriend/girlfriend:

How long have you been dating/going out? _____

How often do you see each other? Check the best response.

- Every day at school
- Every day at school and every day out of school
- 2-3 times per week
- Once per week or less

How much time do you spend alone together?

_____ hours per day **OR** _____ hours per week

What kinds of things do you do together? _____

How often do you argue or disagree? _____ times per day **OR** _____ times per week

What kinds of things do you argue or disagree about? _____

How important is this relationship to you? (Check one of the responses below)

- Not very important
- Somewhat important
- Important
- Very important

Please check one of the following five categories that best describes the dating partner you are thinking of when completing this questionnaire:

- Going out in male/female groups
- Dating different people
- Dating one person without any definite commitment
- Dating only one person
- Engaged

A. continued)

What kinds of things do you argue or disagree about? _____

How important is this relationship to you? (Check one of the responses below)

- Not very important
- Somewhat important
- Important
- Very important

Please check one of the following five categories that best describes the dating partner you are thinking of when completing this questionnaire:

- Going out in male/female groups
- Dating different people
- Dating one person without any definite commitment
- Dating one person exclusively
- Engaged

_____ → **GO TO NEXT PAGE**

B) If this is your ex-boyfriend/ex-girlfriend:

How long did you go out together? _____

How often did you see each other (Check the best one of responses below).

- Every day at school
- Every day at school and every day out of school
- 2-3 times per week
- Once per week or less

How much time did you spend alone together? _____ hours/day _____ hours/week

What kinds of things did you do together? _____

When did you stop going together/seeing each other? _____

Why did you stop going out with him? _____

How often did you argue or disagree? _____ times per day OR _____ times per week

What kinds of things did you argue or disagree about? _____

How old was he? _____

How important was this relationship to you? (Check the best one of the responses below).

- Not very important
- Somewhat important
- Important
- Very important

Please check one of the following five categories that best describes the dating partner you are thinking of when completing this questionnaire:

- Going out in male/female groups
- Dating different people
- Dating one person without any definite commitment
- Dating one person exclusively
- Engaged

CADRI

The following questions ask you about things that may have happened to you with your boyfriend/girlfriend while you were having an argument. Check the box that is your best estimate of how often these things have happened with your current or ex-boyfriend in the past year. Please remember that all answers are confidential. As a guide use the following scale:

Never (N): this has never happened in your relationship
Seldom (Se): this has happened only 1-2 times in your relationship
Sometimes (So): this has happened 3-5 times in your relationship
Often (O): this has happened 6 times or more in your relationship

During a conflict or argument with my boyfriend/girlfriend in the past year:

Never Seldom Sometimes Often

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I gave reasons for my side of the argument. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| He/she gave reasons for his/her side of the argument. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I tried to turn his friends against him/her. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| He/she tried to turn my friends against me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I did something to make him/her feel jealous. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| He/she did something to make me feel jealous. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I destroyed or threatened to destroy something he/she valued. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| He/she destroyed or threatened to destroy something I valued. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During a conflict or argument with my boyfriend/girlfriend in the past year:

Never Seldom Sometimes Often

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 5. I told him/her that I was partly to blame. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| He/she told me he/she was partly to blame. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I brought up something bad that he/she had done in the past. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| He/she brought up something bad that I had done in the past. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I said things just to make him/her angry. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>
8. He/she said things just to make me angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I gave reasons why I thought he/she was wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she gave reasons why he/she thought I was wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During a conflict or argument with my boyfriend/girlfriend in the past year:	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>
10. I agreed that he/she was partly right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she agreed that I was partly right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I spoke to him/her in a hostile or mean tone of voice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she spoke to me in a hostile or mean tone of voice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I forced him/her to have sex when he/she didn't want to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she forced me to have sex when I didn't want to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I offered a solution that I thought would make us both happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she offered a solution that he/she thought would make us both happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During a conflict or argument with my boyfriend/girlfriend in the past year:	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>
14. I threatened him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she threatened me .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I put off talking until we calmed down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she put off talking until we calmed down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I insulted him/her with put-downs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she insulted me with put-downs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I discussed the issue calmly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she discussed the issue calmly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I kissed him/her when he/she didn't want me to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she kissed me when I didn't want him/her to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>
19. I said things to his friends about him/her to turn them against him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. He/she said things to my friends about me to turn them against me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During a conflict or argument with my boyfriend/girlfriend in the past year:	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>
20. I ridiculed him/her or made fun of him/her in front of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she ridiculed or made fun of me in front of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I told him/her how upset I was.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she told me how upset he/she was.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I kept track of who he/she was with and where he/she was.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she kept track of who I was with and where I was.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I blamed him/her for the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she blamed me for the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I kicked, hit or punched him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she kicked hit or punched me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During a conflict or argument with my boyfriend/girlfriend in the past year:	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>
25. I left the room to cool down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she left the room to cool down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I gave in, just to avoid conflict.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she gave in, just to avoid conflict.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I accused him/her of flirting with another girl.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she accused me of flirting with another guy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I deliberately tried to frighten him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>
He/she deliberately tried to frighten me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I slapped him/her or pulled his hair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she slapped me or pulled my hair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**During a conflict or argument with my boyfriend/girlfriend
in the past year:**

	<i>Never</i>	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>
30. I threatened to hurt him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she threatened to hurt me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I threatened to end the relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she threatened to end the relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I threatened to hit him/her or throw something at him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she threatened to hit me or throw something at me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I pushed, shoved, or shook him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she pushed, shoved or shook me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I spread rumors about him/her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she spread rumors about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX D
DEMOGRAPHICS SURVEY

Directions: Your responses to this survey are confidential and will only be seen by the researcher. Please answer the following questions as honestly as possible. Remember that you do not have to answer any questions that you do not want to answer.

1. Age _____

2. Gender (check one)

Male

Female

3. Race/Ethnicity

Hispanic/Latino

African American/Black

Asian

White/Caucasian

Native American/Pacific Islander

Other (please list) _____

4. Which adults live with you?
(fill in all that apply)

Mother

Father

Grandparent(s)

Aunt or uncle

Other family member

Other (please describe) _____

5. Religious Background

Do you consider yourself to be religious? (answer one only) **Yes** **No**

If yes, what is your religion? (fill in one below)

Christian (for example, Baptist, Methodist, AME, etc.)

Catholic Hindu

Muslim Buddhism

Jewish Other (please specify) _____

APPENDIX E
SAMPLE DEMOGRAPHICS

	Pre-test	Post-test
Gender		
Male	27 (47.3%)	16 (55.2%)
Female	30 (52.6%)	13 (44.8%)
Race		
African American	25 (43.9%)	14 (48.3%)
Hispanic	23 (40.4%)	9 (31.0%)
White	2 (3.0%)	2 (3.0%)
Asian	0 (0.0%)	0 (0.0%)
Other	7 (10.4%)	4 (13.8%)
Age in years		
Twelve	8 (14.3%)	0 (0.0%)
Thirteen	18 (32.1%)	6 (20.7%)
Fourteen	26 (46.4%)	19 (65.5%)
Fifteen	4 (7.1%)	3 (10.3%)
Seventeen	0 (0.0%)	1 (3.4%)
Religious Identification		
Yes (religious)	22 (47.8%)	14 (50.0%)
No (not religious)	24 (52.2%)	14 (50.0%)
Religious Affiliation (those who were religious)		
Protestant	15 (68.2%)	8 (57.1%)
Catholic	6 (27.3%)	5 (35.7%)
Muslim	1 (4.5%)	0 (0.0%)
Hindu	0 (0.0%)	0 (0.0%)
Jewish	0 (0.0%)	0 (0.0%)
Buddhist	0 (0.0%)	0 (0.0%)
Other	0 (0.0%)	1 (7.1%)
Adults in the home (parents/guardians)		
Mother and Father	11 (23.9%)	13 (44.8%)
Mother only	18 (39.1%)	10 (34.5%)
Father only	2 (4.3%)	0 (0.0%)
Grandparent(s)	5 (10.9%)	0 (0.0%)
Aunt/Uncle	4 (8.7%)	1 (3.4%)
More than three (3) adults	6 (13.0%)	5 (17.2%)

APPENDIX F
CONSENT/ASSENT FORMS

PARENTAL CONSENT FORM

Title: Evaluation of a sexual assault and dating violence prevention program for middle school students

Investigators:

Primary Investigator, William Fullard, Ph.D., Licensed Psychologist, (215) 204-6022
Student Investigator, Asha N. Brown, M.Ed., Certified Rape Crisis Counselor (609) 670-3767

This consent form may contain words that you do not understand. Please contact the primary investigator or the study staff to explain any words or information that you do not clearly understand. Please feel free to think about or discuss with family or friends before making your decision.

Purpose of the Research: This study is the doctoral dissertation of Ms. Asha N. Brown, in order to fulfill requirements to obtain a Ph.D. in educational psychology. The purpose of this research is to evaluate the effectiveness of the *Project Awareness* rape prevention program among middle school students. Approximately one month after completing the surveys, your child will be asked to take the surveys again.

Introduction

I understand that my child is being asked to voluntarily participate in a research study. The study will provide data to determine how well the *Project Awareness* program works with middle school students. At the beginning of the scheduled session, at an agreed upon time and designated classroom location, my child will be invited to voluntarily participate in the study. If my child and I elect to participate, he/she will complete three surveys about the material presented during the program, the *Rape Myth Acceptance Scale (RMAS)*, the *SCREAM Measure of Acquaintance Rape Knowledge (SMARK)*, and the *Conflict in Adolescent Dating Relationships Inventory (CADRI)*.

It will take approximately 15-20 minutes of his/her time to complete these surveys. I understand that only the student investigator, Asha N. Brown, will have access to my child's surveys and that she is solely responsible to assure my child's confidentiality. I understand that I will be given a copy of the consent form and my child will be given a copy of the assent form.

I understand that my child may refuse to participate or withdraw from this survey, at any time. Those who do not wish to participate are under no obligation to do so. There will be no consequences or prejudice attached for non-participation in this study.

I understand that the results of this study will be made available to me, if I so request, upon completion of the analysis of the data and written report of the findings.

I understand that there are no known risks or discomforts expected in participation in this study. If there are any unanticipated repercussions to my child concerning participation in this study, the principal investigator, Asha N. Brown, a certified rape crisis counselor, will provide consultation and referral, as appropriate, for any and all concerns which may result. I understand that these services will be provided free of charge to me.

I understand that the possible benefit of this study is that the program my child is participating in, *Project Awareness*, will be evaluated to determine how it can be improved to educate students about rape prevention.

The investigators will assure that any data or answers to questions will remain confidential with regard to the participant's identity. Only the student investigator will have access to the surveys and they will be kept in a locked file cabinet in the student's office.

In the event of injury resulting from any research procedure, such as accidentally wounding oneself with a pencil or pen, the school nurse will be available. In addition, the subject may obtain information from the student investigator, Asha N. Brown, M.Ed. or primary investigator, William Fullard, Ph.D. If I need to, I can contact Asha N. Brown, at (215) 204-5196 or William Fullard, Ph.D. at (215) 204-6022. If you have any questions about your child's rights as a research subject, please contact Richard Throm of Office of the Vice Provost for Research, Institutional Review Board, Temple University, 3425 North Carlisle Street, Hudson Building, 3rd floor, Philadelphia, PA, 19140, phone (215) 707-8757.

Title: Evaluation of a sexual assault and dating violence prevention program for middle school students

Child's name (first and last names)

Parent/Guardian's Signature

Date

Investigator's Signature

Date

Witness' Signature

Date

PARENTAL INFORMATION LETTER

Dear Parents:

As a former student of the Camden City public school system and a former rape crisis counselor at the *Services Empowering the Rights of Victims* (SERV), I have a great interest in educating youth about violence prevention. I am conducting an evaluation of the *Project Awareness* program. This is the first step in finding out which ways we can all improve violence prevention programs in Camden schools.

Your child's school has been selected to participate in a study that will evaluate the effectiveness of the *Project Awareness* program. Your child is currently participating in the *Project Awareness* program, which is being conducted in school. This study requires the students to complete three surveys during regular program time. All collected information will be held in the strictest confidence and will be coded by the researcher to protect the identity of the participants.

The information collected will be useful in helping the *Project Awareness* program and other rape prevention programs better educate middle school students about rape prevention. Your child's participation in this study is on a voluntary basis and you may refuse to allow him/her to participate at any time without consequences or prejudice.

This evaluation of the *Project Awareness* program is my doctoral dissertation, in order to fulfill the requirements to obtain a Ph.D. in educational psychology.

We welcome questions about this study at any time. If you have any questions about this evaluation, please do not hesitate to contact me at (609) 670-3767 or Dr. William Fullard at (215) 204-6022. If you have any questions about your child's rights as a research subject, please contact Richard Throm of Office of the Vice Provost for Research, Institutional Review Board, Temple University, 3425 North Carlisle Street, Hudson Building, 3rd floor, Philadelphia, PA, 19140, phone (215) 707-8757.

Thank You,

Asha N. Brown
Temple University

INFORMED ASSENT FORM FOR MINORS

Title: Evaluation of a sexual assault and dating violence prevention program for middle school students

This consent form may contain words that you do not understand. Please ask the primary investigator or the study staff to explain any words or information that you do not clearly understand. You may take home an unsigned copy of this consent form to think about or discuss with family or friends before making your decision.

Purpose of the Research: The purpose of this research is to evaluate the effectiveness of the *Project Awareness* rape prevention program among middle school students. Approximately one month after completing the surveys, you will be asked to take the surveys again. This study is the doctoral dissertation of Ms. Asha N. Brown, in order to fulfill requirements to obtain a Ph.D. in educational psychology.

I understand that I am being asked to voluntarily participate in a research study. The study will provide data to determine how well the *Project Awareness* program works with middle school students. At the beginning of the scheduled session, at an agreed upon time and designated classroom location, I will be invited to voluntarily participate in the study. I elect to participate and my parent(s) or guardian(s) have given permission for me to participate, I will complete three surveys about the material presented during the program, the *Rape Myth Acceptance Scale* (RMAS), the *SCREAM Measure of Acquaintance Rape Knowledge* (SMARK), and the *Conflict in Adolescent Dating Relationships Inventory* (CADRI).

It will take approximately 15-20 minutes of your time to complete these surveys. I understand that only the student investigator, Asha N. Brown, will have access to my surveys and that she is solely responsible to assure my confidentiality. I understand that I will be given a copy of this assent form.

I, _____, have been informed that my parent(s) or legal guardian(s) have given permission for me to participate in a study that which evaluates the effectiveness of the *Project Awareness* program. I am aware that this study is being conducted by Ms. Asha N. Brown, a Temple University graduate school student. This study is the doctoral dissertation of Ms. Asha N. Brown, in order to fulfill requirements to obtain a Ph.D. in educational psychology.

My participation in this study is voluntary. I have been told that I can choose to not participate in this study without affecting my relationship with Temple University, my school, the *Project Awareness* program staff, or Ms. Asha N. Brown. I have also been told that should I choose to participate, the information I share with Ms. Brown will not be shown to any school staff or *Project Awareness* staff and will not affect my grade.

My signature below indicates that I have read and understand this Assent Form and that I agree to participate in this study.

Signature

Date