THE PENNSYLVANIA STATE UNIVERSITY
SCHREYER HONORS COLLEGE

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES

INCORPORATING GENDER EQUITY AND BYSTANDER INTERVENTION CONTENT
INTO SCHOOL-BASED TEEN DATING VIOLENCE PREVENTION PROGRAMS

MORGAN BRYAN
SPRING 2018

A thesis
submitted in partial fulfillment
of the requirements
for a baccalaureate degree
in Human Development and Family Studies
with honors in Human Development and Family Studies

Reviewed and approved* by the following:

Meg L. Small, PhD
Director of Social Innovation, Bennett Pierce Prevention Research Center
Thesis Supervisor

Lesley A. Ross, PhD
Associate Professor of Human Development and Family Studies
Honors Adviser

* Signatures are on file in the Schreyer Honors College.

ABSTRACT

Teen dating violence is a persistent and pervasive threat to adolescents' development. Although bullying prevention programs for adolescents have become ubiquitous in recent years, many of these programs address bullying in isolation from teen dating violence, despite evidence showing a strong relationship between bullying and teen dating violence. In this thesis, I address this disconnect in current teen dating violence prevention program development by reviewing current literature on the topics of adolescent development, bullying and teen dating violence, and prevention program curriculum. I analyze current and successful evidence-based teen dating violence prevention programs based on existing literature and provide suggestions to improve future programs such as the addition of gender norm and autonomy-promoting content into program curriculum. I then provide an example of a local teen dating violence prevention program, the Penn State Athletes Take Action program, developed by Centre County Women's Resource Center. I provide specific suggestions for program improvement based on data collected from three middle schools in State College, Pennsylvania. The content of this thesis provides implications for combining evidence-based bullying and teen dating violence prevention components to promote healthy interpersonal relationships.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ACKNOWLEDGEMENTS

I would like to thank Dr. Meg Small, my thesis supervisor, as well as Dr. Lesley Ross, my honors adviser for their endless support and encouragement throughout my journey as a Schreyer Honors scholar. I also want to thank Dr. Emily Waterman for her countless hours spent helping me write, edit, and format this thesis so that it could represent my best work. I am honored to have had the opportunity to work with these three individuals and to be surrounded by such supportive peers in the Schreyer Honors College. I would also like to thank my family and friends for their words of encouragement and the outstanding support they have given me throughout my college career and my honors experience. All of you have been an instrumental part of my success and I feel so grateful to know you and learn from you.

Chapter 1

Introduction

Youth who experience bullying also have an increased likelihood of experiencing teen dating violence (Debnam, Waasdorp, & Bradshaw, 2015). The prevalence of bullying prevention programs has increased in schools in recent years (O'Leary & Slep, 2012), however, these programs often do not discuss bullying behavior in conjunction with teen dating violence behavior. Current teen dating violence prevention may not be achieving its full impact because of this disconnect. However, bullying prevention programs can be improved by incorporating teen dating violence prevention content and can achieve success through the incorporation of gender norm and bystander intervention content among others. This thesis project will provide recommendations for comprehensive teen dating violence prevention programs based on existing literature and successful programs such as Safe Dates, Shifting Boundaries, and Coaching Boys into Men. These recommendations will then be applied to the development of the Penn State Athletes Take Action Program (PSATA), developed by Centre County Women's Resource Center. These changes will then be translated to meet the needs of future teen dating violence prevention programs.

Peer Relationships, Bullying, and Development

Adolescent transitions. The transition from childhood to adolescence is a period of rapid growth physically, emotionally, and socially. During this period, developing adolescents form new social groups, begin to define their romantic and sexual interests, and experiment with various attitudes and beliefs (Cutbush, Williams, & Miller, 2016). Adolescents, who range from

10 to 19 years of age, begin to actively seek out individuality and start to place greater emphasis on friendships than they do familial ties (Sacks, 2003; Whitaker & Lutzker, 2009). This shift allows adolescents to assert greater autonomy in their relationships and transfers power of influence from parents and families to the peer group. Adolescent relationships are considered the "active ingredients" in healthy teen development, meaning that relationships often affect every other aspect of a teen's life (Pepler, 2012).

Self-Determination Theory states that in order to achieve positive developmental outcomes, individuals must feel related to a social group, autonomous, and competent in their interactions with others (Chango, Allen, Szwedo, & Schad, 2014). These three needs are critical for personality development. Failure to achieve relatedness, autonomy, or competence may interfere with important developmental tasks such as developing competence in handling arguments (Chango et al., 2014). These tasks are important to adolescents, who are navigating the newfound freedom of choosing social groups and romantic partners.

Early adolescence, which spans from about age 10 to age 14, is a time of pubertal changes as well as the often-stressful transition from elementary school to middle school. During this period, peer group compositions evolve and the gender-segregated peer groups of the elementary school environment generally transform into a mixed-gender groups (Cutbush et al., 2016). As Cutbush et al. (2016) notes, adolescents are at a vulnerable point in their hormonal development as peer group compositions shift to become more integrated. During this complex period, adolescents need healthy relationship modeling. This period of adolescence presents a critical window of opportunity for prevention researchers to target and troubleshoot friendships and emerging romantic relationships in their most vulnerable state.

Adolescents are particularly vulnerable because, as they begin to assert their autonomy and test new identities, conflict interactions become more frequent (Samp, 2017). It is through these interactions that adolescents have the opportunity to build conflict resolution skills such as compromising, listening, and building empathy. Once these positive skills are developed, adolescents will be less likely to use violence to solve relational issues (Chavez & Steffey, 2012). Without these skills, adolescents are more likely to engage in coercive behaviors and other hostile interactions such as bullying and dating violence (Malamuth et al., 1991). Ben-Ari and colleagues (2009) note that teaching conflict-resolution skills such as compromising, listening, and building empathy to adolescents fosters a more supportive and safer school environment and that prevention programs which teach conflict resolution should focus on promoting perspective-taking skills and equitable attitudes toward autonomy. The ways in which adolescents view conflict also has a major impact on the ways in which they cope with these interactions (Ben-Ari & Hirshberg, 2009).

Bullying and aggression. Bullying is an important and relevant topic to study because it has lasting impacts on the mental, emotional, and physical health of adolescents as well as their academic achievement and social development. Bullying can be categorized by relational aggression, physical aggression and sexual harassment (Chiodo et al., 2009; Debnam et al., 2015; Espelage, Basile, & Hamburger, 2012). These three types of bullying behaviors do not happen in isolation from each other and have the potential to become more complex as adolescents age. Bullying is associated with later dating and domestic violence as social, emotional and behavioral skills learned early in development provide the groundwork for future interactions (Chiodo et al., 2009; Debnam et al., 2015; Espelage et al., 2012; Jouriles, Rosenfield, & Mcdonald, 2013; Pepler, 2012).

Relational aggression. For the purposes of this paper, relational bullying will be defined as any non-physical behavior which is aggressive or threatening toward another individual. This definition includes, but is not limited to, spreading rumors, making threats, or attempting to destroy another person's reputation or self-esteem (Solberg & Olweus, 2003). These behaviors often share a common goal of gaining status in the peer group or controlling other individuals for self-gain. Samp (2017) notes that peer dyads often struggle to strike a balance of power in their relationships. Peers, especially during the adolescent years, must learn to balance their personal relationships with the need to obtain social capital.

Many studies on bullying suggest that adolescent girls may be more susceptible to relational bullying than boys because they tend to place greater importance on conforming to social norms (Crapanzano, Frick, Childs, & Terranova, 2011). Wekerle and Wolfe (1999) explain that relational bullying tactics such as spreading rumors are more indirect forms of bullying but have extremely damaging effects nonetheless. This type of bullying demonstrates the "contagion of aggression" as adolescents assimilate into a coercive group by acting similarly themselves (Wekerle & Wolfe, 1999). In a study by Debnam and colleagues (2015), victims of relational bullying were discovered to be twice as likely to experience emotional teen dating violence in the future.

Physical aggression. Physical bullying behaviors in adolescence include any action which may cause bodily harm to another individual. These include, but are not limited to, kicking, punching and pushing (Pepler, 2012). Physical aggression in peer relationships often peaks in late adolescence. Adolescents who are physically aggressive towards peers often engage in relational aggression and sexual harassment, all of which are predictors of future dating violence (Malamuth et al., 1991). Adolescents who are victims of or perpetrate physical violence

have increased chances of experiencing teen dating violence victimization in the future (Debnam et al., 2015), and aggression toward peers by younger adolescents is associated with later adult domestic violence (Whitaker & Lutzker, 2009).

Sexual harassment. Sexual harassment during adolescence is a unique form of bullying because it encompasses both relational and physical bullying behaviors and also represents a critical intersection between bullying and teen dating violence (Espelage et al., 2012). Some behaviors identified under the umbrella term of sexual harassment include inappropriate gestures, slurs, touching, the showing of sexual pictures or content, and other unwanted sexual attention (Chiodo et al., 2009). Sexual harassment can have severe consequences for victims including self-harm, violence, and substance abuse. Victims of sexual harassment have an increased likelihood of falling victim to all other forms of relationship violence.

Compared to other bullying behaviors, sexual harassment is a uniquely gendered phenomenon. As Cutbush and colleagues (2016) explain, adolescents have heightened awareness of pubertal differences between themselves and the opposite sex. This increased awareness causes typical generalized bullying behaviors to become more specialized and gender-focused as adolescents age. Whereas other forms of bullying will decrease slightly throughout adolescence, sexual harassment generally increases throughout adolescence. Women and gender non-conforming adolescents are more likely than other adolescents to become the target of sexual harassment, which serves to establish a hierarchy of power and dominance.

Although sexual harassment is generally considered a form of bullying in which girls are victims, Chiodo et al. (2009) note that it is crucial not to overlook the victimization of boys. As female students are often on the receiving end of harassment such as unwanted sexual comments and touch, forms of harassment for boys often include homophobic slurs, messages, and notes.

Sexual harassment in adolescence, as previously noted, is very gender-typed and supports tradition gender roles and heterosexual, male-dominated power. Like other forms of bullying, for both men and women, sexual harassment in adolescence is associated with later perpetration of domestic violence (Chiodo et al., 2009). It is crucial for prevention programs to consider the role that gender plays in the development of abusive behaviors (Chiodo et al., 2009; Cutbush et al., 2016; Malamuth, Heavey, & Linz, 1996; Reed et al., 2011).

Bullying and Teen Dating Violence

According to the National Longitudinal Study of Adolescent Health, more than half of 12-year-olds expressed that they had been in a recent dating relationship (Whitaker & Lutzker, 2009). Bullies report involvement in romantic relationships even earlier than their peers and are generally less satisfied with their relationships as well as more physically, verbally, and emotionally aggressive. Bullies are more relationship-oriented than their peers, but have a more negative view of romantic relationships than others (Connolly, Pepler, Craig, & Taradash, 2000). Bullies often use tactics like coercion and intimidation, which may be internalized and use again, increasing the likelihood of future romantic relationship violence (CDC, 2016). Many risk and protective factors for bullying are shared with sexual and teen dating violence such as low empathy, low self-esteem, school environment, traditional gender role ideologies, and hostile masculinity (Figure 1). When bullying behaviors and aggressive attitudes are accompanied by early initiation of romantic relationships, dating violence often arises. However, understanding the specific types of bullying as well as the roles bullies, victims and bystanders play in the school environment are essential to recognizing the ways in which bullying is associated with romantic relationships. From there, the dynamics of adolescent romantic relationships can be critically analyzed in order to develop effective means of prevention and intervention.
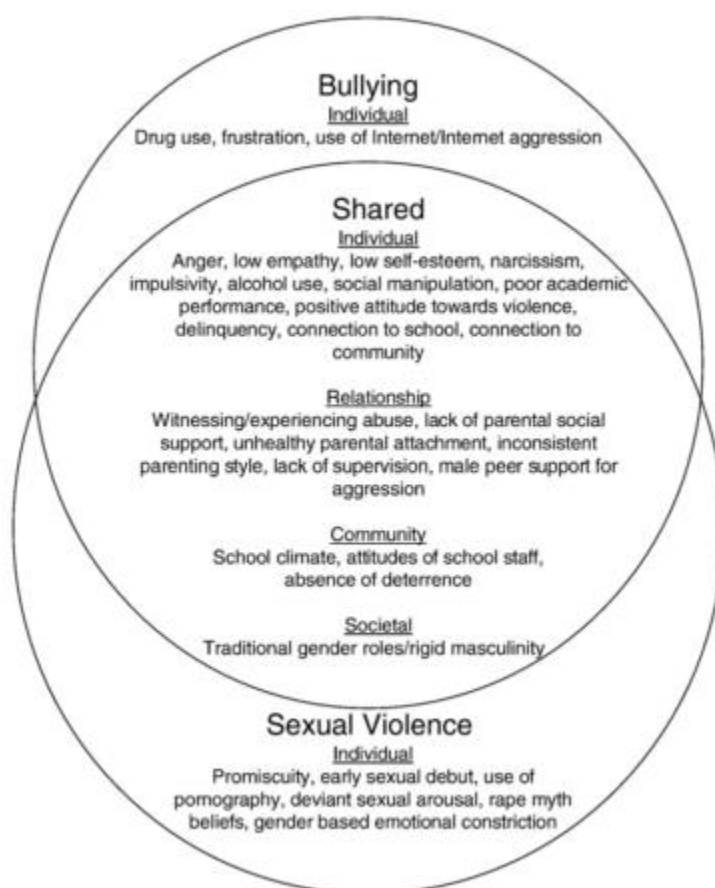
Bullying
Individual
Drug use, frustration, use of Internet/Internet aggression

Shared
Individual
Anger, low empathy, low self-esteem, narcissism,
impulsivity, alcohol use, social manipulation, poor academic
performance, positive attitude towards violence,
delinquency, connection to school, connection to
community

Relationship
Witnessing/experiencing abuse, lack of parental social
support, unhealthy parental attachment, inconsistent
parenting style, lack of supervision, male peer support for
aggression

Community
School climate, attitudes of school staff,
absence of deterrence

Societal
Traditional gender roles/rigid masculinity

Sexual Violence
Individual
Promiscuity, early sexual debut, use of
pornography, deviant sexual arousal, rape myth
beliefs, gender based emotional constriction

Figure 1. Shared Characteristics of Bullying and Sexual Violence (Basile et al., 2009)

Social Learning Theory and the spectrum of interpersonal violence. Social Learning

Theory states that adolescents learn behaviors and social skills through modeling and

reinforcement (Wekerle & Wolfe, 1999). According to Social Learning Theory, developed by

Albert Bandura in the 1970s, adolescents who witness interpersonal violence and other unhealthy

relationship models are likely to adopt those social mechanisms. According to Wekerle and

Wolfe (1999), the adolescent peer group is one of the most powerful and influential sources from

which adolescents receive their social skills modeling. Debnam and colleagues (2015) note that

adolescents who are bullied are presented with maladaptive social modeling that they may adopt themselves. Victims of bullying are likely to become perpetrators of bullying and relationship violence if these experiences are left unaddressed.

Interpersonal violence happens on a continuum of severity. Generally, the continuum begins with relational aggression which often includes bullying, psychological coercion, and verbal sexual harassment, and continues to include physical abuse and sexual assault (Hickman, Jaycox, & Aronoff, 2004). Relational aggression and sexual harassment are often linked and research indicates that more than half of adolescents report experiencing sexual harassment in the school environment (Romeo & Kelley, 2009). Physical violence and sexual assault is likely to stem from these behaviors.

Active and passive bystander behavior in middle school bullying. Pozzoli and Gini (2010) define bystanders as those students who are not actively involved as perpetrators or victims of bullying but are witnesses of bullying behavior. Active bystanders are those who intervene in a bullying situation and passive bystanders are those who remove themselves from the conflict or deny that bullying even took place (Pozzoli & Gini, 2010a). For example, if a student is witnesses an instance of bullying and seeks out a teacher or other adult for help, the student is an active bystander. On the contrary, if the student witnesses bullying, but withdraws, the student is a passive bystander.

It is important to consider that although most middle school students disapprove of bullying; however, many students are reluctant to actively step up to aid a victim (Pozzoli & Gini, 2010a). Seventh and eighth grade students are more likely to actively intervene in favor of the victim of a bullying situation if they have the conflict-resolving coping strategies needed. These skills are also negatively associated with passive bystander behavior. A sense of

responsibility to prevent bullying is positively associated with successful active bystander interventions (Pozzoli & Gini, 2010a).

Bystander training is a key aspect of interpersonal violence prevention (Weisz & Black, 2009). When designing intervention programs with the goal of eliminating bullying and fostering healthy adolescent relationships, it is important to empathize with the bystander and understand that certain active bystander interventions may not be deemed acceptable or "cool" in the peer group. One effective way to teach bystander intervention is through the use of the "3 Ds" which include Direct, Delegate, and Distract (McMahon et al., 2013). The "3 Ds" are used in the Green Dot Bystander Intervention Program on college campuses and emphasize three types of intervention: directly helping a victim leave a dangerous or abusive situation (Direct), finding someone else to aid a victim (Delegate), or distracting a perpetrator to help the victim in escaping a potentially dangerous circumstance (Distract). This way of teaching bystander skills has been shown to dramatically increase instances of active bystander intervention (Coker et al., 2011). Very little of this bystander intervention program content has been incorporated into middle school and high school intervention programs, despite promising implications for effectiveness (Whitaker & Lutzker, 2009).

Gender

When considering bullying behaviors in adolescence, it is important to examine the role that gender plays in interpersonal relationships. Feminist Theory observes the ways in which gender socialization and traditional gender role ideology influences power structures in relationships (Wekerle & Wolfe, 1999). Acceptance of male aggression as normal has been recognized as a risk factor for interpersonal violence (Tharp et al., 2012; Wekerle & Wolfe, 1999). According to this theory, boys are often raised with the expectation that they should

behave aggressively and competitively and hide emotions such as sadness and fear (Wekerle & Wolfe, 1999). Feminist Theory recognizes the problematic traditional female role as being that of a passive caregiver. Childhood socialization often reinforces traditional gender roles such as those which favor males as dominant and females as submissive in social interactions and relationships (Wekerle & Wolfe, 1999).

Malamuth et al. (1996) describe impersonal sexual orientation and hostile masculinity as being key factors which contribute to sexual aggression. Impersonal sexual orientation is described as an attitude about sex which favors unemotional sex or sex with multiple casual partners. Hostile masculinity emphasizes traditional gender role norms which reinforce male dominance over women (Malamuth et al., 1996, 1991). This co-occurrence thus comprises the Confluence Model of Sexual Aggression (Malamuth et al., 1996). This theory is informed by Feminist Theory in that it describes ways in which hostile masculinity impacts aggression. Sexual perpetrators are usually characterized, in the Confluence Model of Sexual Aggression, as exaggerating their masculine traits and engaging in risky and violent behaviors (Malamuth, Heavey, & Linz, 1996). Adolescents with these traits tend to gravitate toward peers who are similar to themselves. These delinquent peer groups are at risk for under-developing important prosocial skills such as violence-free conflict resolution (Malamuth, Heavey & Linz, 1996). Malamuth et al. (1996) assert that as these prosocial skills are hindered by the peer group, other qualities such as violent behavior, risk-taking and dominance are reinforced as "masculine." As these qualities are reinforced, adolescents' views of gender roles become increasingly segregated and it is likely that boys will become hostile toward qualities which are regarded as "feminine." These gender biases create a dangerous relational environment which shifts power to the

aggressive "macho man" and withdraws power from the women and girls, who are put in the "submissive" category (Malamuth et al., 1996).

Gender role flexibility. Gender role flexibility is defined as deviation from traditional gender norms when judging and describing the self and others (Bartini, 2006). Bartini's (2006) study demonstrates that middle school-aged adolescents generally increase in gender role flexibility from the fall of sixth grade to the spring of seventh grade. However, differences still exist between boys' and girls' descriptions of themselves. Whereas boys are more likely than girls to describe themselves using both traditionally masculine and feminine descriptors, girls use mostly feminine descriptors such as "appreciative" or "affectionate" as opposed to "logical" and other traits traditionally used to describe masculinity. Bartini (2006) notes that this disparity may demonstrate the importance of gender role socialization on adolescent self-esteem, particularly related to girls, who are most often the victims of relationship violence. It also demonstrates a lack of gender role flexibility in the way boys and girls are socialized.

Rape myth acceptance. Early adolescents who do not develop flexible gender role ideologies more likely to accept rape myths in later adolescence than early adolescents with more gender role flexibility (Malamuth et al., 1991). Rape myths are unfounded judgments about sexual violence that suggest the victim provoked, deserved, or could have prevented sexual assault or domestic abuse (Franiuk, Seefelt, & Vandello, 2008). Rape myth acceptance is considered a risk factor for sexual violence perpetration. Rape myths are dangerous because they perpetuate rape culture by understating the seriousness of domestic violence and assault, and by shifting the blame of assaults from perpetrators to victims. By accepting these myths, Franiuk and colleagues (2008) note that individuals subconsciously protect themselves from the idea that sexual violence is a prevalent reality.

Female-perpetrated relationship violence. Though interpersonal violence is often discussed in existing literature as solely male-perpetrated, it is important to recognize that females can and do perpetrate abuse as well, and that interpersonal violence also occurs within same-sex relationships. In fact, most relationships in which interpersonal violence is reported also report a mutually-perpetrating orientation in which both partners abuse each other. Mutual interpersonal violence is reported by between 45% and 72% of samples examining partner violence (O'Leary & Slep, 2012). It is important for prevention programs to discuss interpersonal violence as an issue affecting both males and females as victims. Framing discussions in this way reduces defensiveness of boys and men and allows for effective and collaborative conversations about prevention (Weisz & Black, 2009).

Chapter 2

Teen Dating Violence Prevention Programs

Prevention programs which target teen dating violence are less prevalent compared to others areas of prevention such as drug and alcohol abuse prevention programs (Niolon et al., 2016). Teen dating violence often goes unreported or is mistaken for a simple reflection of an immature adolescent relationship. Though many resources are used to provide services to victims of dating violence, very little work has been done to prevent the onset of abuse before it begins. Effective and comprehensive programs are needed to aid in the healthy development of adolescent relationships (Wekerle & Wolfe, 1999). Evidence-based programs, such as Safe Dates, Shifting Boundaries, and Coaching Boys into Men, are teen dating violence prevention programs which promote autonomy and gender equity for the promotion of teen interpersonal development.

Importance of primary prevention and early intervention. Evidence-based primary prevention programs are extremely valuable because they aim to stop the development of violence before it occurs. Scaling programs that are proven to be efficacious in randomized controlled trials is important in order to provide services that achieve the desired outcomes (Weisz & Black, 2009). Programs that aim to prevent teen dating violence are largely effective when they occur in schools because early relationships with peers and romantic partners are likely to evolve in and around the school setting (Weisz & Black, 2009).

Many current programs do not take the critical period of adolescence into consideration and rather assume that adult intervention programs will be effective and fail to adapt them for

developmental appropriateness (Wekerle & Wolfe, 1999). Even still, these programs are rarely

administered until students reach high school or college. Despite the work that still needs to be

done in this area, there are several evidence-based teen dating violence prevention programs

which have promising results.

Empathy and autonomy education. Empathy is defined as one's capacity to view

another's perspective (CDC, 2016). Empathy education is particularly important when

considering programs that aim to foster healthy relationship practices because empathy and

perspective taking are foundational skills that allow individuals to solve conflict, stand up for

others, and think before acting. Autonomy is defined as a feeling of willingness and choice in

regards to decision-making (Deci & Ryan, 2014). Deci and Ryan (2014) note that adolescent

friendships which promote autonomy are characterized by greater relationship satisfaction,

adjustment and improved self-esteem. The same is true for romantic relationships. Partners in

more autonomous relationships report less defensiveness in arguments and a better

understanding of another's point of view (Deci & Ryan, 2014).

Empathy and autonomy are vital components of effective teen dating violence prevention

programs. Empathy and autonomy promotion are negatively associated with aggression (Pepler,

2012; Tharp et al., 2012). However, it is the emotional component of empathy that is noted to be

crucial in promoting active bystander intervention, rather than the cognitive components of

empathy which are defined as perspective-taking skills (Basile et al., 2009). Basile and

colleagues (2009) state that empathy as an emotion deals with genuine concern for others and

that prevention programs should seek to tap into student emotions through activities and

discussions. For example, programs which ask students to consider a scenario in which their

friend or other loved one is a victim are often effective in promoting empathy education (Fox, Hale, & Gadd, 2014).

A community approach to bullying and teen dating violence prevention. Current literature on bullying and teen dating violence prevention programs suggests that successful programs often involve the community and local agencies (Miller et al., 2015; Weisz & Black, 2009). Cooperative relationships between school districts and local resources such as domestic abuse shelters are productive because they offer connections between students and the community. Schools benefit from the information and resources these agencies provide to students (Weisz & Black, 2009). Weisz and Black (2009) suggest that community agencies and outside institutions used for facilitation of these programs are beneficial because students typically engage with younger facilitators more easily. Specifically, adolescents take information more seriously when college students facilitate prevention programs in middle schools. Male facilitators of college age, in particular, are useful in prompting adolescent boys to become engaged with the material. Thus, partnerships between schools and their local communities are likely to yield the best results in administering teen dating violence prevention programs to students.

Existing Teen Dating Violence Prevention Programs

Safe Dates. The Safe Dates program is a school and community-based teen dating violence prevention program that is rated effective by the National Institute of Justice ("Program Profile: Safe Dates," 2011). During the program, which targets middle school and high school students, adolescents participate in activities aimed at curbing unhealthy relationship behaviors for the prevention of teen dating violence. The program has nine sessions, plus additional activities including a short theater production and a poster contest (Foshee et al., 1998). Safe

Dates promotes parent involvement through informational brochures and connection to local

resources. The program is unique because it can be adapted to fit into school health courses,

substance abuse prevention programs, and other similar programs. The goals of the Safe Dates

program include improving conflict resolution skills, promoting gender-equitable attitudes,

promoting a need for awareness and help-seeking, and developing skills to help others in need of

assistance ("Program Profile: Safe Dates," 2011). The Safe Dates program seeks to decrease the

stigma surrounding dating violence (Foshee et al., 1998).

The first three sessions of the Safe Dates program include discussions and definitions of

caring versus abusive relationships. The fourth and fifth sessions build on these ideas by

facilitating discussions about how to help friends in abusive relationships. Students learn to role

play these skills and are taught why it is difficult for some individuals to leave abusive

relationships. The last several sessions include lessons on combatting gender stereotypes,

effective communication skills, power, and preventing sexual assault ("Program Profile: Safe

Dates," 2011). Safe Dates emphasizes breaking down gender stereotypes and promoting

effective communication skills as traditional gender role attitudes and a lack of recognition of

others' autonomy are associated with perpetration of sexual violence (Tharp et al., 2012). The

community component of the Safe Dates program offers local services to students who are

experiencing teen dating violence and provides training in specific areas such as bystander

intervention to community members (Foshee et al., 1998; "Program Profile: Safe Dates," 2011).

According to a study by Foshee and colleagues (1998) which examined the effectiveness

of the Safe Dates program using student self-report surveys, schools whose students received the

program reported 25% less psychological abuse perpetration and 60% less sexual violence

perpetration. Incorporation of gender-based curricula was noted to be a significant factor in

differences from baseline (Foshee et al., 1998, Foshee et al., 2001). This study also indicated a

significant increase in help-seeking behavior for victims and perpetrators of teen dating violence,

which shows promise for the effectiveness of the Safe Dates program as a secondary prevention

strategy in addition to primary prevention.

      Shifting Boundaries. The Shifting Boundaries program, much like the Safe Dates

program, targets middle school students in sixth and seventh grade (Stein et al., 2012). The

Shifting Boundaries program is a two-part program that focuses on school-wide intervention

through the use of teacher surveillance in addition to regular classroom sessions. The program

consists of six sessions taught within a six-to-ten-week period by prevention and intervention

specialists. The goal of the Shifting Boundaries program is to reduce teen dating violence by

teaching consequences of perpetration and increasing school surveillance ("Program Profile:

Shifting Boundaries," 2012).

      The six Shifting Boundaries program lessons discuss gender role ideologies, healthy

communication and relationships, bystander intervention skills, consequences of perpetration, as

well as state and federal laws pertaining to dating violence and sexual harassment ("Program

Profile: Shifting Boundaries," 2012). The sixth-grade curriculum focuses primarily on

boundaries including a lesson about how individuals' boundaries are self-defined and can change

and how to respect the emotional and physical space of others (Stein et al., 2012). The sixth-

grade Shifting Boundaries curriculum concludes with a lesson on safe spaces and how to identify

safe and unsafe areas at school. For example, an activity in the fourth lesson of the sixth-grade

program asks students to identify "hot" and "cool" places at school and to make suggestions as to

how the school can turn "hot" spaces into safer-feeling "cool" spaces for students. "Hot" spaces

may include those areas where students experience the most harassment or bullying or where

they generally feel unsafe. The school then uses these heat maps, made by the students, to inform a school-wide intervention in which school security and teachers monitor spaces deemed "hot" by students. Posters about teen dating violence and sexual harassment are hung in classrooms and hallways for the duration of the program ("Program Profile: Shifting Boundaries," 2012).

The seventh-grade Shifting Boundaries program curriculum mostly mirrors the lessons from the sixth-grade curriculum with the exception of more in-depth discussion including conversations about sexual harassment (Stein et al., 2012). A defining component of the seventh-grade Shifting Boundaries curriculum is the inclusion of an activity called the "Says Who?" questionnaire that asks students whether they agree or disagree with statements such as "Boys cannot be sexually harassed by girls" or "When a girl says 'no,' she really means 'yes' or 'maybe' or 'later.'" This activity is then followed by a group discussion and a list of tips on how to handle situations of sexual harassment whether they happen to the student directly or to a peer.

In a study examining the Shifting Boundaries program in thirty New York middle schools, students who received the classroom and building-wide interventions combined were between 26% and 34% less likely to experience sexual harassment or be perpetrators of harassment (Taylor & Stein, 2010). Taylor and Stein (2010) also found that the building-wide interventions were effective in reducing sexual and physical teen dating violence by about 50% six months post-program. This statistic demonstrates a need for schools to incorporate their teen dating violence prevention programs as a part of their overall school climate and culture.

Coaching Boys into Men. The Coaching Boys into Men program, evaluated and demonstrated effective in 2012, is unique from Safe Dates and Shifting Boundaries in that it utilizes coaches as facilitators, targeting adolescent boys involved with athletics (Miller et al., 2012). Miller and colleagues (2012) assert that male athletes are an important population to

target for prevention because they are disproportionately recognized as perpetrators of gender-based violence. Also, student athletes are often cited as individuals with excellent leadership capabilities, increasing the likelihood of other students modeling their behavior. Coaches are valuable facilitators for teen dating violence prevention programs because they maintain important and often personal relationships with their players outside of the school setting. Since young male athletes often look up to their coaches as role models, the Coaching Boys into Men program seeks to take advantage of this dynamic to promote gender equitable attitudes and reduce teen dating violence. The Coaching Boys into Men program provides a one-hour training for coaches and a comprehensive "coaching kit" which includes eleven discussion cards for prompting conversations about teen dating violence and gender stereotypes with student athletes. Coaches involved in the Coaching Boys into Men program facilitate brief ten-to-fifteen-minute discussions weekly throughout the sports season. A trained violence prevention advocate is available for assistance if needed (Miller et al., 2012). The goal of the program is to facilitate discussions that promote gender equitable attitudes, positive bystander behaviors and reduce the prevalence of teen dating violence.

The "coaching kit" for the Coaching Boys into Men program provides specific talking points for fifteen-minute coach-facilitated discussions each week. Some of these topics include personal responsibility, sexual harassment, consent, respectful online behavior, school and community partnerships, relationship abuse, bullying and maintaining boundaries. In addition, coaches are provided with methods to handle difficult situations such as inappropriate "locker room talk" amongst players or the showing of inappropriate pictures ("Coaching Boys into Men Card Series," 2017).

Young male athletes who received the Coaching Boys into Men program demonstrated increased recognition of teen dating violence and increased positive bystander behavior (Miller et al., 2012). Athletes who identified as having been involved in past or current dating relationships reported lower incidence of physical and relational aggression post-program. Miller and colleagues (2012) note that this finding may be a result of the appropriate timing of intervention, meaning that the male athlete participants are at an appropriate age for this program content. However, the Coaching Boys into Men program's lessons on bystander behaviors was not shown to have a significant effect on gender equitable attitudes, perhaps because of the male-participant-only nature of the program or a lack of real-world examples and experience with sexual harassment and dating violence scenarios (Miller et al., 2012). Miller and colleagues (2012) noted that scripts on masculinity may be especially difficult to change, but that future research is needed to evaluate the effect of bystander intervention programs on gender attitudes over time.

Implications of Existing Teen Dating Violence Prevention Programs

There are several key qualities of these individual existing teen dating violence prevention programs, which if combined, could yield even more positive and effective outcomes. Among these qualities are community collaboration, school faculty involvement and school culture, as well as the utilization of outside program facilitators such as coaches. In addition to these structural qualities, existing programs such as the Safe Dates, Shifting Boundaries, and Coaching Boys into Men programs emphasize the importance of bystander intervention training as well as curriculum that discusses gender role ideologies, autonomy, and empathy.

Collaboration between a school-based teen dating violence prevention program and its community is beneficial because it bridges the gap between students and their local agencies. For

example, local agencies may provide mental health services as well as other resources for victims of teen dating violence such a shelters or connections to medical care facilities and police officers (Weisz & Black, 2009). As with the Coaching Boys into Men program, teen dating violence prevention programs which target athletic teams in the community can also be effective as student athletes tend to be highly-involved leaders, improving the likelihood of program content dissemination to other student populations.

The Shifting Boundaries program takes an environmental approach to prevention by combining classroom lessons with school-based interventions such as the heat mapping activity. This type of prevention program is argued to be particularly effective because it combines classroom learning with student opportunities to get actively involved with prevention (Weisz & Black, 2009). Weisz and Black (2009) note that an environmental approach allows prevention program curriculum to become a part of the school culture and community, reducing the stigma around teen dating violence and creating opportunity for conversations regarding harassment and other abuse. When all individuals in the community are focused on the goal of preventing teen dating violence and bullying, lessons become more ingrained than they might with a classroom-only approach. The positive cooperation between the school and the program is demonstrated by the way school faculty utilize student feedback on bullying and harassment in the Shifting Boundaries program.

Weisz and Black (2009) suggest that age of prevention program facilitators can also be an important factor in the effectiveness of a program. Many experienced prevention educators agree that younger facilitators can more easily relate to students (Weisz & Black, 2009). Students look up to younger facilitators, such as college-aged individuals as "cool," which makes them more comfortable disclosing and more likely to pay attention to the program. Similar to the usage of

coaches as facilitators, the utilization of college-aged athletes as educators may be valuable in mentoring adolescents because of their younger age, association with sports, diversity of gender, and ability to connect with students in a way that is different from a classroom teacher.

Some prevention program educators suggest that adolescents seem to be most comfortable discussing issues surrounding teen dating violence when a teacher is not present. Feedback from these educators also suggests that classroom teachers may not be the most effective facilitators of teen dating violence prevention programs because adolescents are less likely to disclose and are often more concerned about being graded than they are about program material (Weisz & Black, 2009). The Coaching Boys into Men program utilizes athletic coaches as program facilitators. Coaches are effective educators for this program because they already have pre-established relationships with the adolescent athletes, but their role as coaches differentiates them from school teachers.

Bystander intervention training is a component of all of the existing teen dating violence prevention programs listed above, however, bystander intervention is only central to the curriculum of the Safe Dates program. Lack of bystander intervention content in middle and high school programs underlines an important need for future program development. Bystander intervention content teaches empathy by promoting perspective-taking and motivation to act on behalf of others, which are protective factors against dating violence perpetration (Fenton & Mott, 2017). Similarly, exercises in bystander intervention promote the recognition of other's autonomy, thus eliciting higher-quality relationships for all genders in a way that is mutually beneficial (Deci & Ryan, 2014). Though gender role ideologies are discussed in all three programs as well, many of these curricula have specific lessons devoted to the topic of gender stereotypes instead of incorporating this content throughout all material. This segregation of

material may cause students to view topics involving gender in isolation from or in opposition to topics such as bullying. Involving discussions of gender and gender role ideologies throughout teen dating violence prevention program lessons promotes a more well-rounded perspective and facilitates critical thinking surrounding personal gender biases and how they affect day-to-day interactions.

Overall, existing teen dating violence prevention programs contain many important implementation components such as community collaboration, fostering faculty involvement in school climate, and the utilization of outside facilitators as well as intervention components such as bystander intervention, gender content, empathy and autonomy-promoting material. However, no single teen dating violence prevention program incorporates all of these components. The current study addresses this gap by providing suggestions for content changes which incorporate comprehensive bystander intervention, gender equity, and autonomy-promoting content among others. This study introduces the PSATA program as an opportunity to improve teen dating violence prevention programs.

Chapter 3

Penn State Athletes Take Action

History of the Penn State Athletes Take Action Program

The Penn State Athletes Take Action Program (PSATA) was founded in 2012 by Lady Lions Basketball team member Gizelle Studevent, who was committed to making a lasting difference in the lives of local teens. Studevent approached Centre County Women's Resource Center (CCWRC) with the idea of recruiting Penn State athletes to serve as facilitators for an anti-bullying program. In the first year of the program, fourteen Penn State athletes facilitated the program. PSATA is a four-session program with both kick-off and completion assemblies that aim to unite students in the fight against bullying. During the first year, athlete facilitators received eight weeks of training in the areas of teen bullying, sexual harassment, and healthy relationships. Athlete facilitators were then assigned in pairs to local sixth grade classrooms to teach lessons, execute activities, and facilitate discussions with middle-school students based on promoting healthy relationship skills.

The PSATA program's four sessions focus on the impact of words on others, the presence of power in relationships, empathy and connection, and bystander intervention strategies. Students are encouraged to share their thoughts and concerns about these issues and to have meaningful discussions with athlete-facilitators and their classmates in a respectful and inclusive manner. For example, an activity featured in the second lesson focuses on

demonstrating power dynamics through the simulation of social status. Students each receive a

playing card with a number. Numbers represent the spectrum from low to high "status" or

popularity. Students are told not to look at their card, but to hold it above their head and interact

with others based on the popularity "status" or number on their card. At the end of the activity,

students are encouraged to guess the number on their card based on how well or poorly others

treated them throughout the activity. Then, facilitators encourage students to share how they

were treated based on their card number and how the treatment made them feel and affected the

ways in which they interacted with others. The subsequent discussion focuses on how individuals

often choose their peers based on social status and prompts students to think critically about their

own power and how that power affects others. Other lessons within the PSATA program mirror

this format by encouraging students to participate independently in an activity and then come

together to share results and have a discussion about important concepts.

Today, the PSATA program reaches over 1,000 sixth grade students at two middle

schools in State College, Pennsylvania. Approximately 250 Penn State athletes from over

thirteen different university sports teams such as water polo, gymnastics, field hockey, and

football have participated in PSATA. Athletes receive a brief training before each program

lesson. The PSATA program continues to strive towards creating a safer and more inclusive

community for teens by sparking conversations about the dangers and realities of bullying

among students.

Penn State Athletes Take Action Program Evaluation Data

In order to inform program improvement, we designed an evaluation to explore student

recognition of sexual harassment, gender equity, bystander intervention, and allyship content

which was included in various PSATA lessons. We collected evaluation data from three schools:

Mount Nittany Middle School, Park Forest Middle School, and Bellefonte Area Middle School.

Two schools, Mount Nittany and Park Forest, received the PSATA program. Bellefonte Area did

not receive the PSATA program and served as our comparison group. Bellefonte Area Middle

School sixth-graders received a single-session program from Centre County Women's Resource

Center (CCWRC) with no athlete-facilitators. We asked students open-ended questions, "What is

the biggest lesson you learned from the PSATA anti-bullying program? How are you using what

you learned?" For students at Bellefonte Area Middle School, the first question was, "What is

the biggest lesson you learned from the CCWRC anti-bullying program?" We coded for themes

relevant to this thesis such as gender, sexual harassment, and bystander behavior. The

percentages of students in each school to report these themes are featured in Table 1.

Table 1. Penn State Athletes Take Action Program Evaluation Data

	Mount Nittany Middle School PSATA Program	Park Forest Middle School PSATA Program	Bellefonte Area MS Middle School CCWRC Program
	220 students	169 students	106 students
Theme	Responses (%)	Responses (%)	Responses (%)
Gender/Gender Equity	0%	0%	0%
Recognizing/Defining Sexual Harassment	0%	0%	3.8%
Bystander Behavior	12.2%	23.1%	9.4%
Subtheme: Direct	3.6%	7.1%	2.8%
Subtheme: Distract	0%	0%	0%
Subtheme: Delegate	3.6%	5.9%	4.7%
Allyship	1.4%	2.4%	0%

No students mentioned gender or gender equity content across the three school groups

evaluated, demonstrating a critical need for this content to be incorporated into future program

curriculum. The current PSATA program, as mentioned prior, does not incorporate this content,

nor does the comparison program administered to Bellefonte Area Middle School. Data from the

Bellefonte Area comparison group, who received the CCWRC program instead of the PSATA

program, demonstrated that students in Bellefonte Area recognized sexual harassment behaviors. Sexual harassment was covered in program curriculum for the CCWRC program but was not covered in PSATA program content. This data indicates that learning about sexual harassment made an impact in Bellefonte Area Middle School and demonstrates that incorporating this content into the PSATA program could yield positive results.

More students from Mount Nittany and Park Forest Middle Schools demonstrated recognition of bystander behaviors than did the students of the comparison group at Bellefonte Area Middle School. Some student responses to the survey evaluation include, "I can get help for anyone being bullied", "If you suspect that someone is being abused, you need to tell someone", "Stick up for people when they are in need of help", "To always help a student and don't stand there", and "If you see bullying, report it or tell a trusted adult." Students at Mount Nittany and Park Forest Middle Schools also expressed a higher sense of allyship and unity post-program than the comparison program. Some students responded to the evaluation by saying "I need to try not to bully other people and be an ally", "Always be an ally", and "I liked the lesson about allies. I feel like it helped us look to each other if we are in trouble." These responses demonstrate the success of existing PSATA bystander intervention content.

Future Recommended Changes for the Penn State Athletes Take Action Program

Based on a review of the literature on bullying and teen dating violence, and on the evaluation data collected from PSATA participants, several areas of the program curriculum may be improved. Below, I recommend program improvements in the areas of incorporating empathy, autonomy, gender, and bystander intervention curriculum content in addition to creating programs that take a school-wide approach to prevention.

Incorporating empathy and autonomy content. Current PSATA program content, specifically Lesson 1, focuses on fostering peer support and recognizing the impact of words on peers. It is crucial that student activities and projects featured in each program lesson enhance the message of the program. One activity in Lesson 1 includes "Wrinkled Robin," which aims to teach students the impact of unkind words on others. Students are encouraged to write rude and disrespectful statements on a paper cut-out of a person and wrinkle it up. The "Wrinkled Robin" activity seeks to teach students about the lasting impact of words through a visual representation of wrinkled paper. Students then participate in a discussion pertaining to bullying. The effects of unkind words represented by the wrinkles in the paper model serve as an example of how hurtful remarks can never be erased or taken back.

The "Wrinkled Robin" activity's message emphasizes the impact of bullying and inspires empathy. However, one concern about this activity is its focus on negative statements. For example, students spend a portion of the activity in small groups, writing mean and rude messages on "Wrinkled Robin." Some adolescents may overlook the lesson and symbolism of this activity and find humor in inventing insults, deterring the focus from the intended message. One solution to this concern is to structure a large-group activity in which athlete facilitators could participate and model the desired behavior.

I created a new activity, inspired by an activity devised by Langlois and Garriguet (2013), which teaches empathy and the impact of words in a similar way to "Wrinkled Robin" (Appendix A). The "Two Apples" activity takes place in a large group setting, increasing supervision and encouraging students to stay on task while also participating in discussions. Like the "Wrinkled Robin" activity, "Two Apples" uses a visual aid to communicate the impact of bullying. Each of two apples are passed around a large circle of students and facilitators. One

apple receives praise and kind words and it is carefully passed around and polished. The other

apple is ridiculed and dropped each time it is passed around the circle. When both apples reach

the end of the circle, they are cut open and compared. A large group discussion follows, led by

PSATA facilitators. Students are encouraged to compare the apples and the way they were each

treated as they were passed around. Also, students are urged to consider their feelings about how

others are treated and their role in promoting kindness and reflecting on their own empathy. The

juxtaposition of the bruised apple with the unscathed apple demonstrates to students that

although others can be hurt by our words, they can also be encouraged and inspired by words.

A second activity I created allows students to practice using positive affirmations to boost

the spirits of their classmates (Appendix B). During the "Positive Affirmations" activity, students

anonymously write kind words to their classmates on individual pieces of paper labeled with

their classmates' names. The goal of the activity is to promote self-confidence and inspire

students to use kind words to encourage their peers. This activity is well suited for the end of the

lesson so that the athlete-facilitator leaves the class on a positive note.

Incorporating gender content and discussing sexual harassment. The topic of gender

and gender equitable attitudes can be incorporated throughout PSATA program content. For

example, a common theme in each of the four PSATA lessons includes making connections to

peers and supporting others. Finding common ground is valuable to adolescent students as the

peer groups become increasingly complex at this time, complicating relationships between boys

and girls. The third PSATA lesson as it exits features two activities that aim to establish

commonalities between classmates. One of these activities, called "Me and We," encourages

students to move about the classroom to signs labeled "like", "neutral", and "dislike" based on

their feelings about a list of subjects. Some include "playing sports" or "country music." This

activity promotes student awareness of common interests they may share with peers. Following this activity is a discussion about the ways bullying affects us and our diverse communities.

I see this lesson as a valuable opportunity to discuss issues related to gender and gender stereotypes. Though the existing activities in Lesson 3 do an excellent job of promoting a positive classroom community, the lesson can be taken a step further with a discussion of traditional gender norms and how to break down gender barriers. Using the activity that I created, called "Out of the Gender Box," students participate in an activity in which they come up with qualities that fit into society's traditional definitions of "boy" and "girl" (Appendix C). Then, students watch a short video clip about a female high school student named Aleena who played football. Students participate in a facilitator-led discussion about the video and how Aleena defies the female stereotype. This new activity, like the existing activities, seeks to enhance adolescent understanding of commonalities. However, "Out of the Gender Box" sheds light on the shared qualities between males and females which do not fit neatly into society's definitions. For example, though athleticism is stereotypically viewed as a male trait, females can be athletic and strong as well. Students are left with a new lens in which to view their peers of the opposite sex and are encouraged to build upon this feeling of unity by supporting one another and promoting equity and inclusion.

As indicated by existing research and by PSATA program evaluation data, teen dating violence prevention programs should seek to incorporate gender equity as a theme throughout program content. Gender should be a theme weaved throughout program content so as to send the message that gendered violence such as teen dating violence is related to bullying behavior. In discussions of bullying, teen dating violence prevention program facilitators should establish a connection between bullying and gender. For example, when discussing verbal and physical

aggression, facilitators should discuss sexual harassment at an age-appropriate level. This may

include discussing the ways gender often informs our treatment of others such as commenting on

a girl's appearance in a way which makes her uncomfortable or telling a boy to "man up" and

stop crying.

Incorporating bystander intervention content. The current PSATA program tackles

bystander intervention content in their fourth and final lesson through a role-playing activity.

This activity emphasizes the "3 Ds" which refer to Direct, Distract, and Delegate (Coker et al.,

2011). Although the 3 Ds framework was originally used in college setting, this framework could

be applied in middle school to respond to a bullying scenario. For example, to help a friend who

is being bullied, one can directly intervene by standing up for the victim, they can distract the

bully away from the situation, or lastly, they can delegate someone else to help the victim such

as a teacher. The role-playing activity in lesson four provides groups of students with index cards

depicting bullying scenarios. Students work together in groups to use the "3 Ds" to respond to

the scenario together. This activity is an effective way to allow students to practice supporting

others, and it promotes feelings of empowerment in students who previously would not have

stood up to intervene for others.

The PSATA program incorporates bystander intervention perspectives throughout almost

every lesson. Though the bystander intervention content in the PSATA program is not always

part of an interactive activity, the program achieves the goal of incorporating this content

comprehensibly because facilitators are trained to actively discuss real-world scenarios with

students, listen to student comments and concerns, and come up with solutions to difficult issues

as the topics arise. Since the PSATA program seeks to establish a safe and supportive

environment for students to share and converse with facilitators, bystander intervention content fits naturally into the curriculum as an extension of this foundation of trust and support.

I developed an activity called "Bystander Barriers" to fit into the PSATA program's fourth lesson (Appendix D). This activity seeks to help students understand factors that sometimes prevent bystanders from actively intervening. This activity is meant to provide students an opportunity to explore some of their personal concerns about being a bystander such as having a fear of being bullied themselves or being seen as uncool by their peers. In small groups, students are asked to brainstorm possible solutions to these "bystander barriers" or "hurdles" and share them with the class. The PSATA program, as outlined prior, teaches students about various bystander behaviors. However, the goal of the "Bystander Barriers" activity is to take bystander intervention a step further by tackling issues students may encounter if they are in the position of a bystander. The hope is that this perspective-taking and problem-solving activity will help students to visualize themselves as active bystanders with the power and autonomy to intervene appropriately and safely.

Importance of school-wide intervention. In addition to creating a supportive environment in the classroom, it is important to foster a community that is conducive to the prevention of bullying and teen dating violence at the school-wide level. The existing PSATA program targets sixth grade classrooms, but does not include school faculty and staff as an integral part of the prevention process. Recent research in the field of teen dating violence prevention suggests that teachers and other school faculty should be aware of program content as well as incorporate violence-free principles in their classrooms (Weisz & Black, 2009). Involving faculty and staff promotes a culture of prevention after the prevention program lessons have ended.

The PSATA program could involve faculty and staff in several ways. Weisz and Black (2009) emphasize the importance of school-wide intervention so that school culture reflects an anti-bullying stance. Teen dating violence and bullying prevention programs are more effective when school staff are included in the intervention and provide modeling of appropriate behavior. Weisz and Black (2009) note that many schools specifically conduct faculty and staff training for teen dating violence prevention. This can include presenting a modified version of the student program to staff. It is also crucial that schools actively employ program principles in everyday school life. For example, the PSATA program has a strong emphasis on allyship, so kindness and cooperation should be emphasized at the school level, even once program implementation has ended.

Expected Future Impact of the Penn State Athletes Take Action Program

PSATA is a unique and advantageous program that can easily be administered in other areas of the country for more widespread intervention. The hope is that this program can be packaged for other university or high-school athletes to partner with their local school districts. The Centre County Women's Resource Center, with help from the Health and Human Development Design for Impact Lab at Penn State, is working on creating an evidence-based teen dating violence prevention program template mirroring that of the PSATA program. This updated curriculum and template is called Allies in Action and will be packaged for dissemination to athletics-focused colleges and high schools and their communities. Our hope is that other communities will benefit from an evidence-based curriculum supported by athlete facilitation and mentorship, and that teen dating violence prevention will become a more integral part of middle school culture.

Chapter 4

Conclusion

The purpose of this thesis was to address a current disconnect in between adolescent bullying prevention programs and teen dating violence prevention programs. Based on current literature, aggression in bullying has a direct link to all forms of teen dating violence including physical aggression, emotional aggression, and sexual harassment. This project analyzed current evidence-based teen dating violence prevention programs including the Shifting Boundaries program, the Safe Dates program, and the Coaching Boys into Men program. Each of these programs contain valuable components to inform comprehensive violence prevention programs: utilizing coaches and athletes as prevention program facilitators, adding autonomy, gender, and empathy content, teaching bystander intervention, and developing school-wide interventions. Using these evidence-based components, we examined Penn State University's PSATA program, developed by Centre County Women's Center in cooperation with the university. We evaluated the existing PSATA program using data collected in three middle schools and suggested changes to empathy and autonomy skill building content, gender content, and bystander intervention. Using the PSATA program as an example, we provided future recommendations for violence prevention programs. These recommendations will improve violence prevention with the aim of fostering healthy adolescent relationships and development.

Appendix A

Two Apples Activity

Impact + Speak
Lesson 1 Activity: Two Apples

*Adapted from an activity by Langlois & Garriguet (2013)

Materials Needed

- 2 apples
- 1 rubber band
- Towel (for polishing the apple – see below)

Procedure

- Have students stand in a large group circle.
- Place the rubber band around one of the apples.
- Explain to students that both apples will be passed around the circle. One apple will be passed around clockwise and the other will be passed around counter-clockwise.
  - When students receive the apple with the rubber band, they should say something rude or mean to the apple and drop it on the ground before passing it to the next person in the circle.
    - Ex: "You're a dumb apple."
  - When students receive the apple without the rubber band, they should give the apple a compliment, polish it with the towel, and pass it carefully to the next person in the circle.
    - Ex: "You look so shiny today!"
- After both apples have been passed around the circle and have been handled by every student, the facilitator should cut both apples in half, showing students the inside of both apples and comparing them. Discussion will follow.

Discussion

- How do both of these apples look on the inside?
- Why do they look different?
- How were they treated differently? Does the way they were treated impact them on the inside as well as the outside?
- What did it feel like coming up with negative things to say to the bruised apple? How did it feel to say positive things to the other apple?
- Do you think words impact people the same way? Why or why not?

Appendix B

Positive Affirmations Activity

Impact + Speak
Lesson 1 Activity: Positive Affirmations

Objective: Encourage students to use their words to inspire and support others and to recognize their worth and positive influence on their school environment.

Materials Needed
- 1 piece of paper for every student
- 1 marker for every student

Procedure
- Arrange desks in a circle.
- Have students write their name in the center of their piece of paper and place it on their desk.
- Have students move to the next desk in the circle (i.e. Every student shifts over one desk).
- Students should write a positive affirmation on each other student's paper in the circle, without signing their name, until all papers have a positive affirmation or compliment from every student in the class.
    - Ex: "You are always so kind and thoughtful."
    - "You have great ideas."
    - **NOTE: Affirmations and compliments should focus on internal qualities such as kindness and students should be discouraged from commenting on physical appearance or popularity.**
- Once each student has returned to their own paper, give them a minute to look over what others wrote. Ask students not to share their personal messages or tell each other what they wrote. This should be followed by a discussion.

Discussion
- Supportive and kind words can have a lasting impact too.
- How did it feel to write kind affirmations to your classmates?
- How did it feel to receive kind messages from your classmates?
- Did it feel just as good to write kind messages as it did to receive them?
- How can you make others feel good with your words?
- How can inspiring and uplifting words change your classroom environment? Your school environment?

Words can hurt, but they can also inspire people and change the world. We are a team and we support each other! Keep your paper somewhere you will see them every day as a reminder of who you are and the power you have to make others feel good!

Appendix C

Out of the "Gender" Box Activity

Empathy + Connect
Lesson 3 Activity & Discussion: Out of the "Gender" Box

Objective: Encourage students to consider gender stereotypes and how they affect the ways in which we view ourselves and others. Inspire students to examine the damaging effects of stereotypes and brainstorm ways in which we can encourage equal treatment and gender-equitable attitudes.

Procedure

- Explain "gender stereotypes" to students.
    - o Gender stereotypes are unwritten "rules" that society gives us which tells us how to act as boys and girls. Sometimes we can feel pressure to fit into the mold of what boys and girls are supposed to look and act like. The way we think about ourselves and our friends and the way we treat others can be affected by what we see as "being girly" or "being manly."
- Hand students the "Out of the 'Gender' Box" worksheet (attached).
- Ask students to work in pairs to identify qualities which fit in the "boy" and "girl" boxes. For example, being strong may be considered a typical "boyish" quality, so it would be written in the "boy" box.
    - o Give students 5 minutes to complete this task in their pairs.
- After 5 minutes is up, reconvene as a class to discuss what qualities students recognized as in the boy and girl "boxes."

    Play the following video for students:https://vimeo.com/148135363

Discussion

- How are people stereotyped as men and women/boys and girls?
- Why are people grouped in this way?
- Did Aleena (from the video) fit neatly into the "girl" box based on what we wrote down in the previous activity?
- Is it okay to leave your box?
- How do we treat people who don't fit into the neat boy or girl boxes?
- How should we treat people?
- How can it be good to have qualities that are a mix of both boxes?
- Give an example of a time you broke out of your gender box.
    - o How were you treated? How would you like to be treated?
- What can we do to break down gender stereotypes?

GIRL

BOY
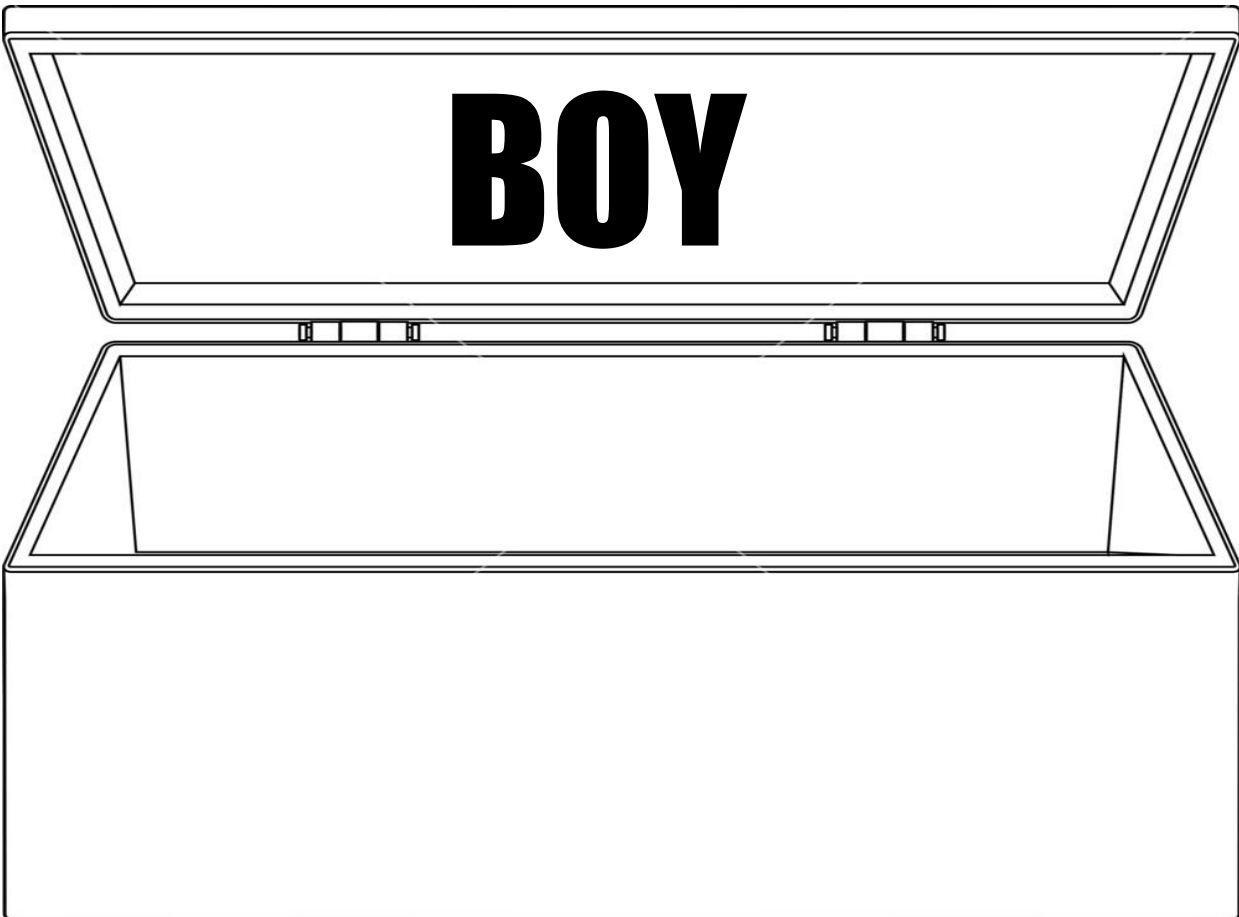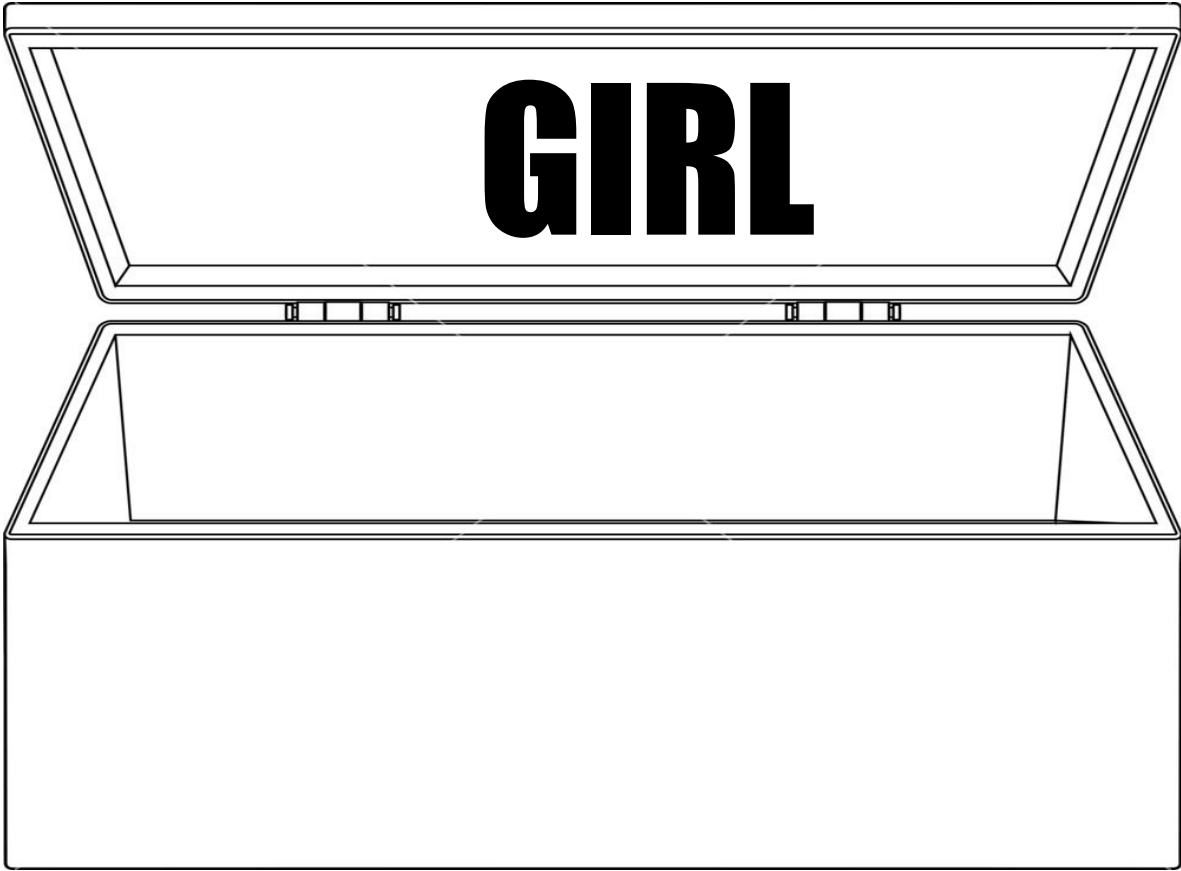
Appendix D

Bystander Barriers Activity

Ally + Act
Lesson 4 Activity: Bystander Barriers

Objective: Help students to identify factors which may prevent active bystander behavior and encourage students to find solutions to these barriers so that they can keep themselves and others happy and safe.

Materials Needed
- Large paper for each group
- Markers for each group

Procedure
- Have students split up into small groups.
- Give each small group a large piece of paper and a marker.
- Instruct students to draw a large "hurdle" on their paper (see image above).
  - **Tell each group:** A bystander barrier is something that keeps bystanders from speaking up or helping someone who is being bullied or harassed. Sometimes it can feel uncomfortable or unsafe to intervene in a situation. It is important for us to know what our hurdles or barriers are so that we can overcome them and keep ourselves and others safe and happy.
- Tell each group to come up with a "bystander barrier" or something that might keep them from intervening if a schoolmate was being bullied.
  - For example, one might be "not wanting to draw more attention to the bullying." Another might be "I don't want to seem uncool."
- Then, ask each group to come up with ways to break through their barriers. Write those solutions around the hurdle.
  - For example, these might include "distracting the bully or asking the person being bullied to come and hang out with me." Another might be "telling a teacher or other adult what is happening."
- Give groups about 10 minutes to brainstorm and write their ideas, and then come together as a class to discuss. Have each group present their "bystander barriers" and explain their solutions. Work as a class to give feedback and work through issues that arise.

Discussion
- Which bystander barriers seemed the most challenging? Why?
- How does it feel to be a bystander? How can we make it better?
- Would every solution work in every situation? Why or why not?

BIBLIOGRAPHY

Basile, K. C., Espelage, D. L., Rivers, I., McMahon, P. M., & Simon, T. R. (2009). The theoretical and empirical links between bullying behavior and male sexual violence perpetration. *Aggression and Violent Behavior*, *14*(5), 336–347. http://doi.org/10.1016/j.avb.2009.06.001

Ben-Ari, R., & Hirshberg, I. (2009). Attachment styles, conflict perception, and adolescents' strategies of coping with interpersonal conflict. *Negotiation Journal*, *25*(1), 59–82. http://doi.org/10.1111/j.1571-9979.2008.00208.x

CDC. (2016). *Promoting Respectful , Nonviolent Intimate Partner Relationships through Individual , Community , and Societal Change*.

Chango, J. M., Allen, J. P., Szwedo, D., & Schad, M. M. (2014). Early Adolescent Peer Foundations of Late Adolescent and Young Adult Psychological Adjustment. *Journal of Research on Adolescence*, *25*(4), 685–699. http://doi.org/10.1111/jora.12162

Chavez, D., & Steffey, C. (2012). Conflict Resolution During Adolescence. *Pediatrics in Review*, *33*(3). Retrieved from http://pedsinreview.aappublications.org/content/33/3/142

Chiodo, D., Wolfe, D. A., Crooks, C., Hughes, R., & Jaffe, P. (2009). Impact of Sexual Harassment Victimization by Peers on Subsequent Adolescent Victimization and Adjustment: A Longitudinal Study. *Journal of Adolescent Health*, *45*(3), 246–252. http://doi.org/10.1016/j.jadohealth.2009.01.006

Coaching Boys into Men Card Series. (2017). Futures Without Violence. Retrieved from CoachesCorner.org

Coker, A. L., Cook-Craig, P. G., Williams, C. M., Fisher, B. S., Clear, E. R., Garcia, L. S., & Hegge, L. M. (2011). Evaluation of Green Dot: An Active Bystander Intervention to Reduce Sexual Violence on College Campuses. *Violence Against Women*, *17*(6), 777–796. http://doi.org/10.1177/1077801211410264

Connolly, J., Pepler, D., Craig, W., & Taradash, A. (2000). Dating Experiences of Bullies in Early Adolescence. *Child Maltreatment*, *5*(4), 299–310.

Crapanzano, A. M., Frick, P., Childs, K., & Terranova, A. (2011). Gender Differences in the Assessment , Stability , and Correlates to Bullying Roles in Middle School Children. *Behavioral Sciences and the Law*, *694*(July), 677–694. http://doi.org/10.1002/bsl

Cutbush, S., Williams, J., & Miller, S. (2016). Teen Dating Violence , Sexual Harassment , and Bullying Among Middle School Students : Examining Mediation and Moderated Mediation by Gender. *Prevention Science*, *17*, 1024–1033. http://doi.org/10.1007/s11121-016-0668-x

Debnam, K. J., Waasdorp, T. E., & Bradshaw, C. P. (2015). Examining the Contemporaneous Occurrence of Bullying and Teen Dating Violence Victimization. *School Psychology Quarterly : The Official Journal of the Division of School Psychology, American Psychological Association*, *31*(1), 76. http://doi.org/10.1037/spq0000124

Deci, E., & Ryan, R. (2014). Human Motivation and Interpersonal Relationships. In *Human Motivation and Interpersonal Relationships: Theory, Research, and Applications* (pp. 239–262). http://doi.org/10.1007/978-94-017-8542-6

Espelage, D. L., Basile, K. C., & Hamburger, M. E. (2012). Bullying perpetration and subsequent sexual violence perpetration among middle school students. *Journal of Adolescent Health*, *50*(1), 60–65. http://doi.org/10.1016/j.jadohealth.2011.07.015

Fenton, R. A., & Mott, H. (2017). The bystander approach to violence prevention:

Considerations for implementation in Europe. *Psychology of Violence*. http://doi.org/10.1037/vio0000104

Foshee, V. A., Bauman, K. E., Arriaga, X. B., Helms, R. W., Koch, G. G., & Linder, G. F. (1998). An evaluation of safe dates, an adolescent dating violence prevention program. *American Journal of Public Health*, *88*(1), 45–50. http://doi.org/10.2105/AJPH.88.1.45

Foshee, V. A., Ph, D., Linder, F., Ph, D., Macdougall, J. E., Ph, D., … Ph, D. (2001). Gender Differences in the Longitudinal Predictors of Adolescent Dating Violence 1. *Preventative Medicine*, *32*, 128–141. http://doi.org/10.1006/pmed.2000.0793

Fox, C. L., Hale, R., & Gadd, D. (2014). Domestic abuse prevention education : listening to the views of young people. *Sex Education*, *14*(1), 28–41.

Franiuk, R., Seefelt, J. L., & Vandello, J. A. (2008). Prevalence of rape myths in headlines and their effects on attitudes toward rape. *Sex Roles*, *58*(11–12), 790–801. http://doi.org/10.1007/s11199-007-9372-4

Hickman, L. J., Jaycox, L. H., & Aronoff, J. (2004). Dating Violence among Adolescents. *Trauma, Violence, & Abuse*, *5*(2), 123–142. http://doi.org/10.1177/1524838003262332

Jouriles, E. N., Rosenfield, D., & Mcdonald, R. (2013). Explicit Beliefs about Aggression , Implicit Knowledge Structures , and Teen Dating Violence. *Journal of Abnormal Child Psychology*, *41*, 789–799. http://doi.org/10.1007/s10802-013-9717-0

Malamuth, N. M., Heavey, C. L., & Linz, D. (1996). The Confluence Model of Sexual Aggression: Combining Hostile Masculinity and Impersonal Sex. *Sex Offender Treatment*, 13–37.

Malamuth, N. M., Sockloskie, R., Koss, M. P., & Tanaka, J. S. (1991). Characteristics of Aggressors Against Women : Testing a Model Using a National Sample of College

Students. *Journal of Consulting and Clinical Psychology*, *59*(5), 670–681.

McMahon, S., Hoffman, M. L., McMahon, S. M., Zucker, S., & Koenick, R. A. (2013). What Would You Do? Strategies for Bystander Intervention to Prevent Sexual Violence by College Students. *Journal of College and Character*, *14*(2), 141–151. http://doi.org/10.1515/jcc-2013-0019

Miller, E., Ph, D., Tancredi, D. J., Ph, D., Mccauley, H. L., S, M., … Ph, D. (2012). " Coaching Boys into Men ": A Cluster-Randomized Controlled Trial of a Dating Violence Prevention Program CONTRIBUTION. *Journal of Adolescent Health*, *51*(5), 431–438. http://doi.org/10.1016/j.jadohealth.2012.01.018

Miller, S., Ph, D., Williams, J., Ph, D., Cutbush, S., Gibbs, D., … Jones, S. (2015). Evaluation of the Start Strong Initiative : Preventing Teen Dating Violence and Promoting Healthy Relationships Among Middle School Students. *Journal of Adolescent Health*, *56*(2), S14–S19. http://doi.org/10.1016/j.jadohealth.2014.11.003

Niolon, P. H., Taylor, B. G., Latzman, N. E., Vivolo-kantor, A. M., Valle, L. A., & Tharp, A. T. (2016). Lessons Learned in Evaluating a Multisite , Comprehensive Teen Dating Violence Prevention Strategy : Design and Challenges of the Evaluation of Dating Matters : Strategies to Promote Healthy Teen Relationships. *Psychology of Violence*, *6*(3), 452–458.

O'Leary, K. D., & Slep, A. M. S. (2012). Prevention of Partner Violence by Focusing on Behaviors of Both Young Males and Females. *Prevention Science*, *13*(4), 329–339. http://doi.org/10.1007/s11121-011-0237-2

Pepler, D. (2012). The Development of Dating Violence: What Doesn't Develop, What Does Develop, How Does it Develop, and What Can We Do About It? *Prevention Science*, *13*(4), 402–409. http://doi.org/10.1007/s11121-012-0308-z

Pozzoli, T., & Gini, G. (2010a). Active Defending and Passive Bystanding Behavior in Bullying: The Role of Personal Characteristics and Perceived Peer Pressure. *Journal of Abnormal Child Psychology*, *38*, 815–827.

Pozzoli, T., & Gini, G. (2010b). Active Defending and Passive Bystanding Behavior in Bullying: The Role of Personal Characteristics and Perceived Peer Pressure. *Journal of Abnormal Child Psychology*, *38*, 815–827.

Program Profile: Safe Dates. (2011). Retrieved December 3, 2017, from https://www.crimesolutions.gov/ProgramDetails.aspx?ID=142

Program Profile: Shifting Boundaries. (2012). Retrieved December 4, 2017, from https://www.crimesolutions.gov/ProgramDetails.aspx?ID=226

Reed, E., Silverman, J. G., Raj, A., Decker, M. R., & Miller, E. (2011). Male Perpetration of Teen Dating Violence : Associations with Neighborhood Violence Involvement , Gender Attitudes , and Perceived Peer and Neighborhood Norms. *Journal of Urban Health*, *88*(2), 226–240. http://doi.org/10.1007/s11524-011-9545-x

Romeo, K. E., & Kelley, M. A. (2009). Incorporating human sexuality content into a positive youth development framework: Implications for community prevention. *Children and Youth Services Review*, *31*(9), 1001–1009. http://doi.org/10.1016/j.childyouth.2009.04.015

Sacks, D. (2003). Age limits and adolescents. *Paediatric Child Health*, *8*(9), 577. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/20019831%5Cnhttp://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=PMC2794325

Samp, J. A. (Ed.). (2017). *Communicating Interpersonal Conflict in Close Relationships: Contexts, Challenges, and Opportunities*. New York: Taylor & Francis.

Solberg, M., & Olweus, D. (2003). Prevalence Estimation of School Bullying With the Olweus

Bully/Victim Questionnaire. *Aggressive Behavior*, *29*, 239–268.

Stein, N. D., Ed, D., Mennemeier, K., Russ, N., Taylor, B., Ph, D., … Hairston, O. (2012). Shifting Boundaries : Lessons on Relationships for Students in Middle School Curriculum, (May), 2012.

Taylor, B., & Stein, N. D. (2010). *Shifting Boundaries: A Summary of Findings from a National Institute of Justice Experimental Evaluation of a Youth Dating Violence Prevention Program in New York City Middle Schools*. New York. http://doi.org/10.1300/J105v23n04_01

Tharp, A. T., Degue, S., Valle, L. A., Brookmeyer, K. A., Massetti, G. M., & Matjasko, J. L. (2012). A Systematic Qualitative Review of Risk and Protective Factors for Sexual Violence Perpetration. *Trauma, Violence, & Abuse*, *14*(2), 133–167. http://doi.org/10.1177/1524838012470031

Weisz, A. N., & Black, B. M. (2009). *Programs to Reduce Teen Dating Violence & Sexual Assault*. New York: Columbia University Press.

Wekerle, C., & Wolfe, D. A. (1999). Dating Violence in Mid-Adolescence: Theory, Significance, and Emerging Prevention Initiatives. *Clinical Psychology Review*, *19*(4), 435–456.

Whitaker, D., & Lutzker, J. (2009). *Preventing Partner Violence: Research and Evidence-Based Intervention Strategies*. (D. J. Whitaker & J. R. Lutzker, Eds.). Washington, DC: American Psychological Association.

Whitaker, M. P., & Savage, T. E. (2014). Social-ecological Influences on Teen Dating Violence : A Youth Rights and Capabilities Approach to Exploring Context. *Journal of Child and Adolescent Trauma*, *7*, 163–174. http://doi.org/10.1007/s40653-014-0023-y

ACADEMIC VITA

Morgan Quinn Bryan

mqbryan1443@gmail.com

Education

The Pennsylvania State University, University Park, PA
Bachelor of Science, Human Development and Family Studies, Spring 2018
Minor in Women's Studies, Spring 2018

Thesis Title: *Incorporating Gender Equity and Bystander Intervention Content into School-Based Teen Dating Violence Prevention Programs*

Thesis Supervisor: Dr. Meg L. Small

Professional Experience
- Undergraduate Teaching Assistant, Infant Development course (HDFS 229)
- Lab Assistant, Health and Human Development Design for Impact – Healthy Relationships Project
- Research Assistant, Penn State Altoona English Department
- Intern, Foundations Community Partnership Summer Youth Corps

Grants Received
- George H. Deike Scholarship (Fall 2017)
- Dr. Helen E. Bell Trustee Scholarship (Fall 2017)
- Penn State Academic Excellence Scholarship (Fall 2017)
- Penn State Alumni Association of Bucks County Scholarship (Fall 2017)
- Phillip and Barbara Schumacher Honors Scholarship (Fall 2016)
- Book Industry Charitable Foundation Scholarship (Fall 2015, 2016, 2017)

Awards

- Hoffman Award for Excellence in Writing (Spring 2017)
- Penn State Altoona "Art of Asking" Writing Competition – First Place (Fall 2015)
- Penn State Alumni Student Excellence Award (Spring 2018)