

SEXUAL ASSAULT PREVENTION PROGRAMS: EXAMINING
THE EFFECTS ON MIDDLE SCHOOL ADOLESCENTS'
ATTITUDES AND BEHAVIORS

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University of Missouri-Kansas City, 2010

ABSTRACT

Sexual violence has been prevalent in the United States for decades. There is a great concern that the youth of this nation is becoming more susceptible to the violence at younger ages. Some schools have begun implementation of sexual violence prevention programs to curb this type of crime in adolescents. The Metropolitan Organization to Counter Sexual Assault (MOCSA) is an organization that aids in the prevention of sexual violence through a multi-session school-based sexual violence prevention program called Teen Exchange for children in 6th, 7th, and 8th grade. The program's curriculum usually lasts 8 to 9 sessions with a culminating project. Students involved with Teen Exchange were given pre-program and post-program surveys, to assess their attitude and behavioral changes regarding sexual violence. Bivariate and multivariate analyses were conducted to gauge the changes that occurred.

APPROVAL PAGE

The faculty listed below, appointed by the Dean of the College of Arts and Sciences, have examined a thesis titled “Sexual Assault Prevention Programs: Examining the Effects on Middle School Adolescents’ Attitudes and Behaviors,” presented by Jaime M. (Saab) Rehmsmeyer, candidate for the Master of Science degree, and certify that in their opinion it is worthy of acceptance.

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CHAPTER 1

INTRODUCTION

A historical examination of human civilization will prove that crime and violence has always been a factor in the makeup of cultures. Scholars point out that the first indication of social crime control was through violence itself. Many primitive Christians believed that violence was a proclamation of love for God and their country. Through their belief in the cause, these individuals destroyed thousands of pagan temples. With the fear of revolution, or worse, King John's Magna Carta portrayed the inducement of social reform in the Thirteenth Century (Time, 1968). Over time, however, the use of violence as a form of social control did not change societies for the better. Instead, crime was readily perceived as a social problem. This point was given weight through the years as violence was proving to be more out *of* societal control than being utilized as a maintenance tool for social control.

Criminologists explain that long before the establishment of a unified criminal justice system in America crime was one of the primary concerns of the citizens of this nation. Statistics and the current literature give proof that many Americans are still fearful of crime within their communities. Much anxiety stems from the numbers of violent crimes that occurred in this country in the 1990s. The 2008 National Crime Victimization Survey (NCVS) indicates that in the early 1990s, violent crimes, including rape/sexual assault, robbery, and aggravated and simple assault, peaked. These crime rates, however, have been consistently decreasing across the board since the mid-1990s. The survey indicates that although the violent crime rates have decreased over time, the

fear of crime has consistently increased (NCVS, 2008). This fear of crime is not completely unfounded, however, especially for the youth of the nation. Although the rates of violent crime have also decreased, the rates at which juveniles are victimized are happening at rates much higher than adults. During the ten year period of 1993 to 2003 the nation's juvenile population, specifically those between the ages of 12 to 14 and 15 to 17, was victimized on an average of about two and one half times higher than those of adults when related to violent crime (Baum, 2005). Juveniles are also offending at high levels. Baum reports that 25% of the offenders were identified as juveniles in all non-fatal victimizations reported in the 10 year period of 1993 to 2003 (2005). These numbers give weight to the idea that criminal activity is happening to and by the youth of this country.

According to Rand, some of these violent crimes against and by juveniles do not occur randomly (2009). These crimes happen between intimate partners (i.e. current or former spouses, girlfriends, or boyfriends). In 2001, "intimate partner violence... made up 20% of all nonfatal violence against females age 12 or older" (Rennison, 2003). In 2008 intimate partners were responsible for 3% of all violence against males and 23% of all violence against females (Rand, 2009). These statistics show that a good number of victims as well as offenders are involved in these violent crimes with someone that they know.

An August 2008 report set out by the Department of Justice through the National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (NISMAART) proved how explosive of a problem violent crime against and by the youth of this country has become; specifically the crimes of rape and sexual assault. "An

estimated 285,400 children ages 17 and younger experienced a sexual assault in 1999, a rate of about 4.1 victims per 1,000 children in the U.S. population. Of these, 141,400 children experienced a rape” (Finkelhor, Hammer, and Sedlak, 2008). As will be proven further when analyzing the current data on a more microscopic level in chapter two, juveniles are both the victims as well as the perpetrators involved in many of these crimes. The NISMART report explains that, “For 29 percent of victims, the assailant was age 17 or younger, including a small number of assailants younger than age 12” (Finkelhor, Hammer, and Sedlak, 2008, p. 5). Further, forty-four percent (44%) of the victims were assaulted by a perpetrator that was under the age of 30 (Finkelhor, Hammer, and Sedlak, 2008). Although these last individuals are not considered juveniles, it is safe to conclude that their actions stem from a perception of the crime that they would have obtained while still underage. In other words, the behavior was learned while the perpetrators were still children.

There have been movements to reduce these violent crimes over the past few decades. A review of the current literature indicates that this has happened for two main reasons. First, the recent surge in the interest of sexual assault has to do with the mass media attention that has been focused on these crimes. Second, the prevalence (though low) of youth being involved in these crimes as either victims or perpetrators is concerning to many.

With the current worldwide avenues of information, the issue of sexual assault has gained attention on a global level. People are, therefore, beginning to learn that this issue is a worldwide problem. Heise, Ellsberg, & Gottemoeller (1999) prove this point by explaining that one-third to one-half of women, worldwide, who reported being

physically abused also indicated that there was some form of sexual coercion included in their assault. There is good news and bad news that comes from the exposure of these crimes on a global level. The good news is that the attention that has been brought to these types of criminal acts has opened a door for more victims to emerge. The bad news is that exposure to the long-standing problem of underreporting has become more widely known. It was estimated that in 2005 only thirty-eight percent (38%) of the victims of sexual assault reported the crime to the police (Catalano, 2006). Although it is understood that the issue of violent crime, specifically sexual assault and rape, is a global and national problem, many people in America are not in tune with the reality that these crimes are happening around them on a daily basis in their communities. Further, those reporting them are, and have been for decades, only a small amount of those being victimized.

The second reason why the issue is considered so important, and some may consider being the prime reason for its importance, is an increase in child victims of sexual assault and abuse. Data is showing that the numbers of juveniles becoming victims of this crime are accelerating at an alarming rate. “In 2000, there was 1 statutory rape for every 3 forcible rapes involving a juvenile victim reported to law enforcement” (Troup-Leasure & Snyder, 2005, p. 7). What is even more alarming is that studies are showing that most any child, especially in their teen years, can very likely become a victim to this type of crime. According to the 1999 National Report Series of the Juvenile Justice Bulletin set out by the U.S. Department of Justice, the likelihood of juveniles ages twelve to seventeen to fall prey to a violent crime is twice as likely as an adult eighteen years or older (Finkelhor and Ormrod, 2000).

Experts perceive a consistent pattern that juveniles are the prime targets for sexual assault and abuse, by both their peers and adults. The rates of the violent crimes occurring against juveniles are happening at higher rates than adults. A report by Howard N. Snyder, from the National Center from Juvenile Justice, indicates that “over two-thirds (67%) of all victims of sexual assault reported to law enforcement agencies, were juveniles (under the age of 18 at the time of the crime)” (1999, p. 3). The report indicates that children around the age of fourteen years reported sexual assault and abuse most often. About half of all victims in the study were age 12 and younger. There were more victims that were sexually assaulted under the age of two than were victims 40 years or older (2000). The Office of Juvenile Justice and Delinquency Prevention confirmed these alarming numbers in yet another report. According to the FBI’s National Incident-Based Reporting System, up to seventy-one percent of victims of sexual assault and/or abuse were juveniles with almost three of every five victims of statutory rape being children between the ages of fourteen and fifteen years old (Troup-Leasure and Snyder, 2005). As is shown in the data, any juvenile under the age of eighteen is considered to be at a greater level of exposure of falling victim to the crime of sexual assault and abuse. This issue is perceived as a large problem that needs special attention. The deterrence of this crime becomes ever more apparent when one focuses not on the victims, but on the perpetrators of these horrible crimes.

Troup-Leasure and Snyder (2005) explain that most victims of sexual assault and abuse have only one offender. They clarify that ninety percent of the victims of statutory rape are in this category, and eighty-nine percent of the victims of forcible rape had only one offender. This information is important when looking at the offenders carrying out

these crimes. The study indicates that eleven percent of the offenders were a boyfriend or girlfriend of the juvenile victim, and sixty-two percent of the offenders were considered acquaintances of the victim (2005). One can look at this data and perceive that many of these offenders were approximately the same age as their victims, and they would be correct. As alluded to earlier, Finkelhor and Ormrod (2000) indicate that, “juveniles are more likely than adults to be victimized by other juveniles” (p.17). The authors go on to explain that the numbers may not be accurate as to how many juveniles fall victim to juvenile offenders as adult-perpetrated crimes are more likely to be reported than juvenile-perpetrated crimes. Interestingly, adult offenders are the predominant offender to victims ages seven and below. Juveniles, however, become the primary offenders during victims’ school years. As a juvenile victim reaches maturity, adult offenders are the primary offenders once again (2000). It is noted that the number of adult perpetrators become primary offenders once again when a juvenile reaches maturity because juvenile offenders will be reaching adult status and will more likely be reported to police (2001). In other words, the perpetrators may be the same people committing the same offenses and are simply “aging out”, forcing the number of adult offenders to once again rise, and the number of juvenile offenders to decrease.

Juvenile perpetrators can, once again, be a problem in most any area, including the Kansas City Metropolitan area (i.e. Kansas City, Missouri, Kansas City, Kansas, and Johnson County, Kansas). In 2006 the Kansas Bureau of Investigation reported a total of 1992 arrests of juveniles in the Kansas City, Kansas metropolitan area¹ for index crimes

¹ These figures were taken from the following reporting agencies: Lawrence , Kansas PD, Johnson County Sheriff, Leawood PD, Marriam PD, Mission PD, Olathe PD, Overland Park PD, Prairie Villiage PD, Roeland Park PD, Shawnee PD, Lenexa PD, Westwood PD, Gardner PD, Mission Hills PD, Spring Hill

and sex crimes. Of that, 782 arrests involved rape, aggravated assault, simple assault, battery, intimidation, kidnapping or abduction, forcible sodomy, forcible fondling, incest, pornography, prostitution, aiding or promotion of prostitution, or statutory rape. The Kansas City Missouri Police Department reports that in 2005 eighty-six sixteen year olds were arrested for forcible rape, prostitution, or some other sex offense. The numbers increase significantly when the age range of seventeen years to twenty-four years was analyzed. The report shows that in 2005 there were 260 arrests for forcible rape, prostitution, or some other sex offense (2007).

As indicated in the data, there is an inherent problem with juvenile victims of sexual assault as well as an increase in the number of juvenile offenders in the United States, including the local metropolitan area of Kansas City. These crimes have given way to a heightened awareness to this problem as well. Local schools have implemented programs to educate youth on sex and, more specifically, sex related crimes. It is imperative to evaluate the effectiveness of these programs in achieving their goal of reducing adolescents' negative attitudes and behaviors toward sexually related issues. Implementing these programs successfully will, hopefully, aid in reducing sexual violence surrounding the youth in this country.

The research presented in this thesis will represent information obtained from an organization named MOCSA (Metropolitan Organization to Counter Sexual Assault). Data will be presented from surveys that were administered through a program implemented by MOCSA called the Teen Exchange Program. Specifically, surveys were

PD, Johnson County PD, Lake Quivera PD, Sn Mission USD PD, Blue Valley PD, Kearney County Sherriff, Leavenworth County Sherriff, Leavenworth PD, Wyandotte County Sherriff, Bonner Springs PD, Kansas City, Kansas PD, University of Kansas Medical Center PD, and Wyandotte County Parks PD.

given to two groups of adolescents in their seventh and eighth grade school years from two middle schools in Wyandotte County, Kansas (an area within Metropolitan Kansas City). The results of these surveys will be utilized to help identify what information these children may know about the topic of sex, and, more specifically, sex crimes.

The review of literature in the following chapter of this thesis will allow for a better understanding of the current programs available for adolescents regarding sexual assault education. Analysis of literature on the subject will allow for a better understanding of why the past initiatives towards combating juvenile sexual assault crimes are not working (based on statistics shown). It is important to review, understand, and utilize current literature about the subject to formulate a holistic approach in combating sexual assault crimes involving juveniles, and how a closer examination of a revolutionized approach to fighting this crime may be more effective. Moreover, the literature review will set a foundation for the investigation that will occur in the following chapters.

Chapter three of this thesis will focus on the methods used in the analysis of the survey study. This study will analyze the behaviors and attitudes of these children on the subject of sexual assault when given such education. Multivariate models will be utilized to help to glean a better understanding of the effects that sexual assault education will have on these juveniles' attitudes and behaviors toward the subject of sexual assault and abuse.

The final two chapters of the thesis will involve discussion of the results of the analysis of the surveys as well as the conclusions that the author draws from the analysis. The conclusion may also present a possible need for a push towards fresh ideas and

practices in fighting the forces that allow adolescents to believe that certain behaviors are expected and/or accepted.

CHAPTER 2

LITERATURE REVIEW

Throughout the United States, including the metropolitan area of Kansas City, the number of juveniles involved in sexual assault and abuse crimes have been increasing. These crimes have given way to a heightened awareness to this problem. Local schools have implemented programs to educate youth on sex and, more specifically, sex related crimes. It is imperative to evaluate the effectiveness of these programs in achieving their goal of reducing adolescents' negative attitudes and behaviors toward the issue of sex. Implementing these programs successfully will, hopefully, aid in reducing sexual violence surrounding youth in this country.

Terms and Definitions

A comprehensive understanding of the various circumstances and actions that are consistently involved with crimes that are sexual in nature allows for a foundation to be set for which everyone can recognize and interpret what is being discussed. Although sex crimes have been acknowledged by the criminal justice system for many years, the terminology associated with these crimes can sometimes be misunderstood and misinterpreted if not clearly defined. This statement is of greater importance when children are involved as either the offender or the victim. Therefore, to better clarify what is being discussed throughout this thesis the following will include some legal interpretations of commonly used terms associated with this topic.

Juvenile Defined

It is imperative that, when analyzing a topic of research, the interpretation of the data is justified through a set of terms that are understood on the same level by the researcher as well as the reader. This is particularly important in establishing a clear definition of what a juvenile is for the purpose of this research. Over the years, legally defining what a juvenile is has been a bit of a stumbling block for lawmakers and those involved in the criminal justice system. In many instances in the past, there was no clarity as to when a child became the appropriate age to be considered an adult when charged with a crime. Moreover, there has also been a lack in clarity in defining when an individual is a juvenile when consenting to an act; particularly, a sexual act with another individual. Although there are some instances where this is still unclear, the Federal Bureau of Investigation's Uniform Crime Reports Program "considers a juvenile to be an individual under 18 years of age regardless of state definition" (2009, p. 1).

Each state has its own definition of the term, and each state has passed laws based on that definition in regard to one's age when charged with a crime. It is important to note that although some statistics that will be relayed in this thesis are from the Uniform Crime Reports issued by the Federal Bureau of Investigation under the above-mentioned definition of the term, (and for the purpose of this thesis) the laws in Missouri and Kansas regarding this term are also relevant. The state of Missouri considers a juvenile to be age seventeen or younger, and the state of Kansas considers a juvenile to be sixteen years or younger (MOCSA, 2007).

Consent Defined

Crimes involving sex or sex acts have, at times, been perceived by those not associated with the crime in ways that sometimes do not favor a victim. Although these victims have endured something that is, to say the least, terrifying, if not educated and trained in the correct way many who observe and interact with these victims could interpret the situation incorrectly. This is certainly the case when it comes to the involvement and actions of law enforcement personnel. As is with all crimes, the investigation of a crime is the basis for a good prosecution. According to a study sponsored by the National Institute of Justice, “The[se] findings indicate that demonstrably improving the quality of children’s evidence by improving the quality of investigative interviews increases the probability that cases of alleged sexual abuse will be prosecuted” (Pipe, Orbach, Lamb, Abbott, & Stewart, 2008, p. 26). By gaining the necessary information from a victim, these law enforcement personnel set the foundation of the case. To incorporate the appropriate questions while interviewing a child victim of sexual assault will help to gain this useful information that will lead to successful prosecution. Sex crime cases, specifically when involving children, have clearly defined avenues of information. So is the case when an investigator discovers the level of compliance a victim had during the crime. It is probable that the victim did not agree to the action at the time of the crime; however, the assumption should not be made. Therefore, a clear definition of the word consent must be relayed.

Victims are often questioned about their compliance leading up to or during the crime. In other words, did the individual “consent” to the sexual act or not. Although most everyone knows what consent means in the context of a discussion, many may not

be aware of the legal definition of the term. Black's Law Dictionary defines consent as "Agreement, approval, or permission as to some act or purpose, esp. given voluntarily by a competent person; legally effective assent" (2004, p. 56). It is important to understand this particular term when discussing any sexual act, as it is, essentially, what defines the act as a crime or not. Knowing if a victim consented to the act allows for an investigation to proceed. There are several other components a prosecutor will look at when building a case involving a sex crime, including the age of the victim or perpetrator.

Sex crimes are defined in many ways and with many terms. The criminal justice system, over the past few decades, has been working both on the state and federal level to specify what sex crimes are and who they apply to.

Rape Defined

The most recognized type of sex crime is that of rape. Black's Law Dictionary defines rape as: "Unlawful sexual activity (esp. intercourse) with a person (usu. a female) without consent and usually by force or threat of injury" (2004, p.376). Most modern state statutes have broadened the definition along these lines. Rape includes unlawful sexual intercourse without consent after the perpetrator has substantially impaired his victim by administering, without the victim's knowledge or consent, drugs or intoxicants for the purpose of preventing resistance. It also includes unlawful sexual intercourse with a person who is unconscious. Marital status is now usually irrelevant, and sometimes so is the victim's gender.

Most all statistical research and analysis of the crime of rape uses the term "forcible rape" due to the violent nature of the crime. Along with murder and non-negligent manslaughter, robbery and aggravated assault, forcible rape is considered to be

one of the four most violent crimes that involve force or threat of force, according to the Uniform Crime Reporting system maintained by the FBI (2007).

When an individual is accused of a violent crime, the main offense that the individual is charged with is often times accompanied by other charges listing other offenses. This is often the case with sexually related crimes. These types of crimes are forceful acts against another person and are, by definition, violent. It is important to define the crimes that are often associated with the common terms for a sexual offense in order to gain a comprehensive understanding.

Sexual Assault Defined

The National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children (“NISMART”) conducted a study in August, 2008 focusing on sexually assaulted children and the roles that perpetrators took in their lives. The study uses the term sexual assault, and this research follows its definition of the crime. Sexual assault is a crime involving unwanted sexual contact by a victim. It is an act that includes, or threatens the use of, force. Unwanted contact by the victim would include the touching of a child’s private parts (this includes breasts, genitals, or buttocks) or skin on top of or underneath clothing. The term’s definition also includes a victim being forced or coerced into touching a perpetrator’s private parts or skin on top of or underneath clothing. Finally, the term extends to the mention of the touching of private parts or skin on top of or underneath clothing.

The term is broadly defined for two main reasons. First, the victims of the sexual assault that are utilized in this research are juveniles. It is perceived that an individual at or below the age of a legal adult does not have the knowledge base necessary to negotiate

a situation as being dangerous or threatening. Therefore, the criminal justice system has defined the boundaries for them, and has associated the necessary terms for use in a court of law. This is meant as a form of protection for these individuals that are not yet at an age where their knowledge base is at the same level as their sense of safety. The same concept would be utilized when defining child sexual abuse.

Child Sexual Abuse Defined

The Metropolitan Organization to counter Sexual Assault (“MOCSA”) maintains that child sexual abuse is an exploitation of a child by a person (adult or older child) to meet their sexual or emotional needs at the expense of that child (2010). Child sexual abuse can be defined with several types of offenses. MOCSA breaks the offense types into two main categories: touching offenses and non-touching offenses. Touching offenses involve active forms of abuse including fondling, vaginal intercourse, oral intercourse, anal intercourse, touching of the genitals, incest, prostitution, and rape. Non-touching offenses are sometimes harder to identify; however, they are still considered forms of child sexual abuse. These offenses include forms of verbal sexual stimulation which will gain a child’s interest or shock them into paying attention to a discussion involving a topic that is inappropriately sexual in nature. Other non-touching offenses include obscene telephone calls, exhibitionism or voyeurism.

It is important to note that non-touching offenses are sometimes unintentional and may seem harmless. However these actions can have a lasting effect on a child and their ability to develop healthy relationships and an identification of their sexuality can be negatively affected. These unintentional forms of child sexual abuse are examples of passive abuse, according to MOCSA. Examples of passive child sexual abuse include

highly sexually provocative television ads, music and films; name calling that is sexual in nature (i.e. pervert, whore, slut, etc.); when a child's request for privacy in the restroom is not honored; or when a child is exposed to pornography (2010). This form of child sexual abuse is one of the primary factors in conducting this research study. Many children, offenders and victims, are not aware of this form of sexual abuse. The question arises if the lack of education on the subject of sexual abuse is a factor in the levels of crime in its regard.

Prevention Defined

Preventing youth from becoming victims and abusers is the primary goal when looking into preventative school-based programs, which was MOCSA's premise for conducting the survey analyzed in this thesis. It is, therefore, important, to look at the definition of prevention in the context of this subject matter. "Prevention provides an escape from a negative life course, and helps to develop competency and knowledge that leads to a more desired life course in general" (Veinot, 1999, p. 14). Prevention is about changing directions. The basic premise of violence prevention programming is that if violence is learned, it can be unlearned and individuals can choose non-violent alternatives.

Reasons Behind Child Sexual Assault and Abuse

As mentioned earlier in this thesis, childhood sexual abuse and crime are a problem. However, definitive reasoning behind childhood victimization is not something that is clearly identifiable or easy to study. Finding a "victimization risk pattern" has been compromised as theorists have run into several problems when attempting to

identify childhood victimization. Along with sexual abuse, other subtopics of childhood victimization have included bullying, exposure to violence within the community, and child maltreatment (Finkelhor, Ormrod, Turner, 2009). Subsequently, the factors that contribute to these criminal behaviors by adolescents differ and can contribute to all or some of the actions stated above. The behaviors include social isolation, dependency, lack of self control, physical weakness, and inadequate verbal or conflict-resolution (Asdigian & Finkelhor, 1996). Some of these characteristics and actions (such as dependency and lack of self control) can be found with younger children, while others (such as physical weakness and social isolation) can be found in older adolescents. It is for these reasons that researchers and statistical analysts have found it hard to find patterns extending over an entire spectrum of childhood (Finkelhor, Ormrod, Turner, 2009). An example to this point is clear when looking at statistics from the National Crime Victimization Survey (NCVS). The research consists of statistics pulled from youth ages 12 – 17 years that expand across the spectrum on types of crimes and the ages associated with those criminal acts. There is no clear pattern found in the statistics that prove that certain age groups of adolescents engage in certain criminal acts.

Researchers have found, however, that certain elements of socialization are the factors most responsible for molding the actions and perceptions of today's youth. One will find that the theory most often associated with child victimization and adolescent perpetrators is a social learning theory. More specifically, Edwin Sutherland's Differential Association Theory. Before diving into the development of Sutherland's theory, the reader must first understand the elements of socialization. Anderson and

Dyson (2002) explain that there are five basic elements of social control: significant others, family, church, education, and peers.

Elements of Socialization

The process of socialization begins with the individuals who will most likely influence a person throughout their lives. These people include parents, teachers, pastors, coaches, peer group leaders, or any other person who maintains a leadership role in a young person's life for an extended period of time. Researchers conclude that these significant others "act as positive role models" for the youth of a community if they are aware of it or not (Anderson and Dyson, 2002, p. 172).

Family is considered to be the most significant element of socialization as the individual spends the most time with his or her family members, and is exposed to those individuals' behavior the most (p.171). Some argue that if this element fails, the outcome is children of dysfunction (Tower, 1996).

Church is another element of socialization that is significant to social learning theories, in general. Anderson and Dyson point out that the element of church and religion can only be a vital element in the socialization of an individual if the person believes in a higher power (2002). Most often, if a child's caretaker believes in a higher power, those individuals will attempt to instill a form of belief of that higher power into their child. The element of church or "religion" sets forth a perspective that peace and conformity to groups will be learned within the scope considered socially normal. This element also is a frame of reference for moral adherence and conformity (Brenda, 1997).

The fourth element of socialization as proposed by Anderson and Dyson is the element of Education. Researchers pose that education is a social element that informs

children about the world. It is the process that “teaches civil duties and provides one with the skills needed to be functional and competitive in a progressive society” (2002, p.171). They also believe that since children spend a good amount of their time in school at a young age, the roles of their teachers pose a positive example of success. In turn, the child will want to mirror that teacher’s image and success and will be a productive member of society. Brophy (1996) tells us that facilitating a positive learning environment, and educating from a perspective of developing skills for enhancing student socialization, creates great potential of having a significant positive impact on children. Finally, some believe that if the element of education fails in one’s social makeup, the individual would have a greater chance of experiencing a life of delinquency and crime (Jenkins, 1997).

The final element of socialization is very important in formulating the overall theory of Differential Association in regards to the research conducted for this thesis. This will be elaborated upon in the analysis of the research however, it is important to keep this element in mind for the duration of the paper. According to Anderson and Dyson (2002), peers are considered to be a very important element of socialization. A child, at a young and impressionable age, will engage in the behaviors of their peers and in an effort to attain social acceptance and popularity. “Adolescents between the ages of 8 and 14 actively seek out friends or cliques for membership as they mature” (p. 171). Leighninger and Popple (1996) explain that “people learn criminal behavior through the groups with which they associate. If a person associates with more groups that define criminal behavior as acceptable, the person will probably engage in criminal behavior” (p. 331).

It is important to note that the individuals discussed in this research are both the perpetrators and the victims of sexual assault. If this peer element of socialization is fostered and maintained in a positive way, the potential for a reduction in child victimization is thought to be more likely. In relation to this theory, peer socialization is a *key* element.

Differential Association Theory

Based on ideas and theories mirroring the elements of socialization, in 1947, Edwin Sutherland tapped into a social reality of sorts. The theory differs from those of the pathological and the biological perspective by attributing the cause of crime to the social context of individuals, not just the individuals themselves (Gaylord & Galliher, 1988). Sutherland contended that the process of socialization, or an individual's social relationships, are the primary factors that contribute to a person committing crimes if the definitive reasoning of committing the deviant act outweighs not partaking. He called this Differential Association Theory. Smith and Brame explain, "[the] theory suggests that association with others who are delinquent will increase the likelihood of becoming and remaining delinquent... That exposure to delinquent peers will increase the probability of engaging in an initial act of delinquency and the likelihood of delinquent behavior reoccurring" (as cited in Edwin H. Sutherland, no date given, p. 5).

Differential Association Theory proposes nine "Principles of Criminology" that have to be met to achieve this process of socialization creating a deviant individual. According to Joseph Jacoby (1994), Sutherland believed that a person learns his or her behavior through socialization, communication, body language, and other forms of contact with significant persons or groups in their lives. In other words, in the case of

deviance, the behavior is not invented by the individual, but is learned. Moreover, the deviant behavior that a person learns is from another who has learned the behavior, not created the behavior. Sutherland and Cressey (1978) suggest that these 'learned behaviors' include the simple to hard techniques of committing crimes as well as the rationalizations, direction of motives, drives and attitudes that accompany deviant acts. For example, in the United States, the legal codes, or laws making up the moral context of the society, sway the motives and drives towards deviant acts.

Another principle set forth explains that when there is an excess of legal definitions that are more favorable to the person committing a crime over definitions unfavorable to law violation, then a person will pursue deviant behavior (Jacoby, 1994). Sutherland explains that "this is the main principle of differential association" (1949, p. 75). He says that deviant persons are simply not exposed to principles and norms that are not associated with crime. Therefore, all that these individuals have to learn from is a criminal environment and act similarly to it. Even though these people may engage in criminal activity often, the frequency, intensity, duration, and priority of differential association varies in each case. Sutherland also explains that criminal behavior through association is learned like any other type of behavior. In other words, deviant behavior is not necessarily imitated by a criminal, but is an actual learned trait through an association with those socially significant to them (Jacoby, 1994).

Finally, Sutherland explains that even though general values and needs drive criminal behavior, it does not explain deviance to the full extent, since these general values and needs explain the behavior of those who obey the law, as well (Jacoby, 1994). "The attempts to explain criminal behavior by general drives and values such as the

money motive have been, and must completely be, futile, since they explain lawful behavior as completely as they explain criminal behavior” (as cited in Edwin H. Sutherland, no date given, p.7).

Differential Association Theory did not surface out of the blue. There were many theorists, especially from the Chicago school, that contributed to its establishment. Some of the biggest influences on Differential Association Theory came from the work of Thorsten Sellin and George Vold. In his 1938 work explaining culture conflict, Sellin explained how cultural diversity influenced deviant behavior within modern industrial society. In essence, Sellin explained that as society became more diverse and more heterogeneous, there, too, would be the probability of a more frequent and perpetuated conflict; therefore deviance would increase. In his 1958 work, George Vold elaborated on the ideas proposed by Sellin by explaining the social nature of crime as a group struggle. This essentially elaborates on Sutherland’s idea that crime stems from a social habitat, not an individual choice. Individuals have to learn behavior through a process of communication. The learning includes the techniques of committing the crime (easy or hard) and the specific directions, motives, drives, rationalizations, and attitudes learned from definitions of the legal codes as favorable or unfavorable. The individual will then commit a deviant act if those conditions are more favorable to unlawful acts. The processes for learning the behavior are the same as in any legitimate avenue of learning, and, therefore cannot be explained solely on the general needs and values expressed by the individual. Other factors swaying the individual to commit a criminal act must be present. The best way for the behavior to be learned is within intimate personal groups; in this case the group being peers. The learned behavior may change in frequency of

actions, duration, intensity and priority depending on the social environment and context with which the individual is associated.

How, then, is Differential Association Theory directly linked to the acts of child sexual abuse and assault? For the purpose of this thesis, the theory has to be identified from both the perpetrator's perspective as well as the victim's, and Sutherland's theory provides an explanation in both arenas. Explanation is twofold: 1) a child is exposed to violence, and, in turn, learns the violence and is prone to victimization or acting like the perpetrator, and 2) learning the incorrect behavior through lack of education on the subject of sexual abuse and assault.

Childhood Exposure

A national survey of children's exposure to violence conducted by Finkelhor, Turner, Ormrod, Hamby, and Kracke in 2009 explains that most children are exposed to violence in their lives on a daily basis (p. 2). Each year in the United States, millions of children are exposed to violence in their homes, at school, and within their communities. The child's exposure comes in the form of being the victim or witnessing the criminal act on another person (Baum, 2005). A report on the Developmental Victimization Survey by Kracke and Hahn explains that from a nationally representative sample of 2,030 children ages 10 to 17, and the caregivers of children ages 2 to 9, seventy-one percent (71%) reported being witness to or being a victim of a crime within the last year of being surveyed. As explained earlier, the act of violence is a learned behavior, according to Sutherland. With the reported high levels of exposure to violence, learned criminal behavior is apparent, and Sutherland's theory is proven. The study conducted by

Finkelhor, et al. confirms that delinquent behavior by and victimization of adolescents exposed is at a high level.

Children who are exposed to violence undergo lasting physical, mental, and emotional harm. They suffer from difficulties with attachment, regressive behavior, anxiety and depression, and aggression and conduct problems. They may be more prone to dating violence, delinquency, further victimization, and involvement with the child welfare and juvenile justice systems. Moreover, being exposed to violence may impair a child's capacity for partnering and parenting later in life, continuing the cycle of violence into the next generation (2009).

Particular focus on juvenile offenders who were exposed to criminal acts, specifically sexual assault, upholds Differential Association Theory. Sexual abuse as a child often times contributes to adolescent sex offenders (Lambie et al., 2002), and being victim to sexual abuse is particularly relevant in preteen children with a history of sexual abuse offenses (Windom & Ames, 1994).

Incorrect Behavior Patterns

Another key factor upholding Sutherland's Differential Association Theory is the lack of education on the subject, and, from that, the incorrect behavior is learned by adolescents. In this case, violent and inappropriate behavior involving sexual assault and abuse.

Adolescent behavior and attitudes that encourage risk taking and the exploration of relationships with the opposite sex can also provide opportunities for predatory sexual encounters in an environment where the adolescent may not be aware of or understand the clues that indicate that he or she is in danger (Lindsay, n.d.).

According to a study conducted by the San Diego Police Department Sex Crimes Unit, major findings included a low level of knowledge about sexual assault reported to law enforcement by youth victims and abusers (Lindsay, n.d.). An example of youths' incorrect perception on the subject is portrayed in a study conducted by Cassidy and Hurrell. The purpose of the study was to investigate the effect of a victim's clothing on the subject's perception of the victim and the crime. Three hundred fifty-two (352) male and female high school students were told that a date rape had occurred. One-third of the group was shown a photograph of a woman victim dressed conservatively, another one-third was shown a photograph of a woman victim dressed provocatively, and the last one-third were not shown a photograph. Those students who viewed the photograph of the victim in provocative clothing were more likely than either of the other two groups to indicate that the victim was responsible for her assailant's behavior. Moreover, most concluded that his behavior was justified. Finally, the students were less likely to judge the act of unwanted sexual intercourse as rape (1995).

Finally, the incorrect learned behavior is influential on children at every level. Boland tells us that violence can be learned by a child at any age. This includes learning behaviors before a child enters school; specifically, a child can internalize societal messages about how boys and girls should behave. Children also learn these behaviors during school years; specifically, gendered-messages learned by peers as socially acceptable in how to treat boys and girls differently. This can include bullying, verbal slurs, harassment and even violence while in a relationship with another peer. Eventually, Boland tells us, these incorrect learned behaviors can streamline into one's

adult life and surface in violence including, harassment, sexual assault, and intimate partner abuse (1995).

School-Based Programs

“Schools may prevent delinquency if they successfully socialize people to fit into the society, yet the schools cause delinquency in those who reject that socialization,” (Gottfredson, 2001, p.1). In 2001 Denise C. Gottfredson provided us with a comprehensive analysis of the roles that schools play in the development of children, and the contributions that the school environment makes to delinquent behavior. Her research indicates that school-based prevention programs have great possibility of being effective in preventing youth violence when the measures are used on the correct group of adolescents. Also, it has been noted that school-based sexual assault prevention programs have a greater chance of reaching all children, which is important because this is also where children are at high risk for sexual assault (Topping & Barron, 2009).

Scope of the Problem

For decades sexual assault and harassment has been considered a form of school violence. Title IX of the Education Amendments of 1972 granted an individual the right to attend school in an environment that is free from sex discrimination and harassment (1975). Several statistics indicate, however, that the implementation of Title IX did not stop or even curb this type of violence in schools. As a matter of fact, peer-to-peer sexual harassment in K-12 schools has been well documented in several studies since the Title IX was granted (AAUW, 1993, 2001; Strauss, 1988; Stein, 1981, 1995, 1999; Stein et al.,

1993). Affirmation of Title IX was made in two United States Supreme Court decisions in the 1990s relaying a message to school administrators that a person's right to feel safe in his or her school environment was to be mandatory in schools (Franklin v. Gwinnett County, 1992; Davis v. Monroe County Board of Education, 1999). Several studies conducted between the years of 1993 and 2001 by the American Association of University Women and Nan Stein indicate that sexual harassment is tolerated and even normalized by school administrators and students quite frequently (1993, 2001; 1995, 1999). Students indicate that school administrators do not intervene when sexual harassment occurs and, sometimes, even perpetrate the problem when the problems are brought to their attention (Stein, 1995, 1999).

Finding the scope of the problem with sexual abuse, harassment, and assault in middle schools is a challenge. However, research suggests that adolescents begin to experience gender violence and harassment as early as age 12 (sixth or seventh grade) (Meyer & Stein, 2004). A study by Burcky, Reuterman, and Kopsky noted that 29 percent of girls reported their first incident of dating violence to have occurred between the ages of 12 and 13—the average age of students in sixth and seventh grades (1988).

AAUW conducted surveys in 1993 and again in 2001. Each polled 2,064 students in grades 8 through 11 on sexual assault and harassment in public schools. Both studies indicated high levels of sexual harassment in schools, with both showing that eight in 10 students experience some form of sexual harassment at some time during their school lives (AAUW, 2004). Surveys indicate that more than eighty percent of females are being sexually harassed (AAUW, 2001), sixty to seventy-nine percent of males are being

sexually harassed (AAUW, 1993, 2001; Tolman, Spencer, Rosen-Reynoso, & Porche, 2003), and one student in five fears being hurt or bothered in school (AAUW, 2001).

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

Studies indicate that gay, lesbian, transgendered, and bisexual students report harassment daily (Pogash, 2004). Some of these incidents escalate to criminal assault charges or human rights violations, setting a foundation for criminal and civil lawsuits (Walsh, 2003). A variety of surveys, including a 2005 online survey of 3,450 students 13–18 years of age and 1,011 secondary school teachers (Harris Interactive & GLSEN, 2005), as well as interviews with school staff and students and hotline callers (Human Rights Watch, 2001), presented an overwhelming portrait of a school environment that includes verbal and physical harassment because of perceived or actual appearance, gender, sexual orientation, gender expressions, race/ethnicity, disability, or religion (Harris Interactive & GLSEN, 2005). One-third of teens reported that students were

harassed due to perceived or actual sexual orientation. Because of their sexual orientation, two-thirds of lesbian, gay, bisexual, or transgendered students have been harassed verbally, 16 percent have been harassed physically, and 8 percent have been assaulted physically (Harris Interactive & GLSEN, 2005). Results from educators showed that 73 percent felt they had an obligation to create a safe, supportive learning environment for lesbian, gay, bisexual, or transgendered students, and 53 percent acknowledged that bullying and harassment of students was a serious problem at their schools (Harris Interactive & GLSEN, 2005). As will be outlined later in this section, educators and administrators are not always maintaining their responsibility of keeping these children safe.

Those Responsible

The Centers for Disease Control and Prevention's Youth Risk Behavior Survey, conduct annual research on various topics related to youth violence. Several studies based on these surveys have shown that up to sixty percent of teenage students experience dating violence (Silverman, Raj, & Clements, 2004). This violence includes physical, psychological, and sexual abuse (Meyer & Stein, 2004; O'Keefe & Treister, 1998). It is important to note that the Centers for Disease Control and Prevention's Youth Risk Behavior Survey do not study individuals younger than the eighth grade.

The type of friendship that these adolescents maintain has also been considered a factor in the peer-to-peer harassment and assault issue. In 1990 Duane Buhrmester conducted a study on adolescent adjustment by looking into the friendships that individuals maintain during preadolescents and adolescents. He suggest that pre-

adolescents (ages 10–13) and adolescents (ages 13–16) with intimate, satisfying friendships report that they are “less hostile” compared to peers involved in less intimate friendships.

Educational personnel are also responsible for some of the sexual harassment, sometimes as perpetrators and other times as spectators. The 2001 AAUW survey shows that 38 percent of the students reported being harassed sexually by teachers and other school employees. Stein indicates that school administrators and personnel were reported to have ignored or left the scene of an incident without further reporting or addressing the issue as well as ignored reports of sexual harassment when brought to their attention (1995, 1999).

As indicated earlier in this section, the United States Supreme Court has ruled in favor of Title IX. The Court has taken the issue a step further in mandating that the district in which the school is located is held liable for the actions that took place because of the lack in preventative measures where peer-to-peer sexual harassment is found (Davis v. Monroe County Board of Education, 1999). The Supreme Court recognized in upholding *Davis*, that although Title IX was a mandatory step towards safety for these children, the problem was still in existence. Moreover, *Davis* proposed and enforced a level of liability on the adults responsible for caring for these children.

Educational Resources and Preventative Strategies Utilized

Since the 1980s there has been a great deal of research on college-based and high-school based prevention programs throughout the 1990s. There is not much current literature on middle school and grade school programs, however. Of the literature that

was found, there was a need for further research as most showed only preliminary results for these programs. Consequently, these results showed an inherent reduction in risk for those adolescents who were educated on the subject (Zwi, 2007).

Expect Respect is an example of a comprehensive program that utilizes the elements posed by Finkelhor, et al. The program components focus on key content elements as well as various participation factors that are implemented over an extended period time in a child's school curriculum. This is implemented to prevent youth violence; specifically teen dating violence (Ball & Rosenbluth, 2008).

"Expect Respect engages school personnel in taking an active role in dating violence prevention. School policy development, a school climate survey, and school-wide awareness education are strategies that aim to decrease incidents of bullying, sexual harassment, and dating violence, increase healthy relationship behaviors; develop a positive school climate, and improve the safety of all students" (Ball, 2008, p. 21).

The analysis of the literature on the subject of school-based youth violence prevention found that there were consistent areas of importance that needed to be addressed and implemented in order to have a comprehensive and successful program. Finkelhor, Asdigan and Dziuba-Leatherman (1995) concluded that twelve elements were necessary to consider when implementing a comprehensive youth violence prevention program. The program content elements included sexual abuse, good and bad touch, confusing touch, incest, bullies, screaming and yelling to attract attention, abuse never being the child's fault, and telling an adult. Another key element was participation by members of the program. Another element was available information for the child to take home. Inclusion of parents with an informative meeting or meetings was important.

Finally, the repetition of providing the content and materials to the child was important and necessary for a comprehensive program.

Though many of the programs that currently exist introduce the idea of a comprehensive program, as proposed by Finkelhor, et al., few school-based sexual assault prevention programs target the age of those adolescents surveyed for this thesis. The information that will be presented will provide for a clear understanding of the implications of school-based sexual assault prevention programs for children ages 12 to 14 in the Kansas City area. Further, it is important to note that middle school aged children are highly influential at this age, and that is why educating and following up on sexual assault prevention and awareness is so important. Wolfe, Wekerle & Scott tell us that early adolescence has been characterized as a “window of opportunity” to expose young people to healthy relationship development and non-violent conflict resolution. A number of developmental issues in adolescence, such as learning autonomy and control and shifting emotional dependency from parents to peers, make this a particularly important time to provide educational opportunities with respect to non-violent relationships (1997).

Although it is understood that this sexual violence is apparent, and that the educational resources need to be presented in a comprehensive educational format to the appropriate age group, there is little known about the effectiveness of these programs (Greytak, 2003). This is especially true when the issue is focused on children in their pre-teen to early teenage years, or children in middle school. James Krivacska explains that there is no real data to indicate whether children are learning or interpreting correctly the messages taught in prevention programs. It has not been proven that these children

are even capable of interpreting what he considers to be “abstract concepts” for children of such a young age (1989). Further, the lack of research beyond the initial education process has been noted (Frazier, Valtinson, & Candell, 1995).

One of the few studies in the social work literature addressing dating violence prevention programs described a program that focused on changing attitudes and dispelling popular myths among both high school and junior high school students was the correct and necessary approach to curb this type of violence (Nightingale & Morrisette, 1993). Again, however, the authors note that there was not a formal follow-up or elongated education process that established or discredited the effectiveness of the program.

The review of the literature proves that the data is lacking on the effectiveness of these programs, and questioned if they are comprehended by the intended target group. The research presented in this thesis will provide information in the areas where the current literature is lacking on this subject.

CHAPTER 3

METHODOLOGY

Data Source

Data was collected from surveys conducted through the Teen Exchange Program organized through the Metropolitan Organization to Counter Sexual Assault (“MOCSA”). MOCSA was founded in 1975 with a mission “to lessen the ill effects of sexual assault and abuse through prevention, education, treatment, intervention and advocacy” (MOCSA, 2010, p. 1). MOCSA serves the entire Kansas City Metropolitan area including the counties of Jackson, Cass, Platte and Clay in Missouri, and Wyandotte, Miami and Johnson in Kansas. The 24-hour crisis line is considered the organization’s lead service that upholds their mission. MOCSA, however, provides many more services that promote prevention and education incorporating various age groups and social structures throughout the metro. The Teen Exchange Program is one of the many education services that MOCSA provides to area middle schools to prevent sexual assault and abuse.

In 1994 the United States Congress passed the “Violent Crime Control and Law Enforcement Act of 1994,” an act to control and prevent crime. Within that act Title IV was included. This Section, entitled “Violence Against Women,” is considered to be one of the greatest movements in women’s safety and the penalties that curb sex crimes against women of recent time (H.R. 3355, 1994). Today this act is commonly known as the Violence Against Women’s Act (“VAWA”). Along with creating an avenue of implementing tougher penalties for sex crimes, VAWA created a monetary pathway for

sex crime prevention all across the country. In 1999 the Rape Prevention Education (“RPE”) Grant was enabled through VAWA, and several RPE projects were incorporated into schools, businesses, and community centers nationwide. In 2003 MOCSA was selected by the Center for Disease Control (“CDC”) as one of four to receive a RPE technical grant. Tests were developed by MOCSA with help from the CDC, the Research Triangle Institute and Pitts State Consultant to form the Teen Exchange program. Teen Exchange is a multi-session school-based sexual violence prevention program for children in 6th, 7th, and 8th grade, typically between the ages of 12 and 14 years. The program’s curriculum, usually 8 to 9 sessions with a culminating project, was designed around industry standards set by the federal government. Core topics of discussion include healthy relationships, sexual harassment, sexual assault, drug facilitated rape, dating violence, gender stereotypes (especially through media literacy), and seeking help and/or resources for youth and others.

Sample

When the Teen Exchange program was still in its infancy, from spring 2004 through spring 2006, developers at MOCSA were interested in the impact that this program had on those children in the schools that facilitated this new resource. MOCSA followed middle school children, both male and female, from two metropolitan area schools through two full years in the program. The schools involved were Argentine Middle School and Central Middle School, both located in Wyandotte County, Kansas. The program was incorporated into physical education classes in both schools. The children at Argentine and Central participated in the Teen Exchange program in the

spring semesters of their 7th and 8th grade school years. The children also took part in a self-reported written survey prior to and following the 8 to 9 week session of Teen Exchange. Each student who participated was identified by a number based on the school roster. These numbers were held confidential by the school administrators and teachers, and MOCSA only utilized the numbers to make consistent errors known and to administer unique identifiers throughout the time period. Samples of both the pre and post surveys administered can be found in Appendix A and B (both surveys are identical except for pre/post name identifiers). All raw data obtained through the surveys was formatted and transferred into SPSS statistical software by the researcher for analysis and review.

Students were given passive consent by the children's parents. School administrators informed parents of the implementation of the program prior to the semester of their child taking the class. Parents were informed that their children would not be mandated to answer the questions on the surveys or participate in the program if they did not choose to. It was explained to parents, however, that they were giving "passive consent" to the school to allow for their child's participation if the parent or child did not object.

Demographics

MOCSA provided the demographics on both Argentine and Central middle schools, located in urban areas in the Kansas City Metropolitan area. At the time that the surveys were taken, Argentine Middle School had 685 students enrolled. Of these students, 52% were Hispanic, 23% were African American, 22% were Caucasian, and

3% of the students were of other racial and ethnic origin. Central Middle School had 655 students enrolled of which 63% were Hispanic, 17% were African American, 16% were Caucasian, and 4% were of other racial and ethnic origin. Both schools provided a free lunch program with Argentine having 86% of the student population participating in the program, and Central having 89% of the student population participating.

Research Questions

This research focused primarily on the changes in adolescents' attitudes and behaviors when involved in a school-based sexual violence prevention program.

Specifically, the data collected identifies the answer to the following research questions:

1. Does confidence increase in adolescents with sexual violence education?
2. How effective is sexual violence education in reducing sexually violent behaviors in adolescents?
3. Will sexual assault education increase one's awareness of a controlling partner?
4. Can sexual assault education help adolescents identify abusive behaviors?

The curriculum that is mandated through the Teen Exchange program and the surveys that were taken by the children will help to identify the answers to these questions.

Levels of Analysis

The goal of Teen Exchange is to teach adolescents how to positively approach a relationship in the hopes that those they will soon be engaging in are healthy, and that the individuals involved are cognizant of the situations that they are allowing themselves to enter into. The surveys allowed the researcher to determine how attitudes and behaviors changed based on four specific situations: name calling, spreading sexual rumors, grabbing or touching, and bragging. An individual's attitude, or change thereof, was determined by how they felt when they observed another's action regarding one of the situations. Their behavior was evaluated by the action they took, or did not take, at the time of the occurrence.

In order to address the four research questions in a comprehensive fashion, several different levels of analysis were considered during the evaluation process. First, univariate descriptive analyses are used to offer a more complete summary of the group evaluated; specifically, the adolescents' demographic variables including school, grade, age, sex, race, and ethnicity. Second, bivariate analysis is utilized to gain an understanding between the identifiers of the subjects and the actions or behaviors that they employ. Finally, multivariate models are utilized to determine whether combinations of independent variables included in the sample predict any significant changes in the attitudes and behaviors of adolescents toward sexual violence. This data was founded through logistic regression patterns.

Missing Data

At times, there were substantial amounts of missing data. There were approximately 150-200 students enrolled in the each class in each given semester. The response rate ranged from 30-122 respondents, depending on the semester and school. The low response rate is attributed to three primary factors. First, the participation rate varied by students each semester with levels of participation decreasing in the second year. Second, there was inconsistency in school attendance on the days that the surveys were administered. Finally, there were two occasions where a school failed to administer or return the surveys. The school sample is still representative by the populations within the data, however, the sample sizes decreased with the findings due to the missing information.

CHAPTER 4

FINDINGS AND ANALYSIS

Univariate Analysis

Chapter three identified the various methods that were used to conduct the statistics necessary to test the hypothesis. This chapter will show the outcome of those methods utilized to determine if adolescents' attitudes and behaviors change when involved in a school-based sexual violence prevention program. To best set the foundation of analysis and findings, a univariate analysis of the data will be presented followed by the frequency outcomes of the variables. Finally, the multivariate findings will be presented through a series of data tables.

Table 1 identified the frequencies of the demographics of the individuals who participated in the pre and post test their 7th grade year of middle school. The ages of the participants ranged from under age 12 to 15, but the average age for the seventh grade sample was 13. The pre-test sample of the surveys conducted had more male participants (n=197) than females (n=135) by nineteen percent (19%). There were more overall participants in the post survey as well as more females (51.1%) who participated during their seventh grade year. Both surveys yielded an overwhelming majority of Hispanic or Latino participants over all other ethnicities or races observed with the pre-test levels showing 56.3% (n=191) and post-test percentage of 60.5 (n=211). Finally, Central Middle School had more participants involved in both tests by almost ten percent. The pre-test figures show Central at 191 (55.8%) participants over Argentine with 151

(44.2%) participants. The post-test figures show Central at 195 (54.9%) participants over Argentine with 160 (45.1%) participants.

Table 1.--Frequencies of Demographics of 7th Grade Pre- and Post-Test Sample

Variable	<i>Pre-test</i>		<i>Post-test</i>	
	Total Number	Percentage	Total Number	Percentage
<i>Age*</i>				
Under 12	12	3.5%	18	5.1%
12	134	39.2%	143	40.5%
13	182	53.2%	171	48.4%
14	12	3.5%	20	5.7%
15	2	0.6%	1	0.3%
Mean		2.58		2.56
Median		3.00		3.00
Standard Deviation		0.65		0.69
<i>Gender**</i>				
Female	135	40.7%	180	51.1%
Male	197	59.4%	172	48.9%
Mean		1.60		1.49
Median		2.00		1.00
Standard Deviation		0.51		0.50
<i>Race or Ethnicity***</i>				
American Indian or Alaska Native	1	0.3%	1	0.3%
Asian	15	4.4%	14	4.0%
Black or African American	52	15.3%	45	12.9%
Hispanic or Latino	191	56.3%	211	60.5%
White	37	10.9%	39	11.2%
Bi-Racial or Other****	43	12.7%	39	11.2%
Mean		4.35		4.34

Table #1.--Continued

Median			4.00		4.00
Standard Deviation			1.35		1.29
<hr/>					
School					
Argentine Middle School	151	44.2%		160	45.1%
Central Middle School	191	55.8%		195	54.9%
Mean			1.56		1.55
Median			2.00		2.00
Standard Deviation			0.50		0.50

*Data shown in table does not include 2 participants in the post-test who did not fill out this question on the survey.

**Data shown in table does not include 3 participants in the pre-test and 3 participants in the post-test who did not fill out this question on the survey. Also, 1 participant's answer was miscoded as a 4 in the pre-test for this answer.

***Data shown in table does not include 6 participants in the post-test who did not fill out this question on the survey.

****Participant was allowed to choose an “other” category in the survey. This finding includes participants who chose “other” as well as participants who chose more than one answer for race or ethnicity.

Table 2 identified the frequencies of the demographics of individuals who participated in the pre and post test their 8th grade year of middle school. Again, the ages of the participants ranged from under age 12 to 15 with the average still being 13 years old. It should be noted, however, that the age range was not as wide with this sample group, and the overall percentage for this age group was dominant over all others at 62.3% and 55.8%, respectively. The eighth grade surveys yielded more male participants than females at quite a large rate. Pre-test data shows that 135 (60.8%) of males participated in the survey, while 149 (61.1%) participated in the post-test. Again Hispanic or Latino is what most participants related to when asked about their race or ethnicity in both surveys showing 63.7% (n=142) and 64.6% (n=159), respectively. Central Middle School students held 52.4% (n=118) of the pre-test sample size.

Argentine Middle School students, however, yielded 54.9% (n=135) of the sample size when looking at the post-test outcomes.

Table 2.--Frequencies of Demographics of 8th Grade Pre- and Post-Test Sample

Variable	<u>Pre-test</u>		<u>Post-test</u>	
	Total Number	Percentage	Total Number	Percentage
<u>Age*</u>				
Under 12	2	0.9%	0	0.0%
12	5	2.2%	2	0.8%
13	139	62.3%	135	55.8%
14	72	32.3%	97	40.1%
15	5	2.2%	8	3.3%
Mean		3.33		3.46
Median		3.00		3.00
Standard Deviation		0.60		0.58
<u>Gender**</u>				
Female	87	39.2%	95	38.9%
Male	135	60.8%	149	61.1%
Mean		1.61		1.61
Median		2.00		2.00
Standard Deviation		0.49		0.49
<u>Race or Ethnicity***</u>				
American Indian or Alaska Native	1	0.4%	0	0.0%
Asian	6	2.7%	4	1.6%
Black or African American	36	16.1%	37	15.0%
Hispanic or Latino	142	63.7%	159	64.6%
White	21	9.4%	26	10.6%

Table #2.--Continued

	Bi-Racial or Other****	17	7.6%	20	8.1%
	Mean		4.19		4.27
	Median		4.00		4.00
	Standard Deviation		1.16		1.14
<hr/>					
School	Argentine Middle School	107	47.6%	135	54.9%
	Central Middle School	118	52.4%	111	45.1%
	Mean		1.52		1.45
	Median		2.00		2.00
	Standard Deviation		0.50		0.50

*Data shown in table does not include 2 participants in the pre-test and 4 participants in the post-test who did not fill out this question on the survey.

**Data shown in table does not include 3 participants in the pre-test and 2 participants in the post-test who did not fill out this question on the survey.

***Data shown in table does not include 2 participants in the pre-test who did not fill out this question on the survey.

****Participant was allowed to choose an “other” category in the survey. This finding includes participants who chose “other” as well as participants who chose more than one answer for race or ethnicity.

Bivariate Analysis

Independent Variables

Several independent variables were identified based on the extant literature. These factors have all been (or are believed to be) linked to individuals’ susceptibility to violence and/or sexual abuse as well as their likelihood of condoning or adopting such ideologies. The surveys used were designed to allow for the answers to best suit the feeling or action of the participant regarding that particular question or circumstance. The independent (factor) variables identified were taken from the answers produced from

questions 1 to 17 and maintained one of four possible answers by each participant: 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree. These seventeen questions were designed to form independent variables created through a factor analysis conducted on questions that would yield a similar outcome. There are seven independent variables that were created when several varimax rotation analyses were performed to identify commonality among the questions. Table 3 identifies these seven independent variables.

Gender Equality

The results from the component analyses from the varimax rotations loaded ‘males and females should have equal say in dating relationships’ and ‘it is only a female’s role to say “no” to sex’ well together. This yielded a summary index labeled *Gender Equality*. It is important to note that identifying the incidents or actions that foster identity based on one’s gender is a key element in a person’s socialization. As explained in Chapter 3 by the theory to which this research is based, individuals learn behavior through socialization. It is most significant to a person when the behavior or action is learned through the significant persons in their lives. If an adolescent’s gender identity is compromised and unequal, the appropriate socialization skill is lost and incorrect learned behavior is maintained. As explained by Boland in the literature review, gendered messages are portrayed in the early school years. If perceived incorrectly, the behaviors could streamline into adulthood and could lead to abuse in relationships (1995).

Consent Knowledge

The outcome variable labeled *Consent Knowledge* was also derived through a factor analysis. The questions that loaded well in the rotation were ‘it is okay to pressure someone to have sex with you when they are drunk or high’, it is okay to have sex with someone who is passed out or asleep’, and if someone is making out with me, it is okay to pressure them to have sex or pressure them to do other sexual things’. This independent variable relates an important element of socialization that was also mentioned in Chapter 2 when reviewing Differential Association Theory and its relation to the research at hand. Anderson and Dyson mention that education is a social element that informs children about the world (2001). This element is important in developing social skills and must come from a perspective that is clear on expectations, guidelines and definition. Knowledge regarding issues associated with sexual consent clearly fall within the element of education, and is an important variable in determining adolescent behavior and attitude changes.

Myths & Beliefs

Myths and Beliefs associated with sexual activity and relationships were identified through the loading plots of two similar variable questions: ‘if a girl dresses in sexy clothes, it means she wants to have sex’ and ‘most rapes are committed by a stranger’. Although these variables do not seem similar at first glance, they both are associated with the myths that surround the topic of sex and may, ultimately, lead to a criminal act if an action is misunderstood. Again, this relates to the discussion in Chapter 2 regarding the educational element of socialization and the incorrect behavior patterns that Differential Association Theory maintains will happen if the elements are not properly introduced and

upheld. There was an example given that involved the San Diego Police Department Sex Crimes Unit regarding low levels of knowledge on these exact issues listed. It is important, then, for this research to reflect the difference, if any, in the participants' answers before and after the program.

Identifying Healthy Relationships

The fourth independent variable derived from the varimax rotation was *ID Healthy Relationships*. The questions that loaded well to form this new variable were 'If y friends found out that I threatened or physically hurt someone I was dating, they would be upset with me' and 'if someone pays for a date, they have the right to expect sex from their date'. These two questions focus on an individual's ability to identify appropriate and healthy behaviors in their dating relationships. The literature reflects the enormous problem with childhood exposure to crime and how it influences children in their socialization processes. It has been noted in the research that crime is a learned behavior. This independent variable included in the research should reflect the exposure that the children had to relationship behaviors and how that will affect the outcome variables.

Identifying Permissive Sexual Harassment

ID Permissive Sexual Harassment was created when similarity was found between the following questions in the survey: 'if you are just joking, it is okay to touch or grab someone in a sexual way without their permission', 'it is okay to brag about having sex with someone that you are dating', 'if I ignore sexual harassment it will stop', and 'it is okay to make sexual comments to someone who dresses "sexy"'. Again, as Sutherland's theory upholds, crime is a learned behavior. Forms of sexual harassment are of no exception. It was noted that sexual harassment is a problem in schools today,

and is an issue that is not dealt with by school administrators. It is important for the research to indicate if sexual harassment is identifiable to the participants. If the outcome is a perceived problem, this research would serve as a caveat to further investigation and analysis on how to deal with this in schools.

Appropriate Sexual Activity

A similar loading plot was created when the two following questions were placed together: 'it is okay for my boyfriend or girlfriend to say "yes" to sex at first and then change his or her mind' and 'if a person does not say no when you come on to them, it means that they want to have sex'. The new variable yielded from this loading plot was *Appropriate Sexual Activity*. The literature states that the most effective educational resources and preventative strategies currently used include a twelve topic comprehensive approach to preventative education. Some of those topics include good and bad touch, confusing touch, and bullies. These important topics are reflected in the questions that make up this independent variable. It is necessary to utilize this variable when analysis is made to get a better understanding of the curriculum of Teen Exchange and what the individuals are retaining from the program.

Prevention Knowledge

Finally, question seventeen (17) of the survey was utilized as an independent variable to identify the participants' *Prevention Knowledge*.² This variable is used to see the direct impact the program has on the individuals when tested against the outcome variables. Ultimately, the goal of the research is to change adolescents' attitudes and

² As mentioned, various combinations of principal component analyses with varimax rotations were performed. 'It is okay to make fun of someone if they are different from you' did not load well with any of the seven variables identified. The researcher did not find significance in creating another independent variable with the answers to this question as it would not have changed the results to the hypothesis.

behaviors. This variable is a clear indicator of what those attitude changes are in respect to the behavioral outcome variables.

As indicated in Table 3, the mean, median and standard deviation for each of the independent variables were not at all different. The component regression scores of this summary index are used in the multivariate analyses.

Dependent Variables

Expectations of the data findings are that the middle school students who successfully participated in MOCSA's Teen Exchange Program should have changed their attitudes and behaviors discussed in the research questions including, an increase in self-confidence, reducing sexually violent behaviors, awareness of a controlling partner in a relationship, and identifying abusive behaviors in partner.³ The outcome (dependent) variables relate directly to these research questions, which were outlined in the previous chapter. Much like the independent variables, a factor analysis was conducted to determine what questions on the survey "best fit" the outcome variables outlined in the research questions. The outcome variable topics are also listed in Table 3; and the respective questions from the survey that relate to the outcome topics are listed below those headings.⁴ All percentage amounts in the table reflect analysis on the variables' recode of 0.

³ The dependant (outcome) variables were dichotomized to form a definitive percentage outcome in the bivariate analysis as well as in the logistic regression models performed during multivariate analysis.

⁴ All outcome variables run through various combinations of varimax rotations; and the variables that loaded well together were identified.

Participant Confidence

Those answers listed under *One's Confidence in the Following Activities* refer to question 28 of the survey, and relates to the research question regarding self-confidence mentioned in Chapter 3.⁵ The questions included in the factor analysis that make up this variable include 'stand up for yourself in your relationships', 'break up with someone who is putting you down', 'control your temper when you are angry', 'tell your dating partner when you feel hurt or upset with him or her', 'choose a dating partner who will treat you well', 'and 'talk with your dating partner about sex to find out whether they are ready'. In this series of questions, participants were asked to decide on their level of confidence regarding sexual topics and relationships. The participants were asked to answer in one of five ways: 1=Very Confident, 2=Somewhat Confident, 3=Not Sure, 4=Not Very Confident and 5=Not At All Confident. The variable answers were dichotomously recoded with a logical break found between code 2 and 3. Therefore, all variables in question 28 were recoded as 1 and 2 becoming 0, and 3,4 and 5 becoming 1. The confidence level in each category, with the exception of 28a: 'stand up for yourself in relationships' actually increased on all post-tests conducted in the research. Question 28a had a slight decrease with a pre-test percentage of 50.6, and a post-test percentage of 50.2.

Participant Behavior

Question 29 on the survey was analyzed in a similar way. A loading plot was formulated on these questions, and similar outcomes were found. *How Often It's Okay To* relates to the behavior patterns of those surveyed. This variable is directly related to

⁵ Question 28d was left out of the survey analysis as it did not load well in the varimax rotation.

the research question regarding the effectiveness of sexual violence education in reducing violent behaviors in adolescents. The model includes the following questions in relation to the outcome variable: ‘touch someone in a sexual way even if they have not given your permission’, ‘call a girl a slut or ho’, and ‘make sexual comments towards someone that you don’t know well’. The answers were listed and coded in the following way:

1=Never, 2=Rarely, 3=Sometimes, 4=Often and 5=Always. Again, the variable answers were dichotomized at the logical break in answers found by the researcher. Answers 1 and 2 were recoded to 0; and answers 3,4 and 5 were recoded to 1. Interestingly, it was found that a lower percent of participants yielded answers coded at 0 in the post-test for all three variables tested.

After various combinations of component analysis were conducted on the last question of the survey (question 31), the loading plots found similarities in the inquiries related to the two remaining research questions. The answers to the questions in 31 were listed and coded in the following way: 1=Not Abuse, 2=Not Sure, 3=Maybe Abuse and 4=Definitely Abuse. Like with the previous outcome variables, the answers to 31 were dichotomized and recoded to make the answers split down the middle making answers 1 and 2 equal 0, and making answers 3 and 4 equal to 1. The answers varied according to the percentage findings at 0.⁶

Awareness of a Controlling Partner

Identifies a Controlling Partner outlines the third question regarding the hypothesis. ‘Is possessive’, ‘consumes free time and takes away from friends’, ‘hits walls or throws objects’, ‘puts down or calls names’, and ‘drives fast to scare’ are the

⁶ Questions 31b and 31j did not load well in the varimax rotation and were, therefore, left out of the analysis.

survey questions related to this outcome variable topic. All post test percentages increased in relation to this variable question. The most notable increase was with the participants' identification of a possessive partner with an increase in awareness of 9.1% in the post-test model.

Abusive Partner

Finally, the remaining questions in number 31 on the survey and are found under *Identifies Abusive Behaviors in a Partner*. The identifiers correlated to the topic addressing the last research question include 'pressures you to dress in a certain way', 'controls you', 'says they will commit suicide if you break up', and 'pressures you to have sex or do other sexual things'. Respondents identified an abusive partner in a relationship more often in the post-tests regarding questions 31g ('pressures you to dress a certain way') and 31h ('controls you'). 31 g had an increased awareness of the abusive behavior by 4.2%, and 31h had an increased awareness of the abusive behavior by 1.2%.

Table 3.--Descriptive Statistics on Variables on Sex Related Issues†

	<u>Pre-Test</u>				<u>Post-Test</u>			
	Mean	Median	Standard Deviation	%	Mean	Median	Standard Deviation	%
Gender Equality	-0.08	-0.20	0.78		-0.08	-0.20	0.78	
Knowledge Regarding								
Consent	0.06	-0.36	1.03		0.06	-0.36	1.03	
Myths & Beliefs	0.20	-0.13	1.00		0.20	-0.13	1.00	
ID Healthy v. Unhealthy								
Relationships	-0.11	-0.12	1.00		-0.11	-0.12	1.00	
ID Types of Sexual								
Harassment	0.06	0.06	1.01		0.06	0.06	1.01	
Appropriate Sexual Activity	0.05	-0.72	1.04		-0.05	-0.72	0.97	
Knowledge on Prevention	2.55	3.00	0.93		2.56	3.00	0.91	
<i>One's Confidence in the</i>								
<i>Following Activities:</i>								
Stand Up for Themselves in								
Relationships				50.6				50.2
Breakup with Someone				54.0				55.0
Putting Them Down								
Controls Temper when								
Angry				58.5				61.9
Expresses Hurt or Anger								
Towards Partner				53.0				55.1
Choose Dating Partner Who				40.5				46.1
will Treat Them Well								

Table #3.--Continued

Talk with Dating Partner About Sexual Readiness	65.0	68.2
<i>How Often It's Okay to:</i>		
Touch Someone in a Sexual Way Without Permission	66.7	65.4
Call a Girl Slut or Ho	65.4	60.1
Make Sexual Comments Towards Stranger	66.3	64.2
<i>Identifies a Controlling Partner:</i>		
Is Possessive	48.4	57.5
Consumes Free Time & Takes Away from Friends	44.5	47.8
Hits Walls or Throws Objects	26.2	26.3
Puts Down or Calls Names	17.8	22.2
Drives Fast to Scare	28.0	29.7
<i>Identifies Abusive Behaviors in a Partner:</i>		
Pressures to Dress in Certain Way	66.7	62.5
Controlling	60.2	59.0
Claims Will Commit Suicide if Broken Up With	49.9	52.3
Pressures to Have Sex or Other Sexual Things	85.4	85.5

† The descriptive statistics are based on the complete sample set (n=1372)

Multivariate Analysis

Tables 4 through 8 reflect the binary logistical regression models of each dependant variable. These tables should identify that if the sexual violence education program was successful, then the analyses will demonstrate that adolescents' confidence will increase, there will be a reduction in sexually violent behaviors, they will have an increased awareness of a controlling partner, and they will be able to identify abusive behaviors in relationships. The variable answers for race/ethnicity were recoded to dichotomize each variable answer 0-1. For example, the variable answer black or African American was recoded to form a 0 for all code 3 (black or African American) answers, and a 1 for all other answers (American Indian or Alaska Native, Asian, Hispanic or Latino, White, or Other), making it dichotomized to reflect the level of black/African Americans overall.^{7 8} Finally, the factor variables listed were analyzed through factor analysis. Multiple varimax analyses were performed, and the variables that loaded well together make up the factor variables listed. The factor variables described in Table 3 were utilized in each binary logistic regression model as the independent variables to test significance of change from pre-test to post-test. These models give way to answers to the questions posed in Chapter Three in relation to the hypothesis.

⁷ Individuals who answered 'White' were dichotomized through recoding, and were considered the reference group for all logistical regression models.

⁸ Gender was recoded from 1-2 to 0-1 to identify the male vs. female relationship in a significance regression model. Male (r=1) is represented in all model findings.

Research Question 1: Does confidence increase in adolescents with sexual violence education?

In general, the outcome variables indicate positive and negative correlations depending on the variable question analyzed in the data. Overall, the findings demonstrate that confidence in adolescents does not increase when they participate in a sexual violence education program. The impact did not have a significant negative impact per the findings, either.

Table 4 represents binary logistic regression models for *One's Confidence in Standing Up for Themselves in Relationships* both before and after the education process took place. This model is indicative of all regression models conducted in relation to the survey questions making up the outcome variable that answers the research question. In Table 4 grade is negatively associated with one's confidence in standing up for themselves in relationships in results from both the pre and post-test models provided. There was no correlation with blacks and their confidence in standing up for themselves in the post-test that was significant. Although the model indicates that there was a positive association with this variable, the dichotomization was 0-1 for each identified race/ethnic group. Therefore, a positive significance actually indicates a lack of significance with the noted type. There was a positive correlation in the pre-test, as well; however, it was not significant.

Those who advocate gender equality values were significantly more likely than those who did not to be confident in standing up for themselves in relationships, but this was not the case following treatment. After the education program, those who support gender equality were not significantly different from those who previously did not to be

more confident in standing up for themselves in relationships. On the contrary, those who were more likely to have very lax attitudes regarding sexual consent were less likely to be confident in standing up for themselves in relationships, but following the education program were more likely to express confidence. Finally, there was a significant positive association with the participants being able to prevent or reduce the risk of sexual assault in the pre-test. A positive association was found with participants following the program, however, they were not significantly confident in their ability to prevent or reduce the risk of sexual assault in their confidence in standing up for themselves in a relationship. A positive association was found in the post-test, but it was not significant. Overall, the findings indicate that a significant change was not found in one's confidence in standing up for themselves in a relationship after the school-based education program on almost every level.^{9 10}

⁹ There is a significant negative association with the grade in both in the pre and post-test model of Table A. In other words, the lower the grade a Respondent was in meant that they had less confidence in breaking up with someone who was putting them down. The post-test model shows black or African Americans answered significantly less than other racial or ethnic groups. Grade and ethnicity were the only two factors that were of significance in the post-test model in Table A. There were two variables in the pre-test model that showed a significant correlation to the outcome variable. Respondents showed a significant positive association regarding the variables that identify sexual advances and confidence in ways to prevent or reduce the risk of sexual assault. (See Appendix C)

¹⁰ The pre and post-test models indicate significance in that if the participant is in a lower grade, there is a negative impact on the variable outcome. It is noted that if they identified themselves as black or African American in either model, they were not in the majority. There was an extreme positive significant correlation in the pre-test model with one's ability to prevent or reduce the risk of sexual assault; however, that was the only significant correlation found. The post-test model indicated two areas of significance. It was found that respondents were almost 21% more likely to understand and identify the myths and beliefs regarding sexual assault related to the dependant variable. There was a negative association, however, with the participants' ability to identify types of sexual harassment in relation to the outcome variable. (See Table B in Appendix C)

Table 4.--Binary Logistical Regression Model for One's Confidence in Standing Up for Themselves in Relationships

		<u>Pre-Test</u>		<u>Post-Test</u>	
	b		SE	b	SE
<i>Demographic Characteristics</i>					
Age	0.063		0.170	-0.138	0.159
Grade	-0.907	***	0.235	-0.588	**
Gender					
Female (reference group)					
Male	0.695	**	0.236	-0.061	0.214
Race/Ethnicity					
White (reference group)					
Black or African American	0.369		0.344	0.631	*
Hispanic or Latino	0.085		0.287	0.026	
Other	0.442		0.341	0.156	
<i>Factor Variables</i>					
Gender Equality	0.444	**	0.148	-0.062	0.085
Knowledge Regarding Consent	-0.303		0.337	0.153	0.350
Myths & Beliefs Regarding Sexual Assault	-0.051		0.116	0.112	0.113
ID Healthy vs. Unhealthy Relationships	-0.051		0.123	0.092	0.115
ID Types of Sexual Harassment	0.227		0.143	-0.083	0.140
ID Sexual Advancements	0.284		0.312	0.007	0.309
Preventing/Reducing the Risk of Sexual Assault	0.230	*	0.114	0.185	0.108
Log pseudo-likelihood			-535.819		-618.291
Pseudo R-squared			0.171		0.101
* p<.05	** p<.010	*** p<.001			

Binary logistical regression models for *One's Confidence in Choosing a Dating Partner Who Will Treat Them Well* are identified in Table 5.¹¹ There is a strong negative correlation between the outcome variable and the grade the child associated themselves with in both models. It is perceived once again that the lower the grade the participant is in, the less likely they are to choose a dating partner who will treat them well. There were positive and significant associations between all race/ethnicity variables and the outcome variable tested in Table 5. Again, this indicates that there was actually no significance to the identified variable types for race/ethnicity and one's confidence in choosing a dating partner as the significance is only indicated by a negative correlation.

Prior to their participation in the program one's ability to prevent or reduce the risk of sexual assault was, again, significantly and positively associated with participants' ability to choose a dating partner who would treat them well. There was still a positive association in the respondents' ability to choose a good partner in the post-test model, but it was not significant. The post-test model indicated significant correlations in three areas. The respondents' knowledge regarding consent increased for a positive association before the program to a significantly positive association after the program with relation to their confidence in choosing a good dating partner. Participants' ability to identify healthy versus unhealthy relationships was negatively associated with their confidence in choosing a dating partner who would treat them good before Teen Exchange; however, the post-test model showed a significantly positive association after the program

¹¹ The lower in grade the participant was involved, the more negative of an impact it had. Interestingly, each of the variables involving the race or ethnicity of the participant played no significant role in either outcome model. The pre-test model showed two slightly significant variables: gender equality and preventing or reducing the risk of sexual assault after being involved in the program. The data indicated that it was 0.124 greater chance of prevention. (See Table C in Appendix C)

($b=0.288$). Finally, respondents' ability to identify forms of sexual advancements by others negatively impacted their confidence in choosing a dating partner who would treat them well before their involvement in the program with $b=-.0374$. The post-program findings indicate that the youths' ability to identify sexual advancements when associating it to choosing a good dating partner actually became significantly negative with $b=-.777$. The results are shown in the table below.¹² All tables related to the outcome of this research question can be found in the Appendix, and the significance of each is noted.

Research Question 2: How effective is sexual violence education in reducing sexually violent behaviors in adolescents?

The second question to which the research focused was how effective sexual violence education was in reducing sexually violent behaviors in adolescents. There are three binary logistic regression model tables that identify the results to the variables that make up the general outcome of the findings in relation to this question. As with the variable models that answered the first research question, the results of the regression models that pertain to this research question had mixed findings. Overall, the findings indicate that the factor variables were negatively impacted when compared to the outcome variable questions both before and after adolescents' participation in the

¹² Table D indicates that grade was significant and negatively associated with the variable. The pre-test variables indicate significance with identifying gender equality as positively and significantly related to the outcome variable. There was a negative significant correlation with myths and beliefs regarding sexual assault and one's confidence and their sexual readiness. The pre-test model, again, indicates that the respondents had a significant positive relationship between their ability to confidently talk with their partner about sexual readiness and their ability to prevent and/or reduce their risk of sexual assault. The post-test model also indicated a positive significance association in with this variable. In the post-test model respondents were found to have a positive association with the outcome variable when identifying healthy versus unhealthy relationships. (See Appendix C)

program. It should be noted, though, that there were some areas in the findings that were positively associated with the outcome variables.

¹³Table 6 focuses on the respondents' answers to *How Often it is Okay to Call a Girl Slut or Ho*. This table is indicative of all binary logistic regression models that were utilized to produce the overall findings with respect to this research question. This behavior variable yielded some interesting and significant outcomes. Again, both the pre and post-test models identified that the higher in grade the participant, the more likely they are to understanding the inappropriateness of calling a girl a slut or ho.

When the respondents were asked to identify myths and beliefs associated with sexual assault in comparison with how often it was okay to call a girl a slut or a ho before receiving the education, they were less likely to identify myths properly. The negative association became significant per the findings of the post-test results. Prior to their participation in the program, participants indicated that they could identify types of sexual harassment when associating the variable with their frequency in finding it okay to call a girl a slut or ho ($b=0.390$). After participation in the program, the youth were still positively associating the two, however, it was at a slightly less significant rate ($b=0.375$). Participants were less likely to prevent or reduce their risk of sexual assault when associating the answers to their perception of how often it was okay to call a girl a

¹³ There was a positive and significant association with grade in both models for Table E. Age was significantly and positively related to the respondents' decisions on the pre-test model. Also in the pre-test model there was a negative significance associated with the race/ethnicity variable labeled black or African American, meaning they were the majority of those who answered in this instance. Finally, the research indicates that there was a negative impact on the variable in both models regarding the participants identifying types of sexual harassment in relation to the outcome variable

Table 5.--Binary Logistical Regression Model for One's Confidence in Choosing a Dating Partner Who will Treat them Well

	<u>Pre-Test</u>			<u>Post-Test</u>		
	b		SE	b		SE
<i>Demographic Characteristics</i>						
Age	0.100		0.198	0.060		0.188
Grade	-2.428	***	0.299	-2.371	***	0.289
Gender						
Female (reference group)						
Male	-0.411		0.274	-0.042		0.259
Race/Ethnicity						
White (reference group)						
Black or African American	1.928	***	0.427	1.765	***	0.386
Hispanic or Latino	1.781	***	0.366	1.534	***	0.319
Other	1.881	***	0.422	1.746	***	0.395
<i>Factor Variables</i>						
Gender Equality	0.064		0.167	0.151		0.144
Knowledge Regarding Consent	0.555		0.410	0.909	*	0.430
Myths & Beliefs Regarding Sexual Assault	0.056		0.139	0.245		0.138
ID Healthy vs. Unhealthy Relationships	-0.060		0.148	0.288	*	0.136
ID Types of Sexual Harassment	-0.026		0.173	-0.104		0.175
ID Sexual Advancements	-0.374		0.384	-0.777	*	0.378
Preventing/Reducing the Risk of Sexual Assault	0.358	**	0.135	0.497		0.129
Log pseudo-likelihood			-416.073			-464.585
Pseudo R-squared			0.456			0.438
* p<.05 ** p<.010 *** p<.001						

slut or ho. Their ability to prevent or reduce their risk of sexual assault decreased significantly after the program. Table 6 shows the results of the binary logistic regression models utilized for this variable outcome. The other binary logistic regression models associated with the overall findings associated with this research question can be found in the appendix, and the significance for each has been noted.¹⁴

Research Question 3: Will sexual assault education increase one's awareness of a
controlling partner?

The third research question associated with the hypothesis deals with adolescents' awareness of a controlling partner. In general, their ability to identify a controlling partner when associated with the factor variables was slightly positive. The research does not indicate that the positive correlation was of great significance in the overall findings although it was a slight change that needs to be noted.¹⁵

¹⁴ Positive significance was found with the grade in the survey in both cases being almost 0.3 times more likely to respond positively to the variable question. The pre-test model yielded no other significant variables in its results. The post-test model, however, concluded five more significant outcomes; all but one of which was negatively associated. (See Table F in Appendix C)

¹⁵ The grade variable has positive significance associated with the outcome in the post-test model only. There were also negative correlations on all identifiers related to the respondents' race or ethnicity, in the post-test model only. The pre-test model indicates that males answered the outcome variable question more often as there is a negative significance associated with it. The pre-test model also indicates that respondents were 0.111 more likely to respond positively to detecting myths and beliefs regarding sexual assault. A positive outcome was found on respondents identifying types of sexual harassment and sexual advancements. Finally, respondents were 0.114 times less likely to identify ways to prevent or reduce the risk of sexual assault. (See Table G in Appendix C)

Table 6.--Binary Logistical Regression Model for How Often it is Okay to Call a Girl Slut or Ho

	<u>Pre-Test</u>		<u>Post-Test</u>	
	b	SE	b	SE
<i>Demographic Characteristics</i>				
Age	0.144	0.191	0.267	0.186
Grade	1.666 ***	0.287	1.660 ***	0.280
Gender				
Female (reference group)				
Male	-0.386	0.260	-0.407	0.251
Race/Ethnicity				
White (reference group)				
Black or African American	-0.248	0.475	-0.441	0.459
Hispanic or Latino	-0.022	0.413	-0.338	0.362
Other	-0.087	0.482	0.215	0.208
<i>Factor Variables</i>				
Gender Equality	0.252	0.168	0.080	0.089
Knowledge Regarding Consent	0.163	0.374	-0.345	0.406
Myths & Beliefs Regarding Sexual Assault	-0.164	0.135	-0.279 *	0.131
ID Healthy vs. Unhealthy Relationships	-0.156	0.142	0.117	0.132
ID Types of Sexual Harassment	0.390 **	0.163	0.375 *	0.161
ID Sexual Advancements	-0.203	0.350	0.222	0.356
Preventing/Reducing the Risk of Sexual Assault	-0.118	0.144	-0.499 ***	0.140
Log pseudo-likelihood		-446.012		-495.455
Pseudo R-squared		0.274		0.341
* p<.05 ** p<.010 *** p<.001				

The binary logistical regression models identified in Table 7 show the results associated with the outcome variable for *Identifying When a Partner is Controlling, in General*. These findings are indicative of the overall analysis of the variable outcomes associated with this research question. There is a strong positive association with the participants' grade, once again. This indicates the higher the grade the individual, the more likely they are to identify a partner who is generally controlling in a relationship. Again, there is a negative and significant association with all variable types related to race or ethnicity in both models represented in both models. This indicates that if respondents identified themselves as black or African American, Hispanic or Latino, or bi-racial, they most often identified a controlling partner.^{16 17}

Respondents were more likely to identify a healthy relationship while also identifying a controlling partner prior to involvement in the program. The responses significantly increased in association with the post-test findings. Participants were unable to identify types of sexual harassment prior to Teen Exchange, if they had to also identify a controlling partner. Upon completion of the program the youth were 0.138 times more likely to identify types of sexual harassment when identifying a controlling partner. They are 0.171 times more likely to positively associate identifying a sexual advancement in relation to this dependent variable.

¹⁶ Table H did not show a correlated significance with any demographic or factor variables listed in either the pre or post-test model. (See Appendix C)

¹⁷ Both the pre and post-test models indicate the same significance. There was a positive and significant association in relation to grade. There was a negative association that was significant on all dichotomized racial or ethnic types represented. Both models indicate that there was a negative association between the dependent variable and the respondents' ability to prevent or reduce the risk of sexual assault. (See Table I in Appendix C)

Finally, both models, again, indicate a negative and significant association in preventing or reducing the risk of sexual assault in regard to identifying when a partner is controlling in a relationship.¹⁸ All significant data has been noted, and the remaining tables can be found in the appendix.

Research Question 4: Can sexual assault education help adolescents identify abusive behaviors?

The final research question helps to determine if adolescents participating in Teen Exchange will be able to identify abusive behaviors in acquaintances. Although it was slight, there was a noted increase in the participants' ability to identify abusive behaviors after going through the sexual violence education process. All binary logistic models associated with this outcome indicate an overall positive increase. There were slight differences in each model that are noted.

Table 8 is the final binary logistic regression model representing the findings to the last research question related to the hypothesis. The model focuses on the outcome variable of *Identifying an Abusive Partner when Pressured into Sex or Sexual Actions*.¹⁹

¹⁸ There is a significant association found with grade in each model; however, the association is negative. Again, variables that identify race or ethnicity are significantly associated in each model, however, they are positive associations. The outcome variable was significantly and positively associated in each of the models regarding the factor variable indicating one's ability to prevent or reduce the risk of sexual assault at 0.140 and 0.135 times more likely, respectively. (See Table J in Appendix C)

¹⁹ The pre-test participants were 0.163 times more likely to positively identify abuse in a partner when the variable of gender equality was compared to the dependent variable. Post-test participants were 0.150 times more likely to identify this factor. Post-test respondents were also 0.136 times more likely to respond to identify healthy relationships when the variable was analyzed with this identified variable. Finally, both models indicate that there is a significant and positive association with the outcome variable and the participants' ability to prevent or reduce the risk of sexual assault. (See Table K in Appendix C)

Table 7.--Binary Logistical Regression Model for Identifying a Partner is Controlling, in General

	<u>Pre-Test</u>			<u>Post-Test</u>		
	b		SE	b		SE
<i>Demographic Characteristics</i>						
Age	0.016		0.184	-0.243		0.193
Grade	1.431	***	0.255	2.314	***	0.297
Gender						
Female (reference group)						
Male	-0.115		0.245	0.377		0.259
Race/Ethnicity						
White (reference group)						
Black or African American	-0.926	*	0.377	-2.021	***	0.401
Hispanic or Latino	-0.958	**	0.321	-1.740	***	0.328
Other	-1.021	**	0.374	-1.737	***	0.408
<i>Factor Variables</i>						
Gender Equality	0.245		0.157	0.152		0.096
Knowledge Regarding Consent	0.086		0.366	-0.155		0.429
Myths & Beliefs Regarding Sexual Assault	0.010		0.124	-0.250		0.137
ID Healthy vs. Unhealthy Relationships	0.065		0.133	0.352	*	0.138
ID Types of Sexual Harassment	-0.015		0.155	0.546	**	0.171
ID Sexual Advancements	-0.058		0.342	-0.080		0.370
Preventing/Reducing the Risk of Sexual Assault	-0.490	***	0.126	-0.439	**	0.133
Log pseudo-likelihood			-481.489			-455.652
Pseudo R-squared			0.287			0.442

* p<.05

** p<.010

*** p<.001

As with the previous tables, gender and race/ethnicity have a reference group, and all other variables within the set were recoded and dichotomized for a more cohesive analysis.

The pre-test model indicates that males identified an abusive partner most often showing that they were 0.705 times more likely to answer. Following the program boys were less likely to respond to the question, however. Respondents were more confident in their ability to identify types of sexual harassment when asked to identify an abusive partner if pressured into sex or sexual actions prior to Teen Exchange. There was still a significantly positive correlation between the two factors at the conclusion of the project by the students. Finally, it is important to note the pre-test yielded a negative and significant association with the respondents' ability and confidence in preventing or reducing the risk of sexual assault. The negative correlation was much less following the program to a point of no significance..^{20 21}

²⁰ There was a negative and significant association noted with the gender variable on the pre-test models of Table L. This indicates that female participants had more of an impact on the dependent variable than the males in the survey. There were no other significant findings on the pre-test model. Respondents were 0.511 times less likely to identify sexual advancements when answering the outcome variable on the post-test survey. Though they were 0.182 times more likely to have the ability to prevent or reduce the risk of sexual assault in association with the dependent variable. (See Appendix C)

²¹ The post-test model did indicate that there was a positive and significant association between the respondents' ability to identify abusive behavior in a partner driving too fast for the purpose of scaring them, and relating that with an ability to identify issues with gender equality in the factor variable. (See Table M in Appendix C)

Table 8.--Binary Logistical Regression Model for Identifying an Abusive Partner when Pressured into Sex or Sexual Actions

	<u>Pre-Test</u>		<u>Post-Test</u>	
	b	SE	b	SE
<i>Demographic Characteristics</i>				
Age	-0.156	0.399	-0.090	0.289
Grade	-0.577	0.950	-1.296	1.015
Gender				
Female (reference group)				
Male	1.893 **	0.705	-0.714	0.482
Race/Ethnicity				
White (reference group)				
Black or African American	-0.504	0.769	1.988	1.201
Hispanic or Latino	0.659	0.728	-0.184	0.652
Other	1.186	0.925	-0.088	0.814
<i>Factor Variables</i>				
Gender Equality	-0.159	0.328	-0.222	0.231
Knowledge Regarding Consent	-0.522	0.667	0.565	0.628
Myths & Beliefs Regarding Sexual Assault	0.048	0.223	0.052	0.255
ID Healthy vs. Unhealthy Relationships	0.013	0.260	-0.057	0.217
ID Types of Sexual Harassment	0.637 *	0.278	0.556 *	0.282
ID Sexual Advancements	0.574	0.587	0.070	0.520
Preventing/Reducing the Risk of Sexual Assault	-0.905 ***	0.260	-0.162	0.224
Log pseudo-likelihood		-143.234		-173.417
Pseudo R-squared		0.732		0.697

* p<.05 ** p<.010 *** p<.001

CHAPTER 5

CONCLUSION

Summary of Findings

As the literature review concluded, children in middle school are at the prime age for influence and are seemingly open to rerouting their behaviors and attitudes, if necessary. It is important to focus on the programs and policies that are utilized to impact the attitudes and behaviors in adolescents. This is especially true when it comes to sexual violence and the programs that are implemented to curb it. The hope is that research on this topic provides the impetus for developing effective programs to stop sexual violence, and change the attitudes and behaviors in adolescents regarding this type of crime. Thus, the goal of this research was aimed at identifying some of those key components related to one's perception of the crime, and the behaviors and attitudes that come with that perception. Findings from bivariate and multivariate tests conducted in this study yielded many different results.

Bivariate Findings

One of the key factors in identifying the effectiveness of the school-based sexual violence education program was to determine the participants' confidence in themselves in relationships before and after Teen Exchange was implemented in both Argentine and Central middle schools. The bivariate analysis of the research revealed that, overall, participants' confidence in themselves in the context of a relationship increased after participating in the program. There was only a slight decrease by 0.4% in the confidence

of the adolescents in regard to standing up for themselves in a relationship after the program was complete. Confidence was most apparent in the participants' ability to choose a partner who would treat them well. Another key factor in determining the effectiveness of MOCSA's Teen Exchange Program was to identify behavioral changes in adolescents once they completed the program. The bivariate analysis indicates that there was a negative correlation with the program and the behavior variables. On average, the respondents' ability to identify inappropriate or unacceptable behaviors decreased by 2.9% after completing Teen Exchange.

The third question in the hypothesis was geared toward adolescents' ability to identify a controlling partner in a relationship. The bivariate analysis indicates that there was a positive effect on the participants and their ability to identify in these areas. On average, there was a 3.7% increase in the individual's ability to identify a controlling partner after their involvement in Teen Exchange. The most noted change for the entire study was found with a variable related to the topic of control. The surveys indicate that participants definitively identified a possessive partner by 9.1% after going through MOCSA's program. Overall, the bivariate analysis indicates that teaching on these factors were an asset to changing the perceptions and attitudes of the individuals involved.

Finally, the bivariate analysis on students' ability to identify abusive partners concluded a mix of results. Two of the four outcome variables were positively associated with Teen Exchange; however, two were not. It should be noted, though, that the differences between all variables were slight. Overall, the differences did not sway the findings in one way or another regarding the topic of abuse.

Multivariate Findings

Multivariate analysis was more indicated an inclusive analysis of each outcome variable in relation to certain research questions. Through a series of binary logistic regression models conclusions were made based off of the comprehensive findings from each pre and post-test model.

Does Confidence Increase in Adolescents with Sexual Violence Education?

The variables utilized in relation to the first research question regarding self-confidence included the following topics: standing up for themselves in a relationship, breaking up with someone who is putting them down, controlling their temper when angry, expressing hurt or angry feelings toward a partner, choosing the appropriate dating partner, and identifying and discussing sexual readiness. Analysis on the confidence levels of the respondents showed no real significant overall change. Notable outcomes regarding all models associated with this outcome topic included demographic variable associations as well as with the factor variables. In all six variables analyzed there was a negative association with the grade of the participants. In other words, the lower the grade the participant associated him or herself with, the less confidence they had in themselves on sexually related issues.

There was a moderate association with the prevention or reduction of risk of the respondents' involvement in sexual assault and their confidence levels associated with talking about sexual readiness. There was also a slight association to this variable with participants expressing feelings of hurt or anger towards their partner at the end of the program. A slight association was noted in participants' confidence in identifying healthy versus unhealthy relationships in two of the six outcome variable cases. Slight to

moderate association was also noted in a few of the variables regarding one's ability to identify sexual harassment; however the association was negative in those cases as well as, although not significant in all, all involved in the group.

The current literature indicates that adolescents are not aware of the indicators or risks involved in their encounters with other people (Lindsay, n.d.). These confidence variables indicate that middle school students have a greater chance of being sure of the decisions they make when involved in potentially volatile situations; and have proven that they have a greater understanding that they know what to look for in a partner.

It is important to discuss a young person's confidence in potential sexual relationships. Turtle, et al. (1989) point out that one way of psychologically representing issues of power and gender inequality at the individual level is through self-perceptions of competence. A lack of a sense of competence in the sexual domain may be one explanation of the worrying gap between adolescents' knowledge about or intention to engage in safe sex and their actual behavior. The perception, then, would be to increase the adolescents' confidence through education and awareness, and, in return, will gain a confidence level that will aide in the avoidance of potentially violent situations. Overall, the analysis indicates that, while slight, adolescents' confidence in situations regarding relationships increased with Teen Exchange.

How Effective is Sexual Violence Education in Reducing Sexually Violent Behaviors in Adolescents?

The second research question focused on the effectiveness of sexual assault education in reducing sexually violent behaviors in adolescents. The variables tested for

the behavior outcome included finding out how often it was okay to touch someone in a sexual way even if they have not been given permission to do so, call a girl a slut or ho, and make sexual comments towards someone that they don't know well from the participants. The overall findings of the binary logistic regression models utilized showed a negative correlation of the factor variables in relation to the behavior variables tested. Demographic characteristics noted in each post-test model varied with each outcome variable. The most significant correlation was found with grade. On average, the respondents were 0.289 times more likely to positively have an effect on the outcome variable. Blacks or African Americans, Latinos or Hispanics, and bi-racial or other identified races/ethnicities were significant factors in how participants viewed making sexual comments towards strangers. This outcome variable was answered significantly by each group.

The post-test model for each outcome variable regarding the adolescents' behavior indicated a negative correlation with the participants' ability to prevent or reduce the risk of sexual assault. On average, the rate by which these adolescents reduced their abilities in this area reduced in likelihood by 0.141. Although this is not a significant change in all variable cases, it is important to note that the program was not effective with an ability to change behaviors and actions in the areas studied.

As indicated in Chapter 2, there is a need for behavioral changes in the mindsets of these adolescents. This research failed to curtail those behaviors through its prevention program. Further analysis would need to be had to maintain the reasoning behind this conclusion.

Will Sexual Assault Education Increase One's Awareness of a Controlling Partner?

The third research question as well as the supplemental analyses associated with it focused the adolescents' ability to more easily identify and be aware of a controlling partner at the conclusion of the sexual violence education program. The issues covered in the analysis included identifying if a partner was possessive, consuming of a person's time while keeping friends away, forces a partner to dress a certain way, is generally controlling, and claims of committing suicide if the person breaks up with them. Overall, the outcome variables associated with this research question indicate a slight increase in participants' awareness of a controlling partner.

Again, it is noted that as the respondents' grade level increased so, too, did their awareness of a controlling partner. There was also a correlation found with blacks or African Americans, Latinos or Hispanics, and bi-racial racial/ethnic groups in regard to the control topic, with the exception of participants' ability to identify that a partner is controlling when they claim of potentially committing suicide if the person breaks up with them.

Overall, there were slight levels of positive significance with the students' ability to identify a controlling partner and gender equality, knowledge regarding consent, myths and beliefs regarding sexual assault, identifying healthy relationships, identifying types of sexual harassment, identifying forms of sexual advancements, and preventing or reducing the risk of sexual assault.

Can Sexual Assault Education Help Adolescents Identify Abusive Behaviors?

Finally, the last research question aiding in answering the hypothesis identifies if sexual assault education is helpful to youth in identifying abusive behaviors in a partner. The variables associated with the topic of abuse were identifying an abusive partner when they got violent when angry, when they put down or called the person mean names, when they drove too fast for the purpose of scaring, and when the person was pressured by their partner into sex or sexual activities. In general, the overall findings conclude that with sexual violence education, children were able to identify an abusive partner.

Demographically, the results did not facilitate a significant finding. The factor variables did, in some cases, conclude some significant and positive results. Strong significant outcomes were found in two areas. When identifying violent behavior as abusive, respondents were able to identify healthy relationships by 0.136 times after having gone through the Teen Exchange Program. Similarly, gender equality was more easily defined by participants after the program when coupled with the outcome variable identifying that a partner was driving fast to scare the person. As with the control topic, there was not a significant change in attitude regarding abuse when the outcome variables were analyzed.

Limitations

There are limitations to this research that need to be observed. The data for this research topic were collected by self-report surveys. This type of survey, in nature, typically represents a high level of variance in response for a number of reasons. This type of survey opens doors for participants to fabricate responses, be untruthful in their

responses, or not be comprehensive in their disclosure when answering the survey questions.

It should also be noted that reporting on personal behavior is sometimes difficult. This is especially true when one takes into account the social setting by which the individuals were surveyed; middle school physical education class. Reporting on these behaviors and attitudes can sometimes be difficult to rationalize and factor. Putallaz, et al. (2004) explain that it is not cut and dry but, at best, difficult to ascertain true levels of relational behaviors and actions because most indicators are covert and unclear. Xie, et al. (2005) explain further by addressing the fact that non-communicated actions and body language can mean several things, depending on the individual perceiving the action. Finally, Bjorkqvist (1994) tells us that these actions are commonly explained away by the person or persons involved in the activity; and are less likely to be admitted as a negative behavior or attitude by a respondent.

Another limitation to the research was the occasional high levels of missing data. At times the response rates to some variable questions were as high as fifty (50) percent of the sample size. With regard to the questions making up the behavior topic variables, one school failed to include the post-test data for the sample questions. Obviously, this led to higher levels of missing data. Having this data may have concluded a different outcome for the variables, remembering that this was the only overall dataset that perceived a negative response in the post-test model for all regression tables.

The final limitation to the data could be the inconsistency of participants over the two year period. Although analysis over that period of time set a foundation for a long-term effect on the outcome variables, research indicates that there were many cases that

were not consistent over the two years. Many of the participants were present for the first or second year, but not both. Despite these limitations, this study is a step in the right direction for enhancing our understanding of the relationship between sexual violence education and the effect it has on middle school students.

Overall, the four research questions prove that sexual violence education has a positive effect on the attitudes and behaviors of adolescents toward the subject. Although some of the research did not glean significant results and other results were mixed, the analyses prove that there is potential in the prevention through education concept.

Recommendations

It has been observed, through a great deal of research, that school-based prevention programs are effective in preventing youth violence, including violence involving sexual acts (Gottfredson, 2001). Critically analyzing gender role beliefs, suitable partner identifications, sexual appropriateness, and self-confidence can aide in focusing sexual violence prevention efforts collectively and individually; if initiated at the appropriate age level. In order to improve research in this area further study needs to be focused on changes in behavioral and attitudinal outcomes through research that develops valid and reliable instruments that can capture behavioral outcome data.

While many studies examining dating violence have shown high levels of both males and females perpetrating violence, the consequences of this violence are often very disparate for the two genders. The circumstances by which the individual players are displaying violence are often different. In context, girls often inflict harm on others in self-defense, and boys engage in dating violence to control their partner. Further, girls

report significantly more emotional hurt and fear than boys (Foshee, 1996). Conducting research on the reasoning behind adolescent violence could allow for a focus on the core problem leading to the violent acts.

Most dating violence prevention programs target high school or college populations as opposed to middle school students, and thus miss important opportunities for primary prevention. Evidence of dating violence in the eighth grade suggests that students in lower grades, specifically sixth and seventh grades, are important points of primary prevention before dating patterns have been set (Lonsway, 1996). Policy implementing sexual violence prevention programs in middle schools would allow for the prime target groups to be associated with the program. It would also be recommended to survey middle school students on their dating patterns.

Although it is small, findings of this research is of some significance. The relationship between sexual violence prevention education and adolescents' attitudes and behaviors toward sexual violence is supported through this study. It would be of importance to the depth of the topic to investigate the core reasoning behind the violence and while targeting the appropriate age group. It would also be beneficial to investigate a cross-sectional group of middle school students to ascertain the effects of the program across a diverse demographic group. Altogether, future research on this topic would be beneficial and important to the school of Criminology.

APPENDIX A
PRE-TEST SURVEY INSTRUMENT

INSTRUCTIONS

1. This is not a test, so there are no right or wrong answers.
2. Please read the directions carefully.
3. Answer each question as thoughtfully and honestly as possible
4. All of the questions should be answered by marking one of the answer spaces. If you do not find an answer that fits exactly, use the one that comes closest.

ABOUT YOU

Student Survey Number 587

1. How old are you?

☐₁ Under 12 years ☐₂ 12 years ☐₃ 13 years ☐₄ 14 years ☐₅ 15 years ☐₆ 16 years

2. What grade are you in?

☐₁ 6th ☐₂ 7th ☐₃ 8th

3. Are you

☐₁ Female ☐₂ Male

4. Which of the following best describes you? (Mark one or more.)

<input type="checkbox"/> ₁ American Indian or Alaska Native	<input type="checkbox"/> ₅ Native Hawaiian or Other Pacific Islander
<input type="checkbox"/> ₂ Asian	<input type="checkbox"/> ₆ White
<input type="checkbox"/> ₃ Black or African American	<input type="checkbox"/> ₇ Other
<input type="checkbox"/> ₄ Hispanic or Latino	

5. What school do you attend? (Write in the name of your school.)

6. What is the first letter of your first name? _____

7. What day of the month were you born? (for example, if you were born on May 15th you would write 15.) _____

Directions: Please read each statement and check the box that best shows how much you agree or disagree.				
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Males and females should have equal say in dating relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It is okay to pressure someone to have sex with you when they are drunk or high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If a girl dresses in sexy clothes, it means she wants to have sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If my friends found out that I threatened or physically hurt someone I was dating, they would be upset with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is okay to have sex with someone who is passed out or asleep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Most rapes are committed by a stranger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If someone pays for a date, they have the right to expect sex from their date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If you are just joking, it is okay to touch or grab someone in a sexual way without their permission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If someone is making out with me, it is okay to pressure them to have sex or pressure them to do other sexual things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. It is okay to brag about having sex with someone that you are dating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. It is only a female's role to say "no" to sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. It is okay for my boyfriend or girlfriend to say "yes" to sex at first and then change his or her mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If I ignore sexual harassment it will stop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. It is okay to make sexual comments to someone who dresses "sexy".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. If a person does not say no when you come on to them, it means that they want to have sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. It is okay to make fun of someone if they are different from you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I know at least one thing I can do to prevent or reduce the risk of sexual violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directions: For questions 18-27, please indicate whether or not you have experienced the statement in the **past 2 weeks** and, if so, what you did when it happened.

18. In the past 2 weeks, have you heard someone **calling girls names** such as “slut” or “ho”?

Yes and I thought that this was okay..... ☐ ₁

Yes and I thought that this was not okay..... ☐ ₂

No..... ☐ ₃

If you answered “No,” skip to #20. If you answered “Yes and I think this is okay” or “Yes and I think this is not okay” please answer #19 and then go to #20.

19. If yes, what did you do? *[Mark all that apply]*

Nothing..... ☐ ₁

Walked away ☐ ₂

Told the person to stop..... ☐ ₃

Got help from others ☐ ₄

Smiled or laughed ☐ ₅

20. In the past 2 weeks, have you heard someone **calling boys names** such as “fag” or “gay”?

Yes and I thought that this was okay..... ☐ ₁

Yes and I thought that this was not okay..... ☐ ₂

No..... ☐ ₃

If you answered “No,” skip to #22. If you answered “Yes and I think this is okay” or “Yes and I think this is not okay” please answer #21 and then go to #22.

21. If yes, what did you do? *[Mark all that apply]*

Nothing..... ☐ ₁

Walked away ☐ ₂

Told the person to stop..... ☐ ₃

Got help from others ☐ ₄

Smiled or laughed ☐ ₅

22. In the past 2 weeks, have you heard someone **spreading sexual rumors about another person**?

Yes and I thought that this was okay..... ☐₁

Yes and I thought that this was not okay..... ☐₂

No..... ☐₃

If you answered "No," skip to #24. If you answered "Yes and I think this is okay" or "Yes and I think this is not okay" please answer #23 then go to #24.

23. If yes, what did you do? *[Mark all that apply]*

Nothing..... ☐₁

Walked away ☐₂

Told the person to stop..... ☐₃

Got help from others ☐₄

Smiled or laughed ☐₅

24. In the past 2 weeks, have you seen someone **grabbing or touching another person sexually without that person's permission**?

Yes and I thought that this was okay..... ☐₁

Yes and I thought that this was not okay..... ☐₂

No..... ☐₃

If you answered "No," skip to #26. If you answered "Yes and I think this is okay" or "Yes and I think this is not okay" please answer #25 and then go to #26.

25. If yes, what did you do? *[Mark all that apply]*

Nothing..... ☐₁

Walked away ☐₂

Told the person to stop..... ☐₃

Got help from others ☐₄

Smiled or laughed ☐₅

26. In the past 2 weeks, have you heard someone **bragging about having sex with another person?**

Yes and I thought that this was okay..... ☐ ₁

Yes and I thought that this was not okay..... ☐ ₂

No..... ☐ ₃

If you answered "No," skip to #28. If you answered "Yes and I think this is okay" or "Yes and I think this is not okay" please answer #27 and then go to #28.

27. If yes, what did you do? *[Mark all that apply]*

Nothing..... ☐ ₁

Walked away ☐ ₂

Told the person to stop..... ☐ ₃

Got help from others ☐ ₄

Smiled or laughed ☐ ₅

28. How confident are you that you can do the following things?

	Very Confident	Somewhat Confident	Not Sure	Not Very Confident	Not at All Confident
a. Stand up for yourself in your relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Break up with someone who is putting you down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Control your temper when you are angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Say "no" to doing something sexual when you are not ready, even though your partner keeps begging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Tell your dating partner when you feel hurt or upset with him or her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Choose a dating partner who will treat you well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Talk with your dating partner about sex to find out whether they are ready.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. How often is it okay to...

	Never	Rarely	Sometimes	Often	Always
a. Touch someone in a sexual way even if they have not given you permission?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Call a girl slut or ho?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Make sexual comments towards someone that you don't know well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Are the following statements true for you?					
	True	Somewhat True	Not Sure	Somewhat False	False
a. There are people at my school I can depend on to help me if I really need to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. If something went wrong at school, I feel no one would come to my assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. There is an adult at school whom I could talk to about problems and/or important decisions in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There is an adult outside of school whom I could talk to about problems and/or important decisions in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I feel comfortable talking about my problems with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I have friends I can count on in an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Which of the following behaviors would you consider to be abusive?				
	Not Abuse	Not Sure	Maybe Abuse	Definitely Abuse
If someone...				
a. Is very possessive of you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Likes to be in charge of everything that goes on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Wants you to spend all of your time with them and drop other friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Hits walls or throws objects when angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Puts you down and calls you mean names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Drives fast to scare you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Pressures you to dress a certain way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Controls you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Says they will commit suicide if you break up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Pushes or shoves you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Pressures you to have sex or do other sexual things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B
POST-TEST SURVEY INSTRUMENT

INSTRUCTIONS

1. This is not a test, so there are no right or wrong answers.
2. Please read the directions carefully.
3. Answer each question as thoughtfully and honestly as possible
4. All of the questions should be answered by marking one of the answer spaces. If you do not find an answer that fits exactly, use the one that comes closest.

ABOUT YOU

Student Survey Number _____

1. How old are you?

☐₁ Under 12 years ☐₂ 12 years ☐₃ 13 years ☐₄ 14 years ☐₅ 15 years ☐₆ 16 years

2. What grade are you in?

☐₁ 6th ☐₂ 7th ☐₃ 8th

3. Are you

☐₁ Female ☐₂ Male

4. Which of the following best describes you? (Mark one or more.)

<input type="checkbox"/> ₁ American Indian or Alaska Native	<input type="checkbox"/> ₅ Native Hawaiian or Other Pacific Islander
<input type="checkbox"/> ₂ Asian	<input type="checkbox"/> ₆ White
<input type="checkbox"/> ₃ Black or African American	<input type="checkbox"/> ₇ Other
<input type="checkbox"/> ₄ Hispanic or Latino	

5. What school do you attend? (Write in the name of your school.)

6. What is the first letter of your first name? _____

7. What day of the month were you born? (for example, if you were born on May 15th you would write 15.) _____

Directions: Please read each statement and check the box that best shows how much you agree or disagree.				
	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Males and females should have equal say in dating relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It is okay to pressure someone to have sex with you when they are drunk or high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If a girl dresses in sexy clothes, it means she wants to have sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If my friends found out that I threatened or physically hurt someone I was dating, they would be upset with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. It is okay to have sex with someone who is passed out or asleep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Most rapes are committed by a stranger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If someone pays for a date, they have the right to expect sex from their date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If you are just joking, it is okay to touch or grab someone in a sexual way without their permission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If someone is making out with me, it is okay to pressure them to have sex or pressure them to do other sexual things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. It is okay to brag about having sex with someone that you are dating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. It is only a female's role to say "no" to sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. It is okay for my boyfriend or girlfriend to say "yes" to sex at first and then change his or her mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If I ignore sexual harassment it will stop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. It is okay to make sexual comments to someone who dresses "sexy".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. If a person does not say no when you come on to them, it means that they want to have sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. It is okay to make fun of someone if they are different from you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I know at least one thing I can do to prevent or reduce the risk of sexual violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directions: For questions 18-27, please indicate whether or not you have experienced the statement in the **past 2 weeks** and, if so, what you did when it happened.

18. In the past 2 weeks, have you heard someone **calling girls names such as “slut” or “ho”**?

Yes and I thought that this was okay..... ☐ ₁

Yes and I thought that this was not okay..... ☐ ₂

No..... ☐ ₃

If you answered “No,” skip to #20. If you answered “Yes and I think this is okay” or “Yes and I think this is not okay” please answer #19 and then go to #20.

19. If yes, what did you do? *[Mark all that apply]*

Nothing..... ☐ ₁

Walked away ☐ ₂

Told the person to stop..... ☐ ₃

Got help from others ☐ ₄

Smiled or laughed ☐ ₅

20. In the past 2 weeks, have you heard someone **calling boys names such as “fag” or “gay”**?

Yes and I thought that this was okay..... ☐ ₁

Yes and I thought that this was not okay..... ☐ ₂

No..... ☐ ₃

If you answered “No,” skip to #22. If you answered “Yes and I think this is okay” or “Yes and I think this is not okay” please answer #21 and then go to #22.

21. If yes, what did you do? *[Mark all that apply]*

Nothing..... ☐ ₁

Walked away ☐ ₂

Told the person to stop..... ☐ ₃

Got help from others ☐ ₄

Smiled or laughed ☐ ₅

22. In the past 2 weeks, have you heard someone **spreading sexual rumors about another person**?

Yes and I thought that this was okay..... ☐ ₁

Yes and I thought that this was not okay..... ☐ ₂

No..... ☐ ₃

If you answered "No," skip to #24. If you answered "Yes and I think this is okay" or "Yes and I think this is not okay" please answer #23 then go to #24.

23. If yes, what did you do? *[Mark all that apply]*

Nothing..... ☐ ₁

Walked away ☐ ₂

Told the person to stop..... ☐ ₃

Got help from others ☐ ₄

Smiled or laughed ☐ ₅

24. In the past 2 weeks, have you seen someone **grabbing or touching another person sexually without that person's permission**?

Yes and I thought that this was okay..... ☐ ₁

Yes and I thought that this was not okay..... ☐ ₂

No..... ☐ ₃

If you answered "No," skip to #26. If you answered "Yes and I think this is okay" or "Yes and I think this is not okay" please answer #25 and then go to #26.

25. If yes, what did you do? *[Mark all that apply]*

Nothing..... ☐ ₁

Walked away ☐ ₂

Told the person to stop..... ☐ ₃

Got help from others ☐ ₄

Smiled or laughed ☐ ₅

26. In the past 2 weeks, have you heard someone **bragging about having sex with another person?**

Yes and I thought that this was okay..... ☐₁

Yes and I thought that this was not okay..... ☐₂

No..... ☐₃

If you answered "No," skip to #28. If you answered "Yes and I think this is okay" or "Yes and I think this is not okay" please answer #27 and then go to #28.

27. If yes, what did you do? *[Mark all that apply]*

Nothing..... ☐₁

Walked away ☐₂

Told the person to stop..... ☐₃

Got help from others ☐₄

Smiled or laughed ☐₅

28. How confident are you that you can do the following things?

	Very Confident	Somewhat Confident	Not Sure	Not Very Confident	Not at All Confident
a. Stand up for yourself in your relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Break up with someone who is putting you down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Control your temper when you are angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Say "no" to doing something sexual when you are not ready, even though your partner keeps begging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Tell your dating partner when you feel hurt or upset with him or her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Choose a dating partner who will treat you well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Talk with your dating partner about sex to find out whether they are ready.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. How often is it okay to...

	Never	Rarely	Sometimes	Often	Always
a. Touch someone in a sexual way even if they have not given you permission?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Call a girl slut or ho?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Make sexual comments towards someone that you don't know well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Are the following statements true for you?					
	True	Somewhat True	Not Sure	Somewhat False	False
a. There are people at my school I can depend on to help me if I really need to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. If something went wrong at school, I feel no one would come to my assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. There is an adult at school whom I could talk to about problems and/or important decisions in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There is an adult outside of school whom I could talk to about problems and/or important decisions in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I feel comfortable talking about my problems with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I have friends I can count on in an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Which of the following behaviors would you consider to be abusive?				
If someone...	Not Abuse	Not Sure	Maybe Abuse	Definitely Abuse
a. Is very possessive of you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Likes to be in charge of everything that goes on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Wants you to spend all of your time with them and drop other friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Hits walls or throws objects when angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Puts you down and calls you mean names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Drives fast to scare you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Pressures you to dress a certain way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Controls you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Says they will commit suicide if you break up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Pushes or shoves you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Pressures you to have sex or do other sexual things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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APPENDIX C
TABLES A – M

Table A.--Binary Logistical Regression Model for One's Confidence in Breaking Up with Someone who is Putting them Down

		<u>Pre-Test</u>		<u>Post-Test</u>	
		b	SE	b	SE
<i>Demographic Characteristics</i>					
Age		-0.116	0.167	-0.174	0.164
Grade		-0.703	**	-0.939	***
Gender					
	Female (reference group)				
	Male	0.351	0.230	0.402	0.225
Race/Ethnicity					
	White (reference group)				
	Black or African American	0.524	0.344	0.996	**
	Hispanic or Latino	0.277	0.284	-0.006	0.254
	Other	0.084	0.335	0.417	0.326
<i>Factor Variables</i>					
Gender Equality		-0.140	0.142	0.056	0.096
Knowledge Regarding Consent		0.597	0.344	-0.117	0.365
Myths & Beliefs Regarding Sexual Assault		0.083	0.118	0.173	0.116
ID Healthy vs. Unhealthy Relationships		0.145	0.123	-0.038	0.119
ID Types of Sexual Harassment		-0.067	0.143	-0.220	0.146
ID Sexual Advancements		0.662	*	0.346	0.322
Preventing/Reducing the Risk of Sexual Assault		0.313	**	0.205	0.111
Log pseudo-likelihood		-542.313		-583.987	
Pseudo R-squared		0.136		0.194	
* p<.05 ** p<.010 *** p<.001					

Table B.--Binary Logistical Regression Model for One's Confidence in Controlling Their Temper when They are Angry

	<i>Pre-Test</i>			<i>Post-Test</i>		
	b		SE	b		SE
<i>Demographic Characteristics</i>						
Age	-0.116		0.175	-0.112		0.171
Grade	-1.236	***	0.249	-1.154	***	0.249
Gender						
Female (reference group)						
Male	0.282		0.243	0.329		0.236
Race/Ethnicity						
White (reference group)						
Black or African American	0.823	*	0.362	1.429	***	0.372
Hispanic or Latino	0.368		0.294	0.265		0.267
Other	0.378		0.347	0.376		0.339
<i>Factor Variables</i>						
Gender Equality	-0.274		0.150	-0.062		0.090
Knowledge Regarding Consent	-0.342		0.365	0.165		0.382
Myths & Beliefs Regarding Sexual Assault	0.049		0.121	0.262	*	0.121
ID Healthy vs. Unhealthy Relationships	-0.120		0.128	-0.009		0.123
ID Types of Sexual Harassment	-0.054		0.151	-0.335	**	0.154
ID Sexual Advancements	0.312		0.338	0.173		0.332
Preventing/Reducing the Risk of Sexual Assault	0.493	***	0.121	0.320		0.117
<hr/>						
Log pseudo-likelihood			-501.010			-542.047
Pseudo R-squared			0.256			0.290
<hr/>						
* p<.05	** p<.010	*** p<.001				

Table C.--Binary Logistical Regression Model for One's Confidence in Telling Their Dating Partner when they are Hurt by Him or Her

	<i>Pre-Test</i>			<i>Post-Test</i>		
	b		SE	b		SE
<i>Demographic Characteristics</i>						
Age	-0.052		0.187	-0.002		0.188
Grade	-1.898	***	0.274	-2.671	***	0.315
Gender						
Female (reference group)						
Male	0.261		0.256	0.247		0.263
Race/Ethnicity						
White (reference group)						
Black or African American	1.919	***	0.160	2.103	***	0.407
Hispanic or Latino	1.109	**	0.380	1.662	***	0.330
Other	1.082	**	0.126	2.035	***	0.402
<i>Factor Variables</i>						
Gender Equality	0.391	*	0.160	-0.068		0.093
Knowledge Regarding Consent	0.350		0.380	-0.042		0.420
Myths & Beliefs Regarding Sexual Assault	0.109		0.126	-0.008		0.137
ID Healthy vs. Unhealthy Relationships	0.221		0.137	0.128		0.134
ID Types of Sexual Harassment	-0.057		0.159	-0.228		0.170
ID Sexual Advancements	-0.148		0.352	0.046		0.368
Preventing/Reducing the Risk of Sexual Assault	0.307	*	0.122	0.312	*	0.124
<hr/>						
Log pseudo-likelihood			-462.498			-456.453
Pseudo R-squared			0.354			0.457
<hr/>						
* p<.05	** p<.010	*** p<.001				

Table D.--Binary Logistical Regression Model for One's Confidence in Talking with Their Dating Partner About Sexual Readiness

		<u>Pre-Test</u>		<u>Post-Test</u>	
	b		SE	b	SE
<i>Demographic Characteristics</i>					
Age	0.074 *		0.188	-0.136	0.184
Grade	-1.926 ***		0.284	-1.741 ***	0.285
Gender					
Female (reference group)					
Male	0.518		0.260	0.468	0.256
Race/Ethnicity					
White (reference group)					
Black or African American	1.413 ***		0.391	1.137 **	0.380
Hispanic or Latino	0.855 **		0.318	0.797 **	0.295
Other	0.829 *		0.375	1.266 **	0.378
<i>Factor Variables</i>					
Gender Equality	0.366 *		0.165	0.092	0.093
Knowledge Regarding Consent	0.095		0.376	-0.274	0.419
Myths & Beliefs Regarding Sexual Assault	-0.290 *		0.127	0.115	0.137
ID Healthy vs. Unhealthy Relationships	-0.012		0.135	0.310 *	0.139
ID Types of Sexual Harassment	0.101		0.160	-0.010	0.170
ID Sexual Advancements	0.101		0.348	0.330	0.365
Preventing/Reducing the Risk of Sexual Assault	0.312 *		0.123	0.337 **	0.126
Log pseudo-likelihood		-456.831		-472.886	
Pseudo R-squared		0.362		0.420	

* p<.05 ** p<.010 *** p<.001

Table E.--Binary Logistical Regression Model for How Often it is Okay to Touch Someone in a Sexual Way Without Permission

		<u>Pre-Test</u>		<u>Post-Test</u>	
	b	SE	b	SE	
<i>Demographic Characteristics</i>					
Age	0.525 **	0.195	0.371	0.202	
Grade	1.006 ***	0.279	2.220 ***	0.306	
Gender					
Female (reference group)					
Male	-0.252	0.261	-0.094	0.262	
Race/Ethnicity					
White (reference group)					
Black or African American	-1.074 *	0.492	-0.546	0.476	
Hispanic or Latino	-0.523	0.438	-0.132	0.383	
Other	-0.333	0.507	-0.505	0.485	
<i>Factor Variables</i>					
Gender Equality	-0.130	0.157	0.011	0.103	
Knowledge Regarding Consent	0.161	0.368	-0.406	0.431	
Myths & Beliefs Regarding Sexual Assault	-0.051	0.130	-0.036	0.138	
ID Healthy vs. Unhealthy Relationships	-0.033	0.139	0.121	0.141	
ID Types of Sexual Harassment	0.431	0.160	0.566	0.171	
ID Sexual Advancements	-0.283 **	0.345	-0.099 **	0.381	
Preventing/Reducing the Risk of Sexual Assault	-0.154	0.141	-0.046	0.152	
<hr/>					
Log pseudo-likelihood		-450.547		-454.456	
Pseudo R-squared		0.241		0.397	
<hr/>					
* p<.05 ** p<.010 *** p<.001					

Table F.--Binary Logistical Regression Model for How Often it is Okay to Make Sexual Comments Towards Strangers

	<u>Pre-Test</u>		<u>Post-Test</u>	
	b	SE	b	SE
<i>Demographic Characteristics</i>				
Age	0.079	0.199	0.098	0.191
Grade	2.359 ***	0.308	2.041 ***	0.282
Gender				
Female (reference group)				
Male	-0.418	0.274	-0.273	0.259
Race/Ethnicity				
White (reference group)				
Black or African American	-0.212	0.498	-2.138 ***	0.393
Hispanic or Latino	0.147	0.436	-1.596 ***	0.324
Other	-0.318	0.503	-2.090 ***	0.407
<i>Factor Variables</i>				
Gender Equality	0.238	0.173	0.010	0.097
Knowledge Regarding Consent	0.308	0.396	-0.686	0.430
Myths & Beliefs Regarding Sexual Assault	0.031	0.139	-0.088	0.133
ID Healthy vs. Unhealthy Relationships	-0.068	0.150	0.142	0.135
ID Types of Sexual Harassment	0.038	0.173	0.572 **	0.169
ID Sexual Advancements	-0.146	0.368	0.472	0.376
Preventing/Reducing the Risk of Sexual Assault	-0.196	0.152	-0.414 **	0.131
Log pseudo-likelihood		-415.604		-470.665
Pseudo R-squared		0.360		0.432
* p<.05 ** p<.010 *** p<.001				

Table G.--Binary Logistical Regression Model for Identifying a Partner is Controlling when they are Very Possessive of the Person

		<u>Pre-Test</u>		<u>Post-Test</u>	
	b	SE	b	SE	
<i>Demographic Characteristics</i>					
Age	0.065	0.162	-0.244	0.169	
Grade	0.247	0.218	1.425	0.247	***
Gender					
Female (reference group)					
Male	-0.455	0.222	-0.200	0.226	*
Race/Ethnicity					
White (reference group)					
Black or African American	-0.151	0.329	-1.011	0.333	**
Hispanic or Latino	-0.279	0.274	-0.693	0.269	*
Other	-0.197	0.324	-0.970	0.341	**
<i>Factor Variables</i>					
Gender Equality	-0.014	0.137	0.090	0.086	
Knowledge Regarding Consent	0.471	0.327	-0.213	0.376	
Myths & Beliefs Regarding Sexual Assault	0.256	0.111	0.083	0.118	*
ID Healthy vs. Unhealthy Relationships	0.003	0.117	0.318	0.123	*
ID Types of Sexual Harassment	-0.161	0.138	0.332	0.149	*
ID Sexual Advancements	-0.306	0.302	0.141	0.327	
Preventing/Reducing the Risk of Sexual Assault	-0.012	0.109	-0.264	0.114	*
Log pseudo-likelihood		-574.571		-603.652	
Pseudo R-squared		0.041		0.109	
* p<.05 ** p<.010 *** p<.001					

Table H.--Binary Logistical Regression Model for Identifying a Partner is Controlling when they Dominate Time

	<u>Pre-Test</u>		<u>Post-Test</u>	
	b	SE	B	SE
<i>Demographic Characteristics</i>				
Age	0.209	0.162	0.103	0.162
Grade	-0.020	0.218	0.646	0.226
Gender				
Female (reference group)				
Male	0.053	0.219	0.036	0.216
Race/Ethnicity				
White (reference group)				
Black or African American	-0.183	0.328	-0.760	0.322
Hispanic or Latino	-0.206	0.273	-0.488	0.253
Other	0.080	0.322	-0.657	0.324
<i>Factor Variables</i>				
Gender Equality	0.129	0.138	0.083	0.095
Knowledge Regarding Consent	0.202	0.327	0.689	0.361
Myths & Beliefs Regarding Sexual Assault	0.129	0.111	-0.203	0.115
ID Healthy vs. Unhealthy Relationships	-0.018	0.119	0.116	0.116
ID Types of Sexual Harassment	-0.054	0.140	0.036	0.142
ID Sexual Advancements	-0.185	0.302	-0.647	0.318
Preventing/Reducing the Risk of Sexual Assault	-0.111	0.109	-0.143	0.109
Log pseudo-likelihood		-570.035		-603.652
Pseudo R-squared		0.047		0.109

* p<.05 ** p<.010 *** p<.001

Table I.--Binary Logistical Regression Model for Identifying a Partner is Controlling when they Pressure them to Dress a Certain Way

		<u>Pre-Test</u>		<u>Post-Test</u>	
	b	SE	b	SE	
<i>Demographic Characteristics</i>					
Age	0.276	0.220	0.069	0.203	
Grade	2.489 ***	0.322	2.456 ***	0.301	
Gender					
Female (reference group)					
Male	0.037	0.296	-0.182	0.273	
Race/Ethnicity					
White (reference group)					
Black or African American	-2.755 ***	0.500	-2.450 ***	0.420	
Hispanic or Latino	-2.694 ***	0.444	-1.896 ***	0.668	
Other	-2.903 ***	0.501	-2.297 ***	0.425	
<i>Factor Variables</i>					
Gender Equality	0.289	0.186	0.056	0.092	
Knowledge Regarding Consent	0.681	0.444	0.097	0.442	
Myths & Beliefs Regarding Sexual Assault	-0.158	0.152	-0.104	0.139	
ID Healthy vs. Unhealthy Relationships	0.220	0.164	0.006	0.142	
ID Types of Sexual Harassment	0.031	0.189	0.299	0.176	
ID Sexual Advancements	-0.707	0.421	0.278	0.390	
Preventing/Reducing the Risk of Sexual Assault	-0.437 **	0.155	-0.441 **	0.139	
Log pseudo-likelihood		-354.745		-431.070	
Pseudo R-squared		0.561		0.498	

* p<.05 ** p<.010 *** p<.001

Table J.--Binary Logistical Regression Model for Identifying a Partner is Controlling when they Claim of Committing Suicide if Breakup

		<u>Pre-Test</u>		<u>Post-Test</u>	
	b	SE	b	SE	
<i>Demographic Characteristics</i>					
Age	-0.209	0.208	-0.338	0.202	
Grade	-2.684 ***	0.320	-2.430 ***	0.309	
Gender					
Female (reference group)					
Male	0.253	0.286	0.016	0.274	
Race/Ethnicity					
White (reference group)					
Black or African American	2.201 ***	0.448	2.125 ***	0.419	
Hispanic or Latino	2.003 ***	0.386	1.683 ***	0.338	
Other	2.286 ***	0.441	1.342 **	0.413	
<i>Factor Variables</i>					
Gender Equality	0.059	0.173	-0.013	0.099	
Knowledge Regarding Consent	-0.065	0.422	-0.284	0.426	
Myths & Beliefs Regarding Sexual Assault	0.051	0.140	0.236	0.145	
ID Healthy vs. Unhealthy Relationships	0.098	0.149	0.000	0.139	
ID Types of Sexual Harassment	-0.173	0.174	0.151	0.181	
ID Sexual Advancements	0.286	0.401	0.161	0.377	
Preventing/Reducing the Risk of Sexual Assault	0.589 ***	0.140	0.734 ***	0.135	
Log pseudo-likelihood		-394.198		-426.700	
Pseudo R-squared		0.507		0.522	

* p<.05 ** p<.010 *** p<.001

Table K.--Binary Logistical Regression Model for Identifying an Abusive Partner when they Get Violent when Angry

	<u>Pre-Test</u>		<u>Post-Test</u>	
	b	SE	b	SE
<i>Demographic Characteristics</i>				
Age	-0.163	0.194	-0.047	0.195
Grade	-0.064	0.260	0.211	0.271
Gender				
Female (reference group)				
Male	0.055	0.265	-0.461	0.271
Race/Ethnicity				
White (reference group)				
Black or African American	0.688	0.406	0.150	0.382
Hispanic or Latino	0.566	0.348	0.005	0.309
Other	0.253	0.411	0.015	0.392
<i>Factor Variables</i>				
Gender Equality	0.525 **	0.163	0.470 **	0.150
Knowledge Regarding Consent	-0.096	0.372	0.503	0.404
Myths & Beliefs Regarding Sexual Assault	0.202	0.136	-0.101	0.139
ID Healthy vs. Unhealthy Relationships	0.088	0.140	0.553 ***	0.136
ID Types of Sexual Harassment	-0.221	0.161	-0.053	0.167
ID Sexual Advancements	0.219	0.351	-0.432	0.352
Preventing/Reducing the Risk of Sexual Assault	0.375 **	0.133	0.329 *	0.132
Log pseudo-likelihood		-441.187		-449.580
Pseudo R-squared		0.394		0.469
* p<.05 ** p<.010 *** p<.001				

Table L.--Binary Logistical Regression Model for Identifying an Abusive Partner when they Put them Down or Calls them Mean Names

		<u>Pre-Test</u>		<u>Post-Test</u>	
		b	SE	b	SE
<i>Demographic Characteristics</i>					
Age		0.063	0.323	0.345	0.259
Grade		0.101	0.855	-1.675	0.876
Gender					
Female (reference group)					
Male		-1.078 *	0.515	-0.457	0.387
Race/Ethnicity					
White (reference group)					
Black or African American		0.349	0.740	0.779	0.804
Hispanic or Latino		0.402	0.663	1.236	0.687
Other		0.601	0.732	0.825	0.814
<i>Factor Variables</i>					
Gender Equality		-0.002	0.278	0.294	0.205
Knowledge Regarding Consent		-0.519	0.586	1.145	0.595
Myths & Beliefs Regarding Sexual Assault		-0.302	0.202	-0.160	0.196
ID Healthy vs. Unhealthy Relationships		-0.094	0.219	0.282	0.181
ID Types of Sexual Harassment		-0.295	0.245	-0.159	0.248
ID Sexual Advancements		0.588	0.534	-1.159 *	0.511
Preventing/Reducing the Risk of Sexual Assault		0.230	0.212	0.617 **	0.182
Log pseudo-likelihood			-186.644		-230.321
Pseudo R-squared			0.615		0.536

* p<.05

** p<.010

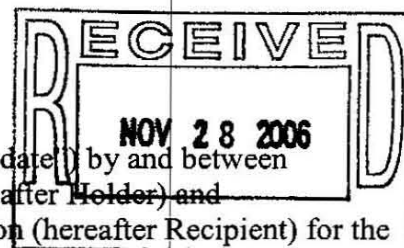
*** p<.001

Table M.--Binary Logistical Regression Model for Identifying an Abusive Partner when Drive Fast to Scare

	<u>Pre-Test</u>		<u>Post-Test</u>	
	b	SE	b	SE
<i>Demographic Characteristics</i>				
Age	-0.090	0.270	0.012	0.234
Grade	0.177	0.700	0.019	0.688
Gender				
Female (reference group)				
Male	-0.105	0.369	-0.602	0.340
Race/Ethnicity				
White (reference group)				
Black or African American	-0.097	0.620	0.053	0.641
Hispanic or Latino	0.016	0.537	0.575	0.509
Other	0.100	0.598	0.747	0.610
<i>Factor Variables</i>				
Gender Equality	0.327	0.217	0.709 ***	0.192
Knowledge Regarding Consent	-0.136	0.516	-0.313	0.512
Myths & Beliefs Regarding Sexual Assault	0.150	0.171	-0.048	0.180
ID Healthy vs. Unhealthy Relationships	0.067	0.182	0.265	0.167
ID Types of Sexual Harassment	-0.100	0.209	0.139	0.224
ID Sexual Advancements	-0.162	0.456	0.312	0.440
Preventing/Reducing the Risk of Sexual Assault	0.306	0.172	0.141	0.168
Log pseudo-likelihood		-256.101		-276.262
Pseudo R-squared		0.381		0.380
* p<.05 ** p<.010 *** p<.001				

APPENDIX D
SSIRB LETTER OF APPROVAL

**University of Missouri – Kansas City
Agreement for Research Involving
Coded Private Information**



This agreement is made effective this 14th day of Nov, 2006, ("effective date") by and between MDCSA holder of key to decipher the code (link file) (hereafter **Holder**) and Jaimie Rehmeyer the investigator receiving the coded private information (hereafter **Recipient**) for the currently proposed research project entitled:

The Effects of Sexual Assault Education on Adolescents.

On 10 August 2004, the Office for Human Research Protections issued "Guidance on Research Involving Coded Private Information or Biological Specimens". This agreement is based upon this guidance

The Holder and Recipient hereby certify that:

- (1) The private information or specimens were not collected specifically for the currently proposed research project through an interaction or intervention with living individuals; **and**
- (2) The Recipient cannot readily ascertain the identity of the individual(s) to whom the coded private information or specimens pertain because the investigator(s) and the Holder of the key hereby enter into an agreement prohibiting the release of the key to the Recipient under any circumstances, until the individuals are deceased

By signing, both the Holder of the key to decipher the code and the Recipient of coded private information agree to the aforementioned conditions.

Nicole Litter

Signature of Holder

Jaimie Rehmeyer

Signature of Recipient

Name: Nicole Litter

Name: JAIMIE (SAAB) REHMEYER

Title: Director of Community Services & Evaluation

Title: GRADUATE STUDENT

Institution: MDCSA

Institution: UMKC

Date: 11/14/06

Date: 11-14-06

The IRB has determined that the research activity pertaining to this agreement which involves coded private information or specimens does not involve human subjects as outlined by the requirements of HHS regulations at 45 CFR 46 as stated in the above referenced OHRP Guidance.

David Mother

Signature of IRB Chair or Administrator

Name: David Mother

Title: Chair SSIRB

Institution: UMKC

Date: 12-07-06

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VITA

Jaime Marie (Saab) Rehmsmeyer was born July 14, 1981 in St. Louis, Missouri. After graduating from Camdenton High School in 1999, she attended Southwest Missouri State University where she received her undergraduate degree in 2003. Her degree was in Criminal Justice.

While working as an investigator with the Missouri Attorney General's Office, she began pursuing her Master of Science degree in Criminal Justice and Criminology at the University of Missouri, Kansas City in 2003. Upon completion of her degree requirements, Mrs. Rehmsmeyer plans to continue her service in the public sector.