

Prevention-Based Programs on Intimate Partner Violence for Adolescents

By

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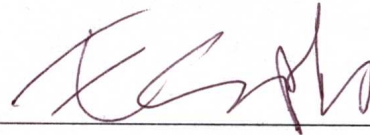
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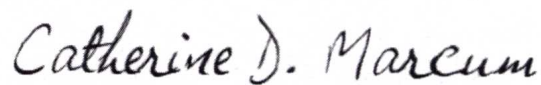
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Abstract

This thesis utilizes an empirical review of intimate partner violence prevention programs for adolescents. By using scholarly sources and governmental agency documents, a list of prevention-based programs across the U.S. and within North Carolina was compiled. The prevention-based programs represent three categories; evidence-based, technology-based, and evidence-based programs in North Carolina. Prevention programs were reviewed on their approach to which they engaged adolescents, the generalization of material, and the overall effectiveness of decreasing intimate partner violence among adolescents. The goal of the review is to establish knowledge, credibility, and support for prevention programs that aim at ending intimate partner violence.

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Prevention-Based Programs on Intimate Partner Violence for Adolescents

Intimate partner violence (IPV) is highly prevalent and pervasive. Anyone can be a victim of domestic violence regardless of race, age, or gender (OK.GOV, 2018). Intimate partner violence that happens to an individual who is new to experiencing a romantic relationship, which is usually in the teen years, is referred to as teen dating violence (TDV) (CDC, 2021). Dating violence is defined as “the use of harassing, controlling, and/or abusive behavior to maintain power and control over a partner in a romantic relationship” (OK.GOV, 2018). Teen dating violence is acknowledged as occurring in person and/or electronically (Black et al., 2017), (Centers for Disease Control, 2022). Teen dating violence can also be evident in several different forms (Centers for Disease Control, 2022). First, there is emotional or verbal abuse where a partner is exposed to emotional attacks (OK.GOV, 2018). Examples of this can include verbal intimidation, threats, or jealous behavior (OK.GOV, 2018) (Crooks et al., 2017). Second, can be physical aggression where the dating partner is physically hurt (OK.GOV, 2018). Examples of this include hitting, kicking, punching, and/or shoving (OK.GOV, 2018). Third, is sexual violence which includes forcing sex or sexual acts without consent (Children’s Hospital of Philadelphia, 2019). This can include unwanted kissing or touching (OK.GOV, 2018). Fourth is stalking which can consist of receiving unwanted letters, phone calls, texts, emails, being watched or followed, and/or having unwanted physical approaches by the perpetrator (Children’s Hospital of Philadelphia, 2019). And lastly, there is technological abuse which is emotional/verbal and/or sexual abuse but through technology, like cell phones and the internet. This is commonly referred to as “sexting” or cyberbullying (OK.GOV, 2018).

There is a multitude of factors that can increase a youth's risk of participating in dating violence. Risk factors for being exposed to youth violence include a prior history of violence, drug/alcohol/tobacco use, association with delinquent peers, poor family functioning, poor grades in school, and poverty in the community (OK.GOV, 2018). There are also several effects corresponding with experiencing dating violence such as a long-lasting impact on the victim's physical, psychological, and/or behavioral functioning (Crooks et al., 2017). Those who have reported experiencing intimate partner violence in high school are additionally likely to experience violence in their college relationships as well (Children's Hospital of Philadelphia, 2019). There are several warning signs that indicate dating violence is present. These include but are not limited to - a partner using threats or violence to solve a situation; persistent calling and/or texting to monitor where one is, or other possessive behavior; controlling whom one can spend time with, what one can do, and/or wear; name-calling, put-downs, embarrassment, and/or making one feel bad about oneself; making threats towards oneself, family, or friends; making threats of suicide or self-harm; and forcing one to do something that one does not want to do (OK.GOV, 2018). Adolescent victims of intimate partner violence are at a heightened risk of having "depression, substance abuse, suicide attempts, eating disorders, poor school performance, pregnancy, and sexually transmitted infections (Children's Hospital of Philadelphia, 2019). Teen victims also report higher rates of school absences, antisocial behavior, and interpersonal conflict with their peers (Children's Hospital of Philadelphia, 2019). In addition to those effects, there can also be devastating and lasting consequences to the individual's family and community too (CDC, 2021).

Teen dating violence should be acknowledged as a serious public health matter. The Children's Hospital of Philadelphia stated that it is the most prevalent type of intimate partner violence - as it affects all youth regarding of age, race, gender, socioeconomic status, or sexual orientation (2019). Statistics from the National Partner and Sexual Violence Survey (NISVS) reveal that just about 1 in 4 women (~23%) and nearly 1 in 7 men (14%) have reported experiencing severe physical violence from an intimate partner during the course of their lifetime (Niolon et al., 2017). Examples of this include being beaten, kicked, choked, burned, and/or threatened with a weapon (Niolon et al., 2017). 16% of women and 7% of men reveal that they have experienced sexual violence (such as rape, sexual coercion, or unwanted sexual contact) from an intimate partner (Niolon et al., 2017). Additionally, 10% of women and 2% of men report being stalked by their intimate partners (Niolon et al., 2017). And lastly, almost half of all women and men (47%) have experienced psychological aggression, like humiliating or controlling behaviors, within their lifetime (Niolon et al., 2017).

Data from the NISVS can be used to illustrate how intimate partner violence often starts during adolescence (Niolon et al., 2017). It is estimated that 8.5 million women (7%) and approximately 4 million men (4%) have reported experiencing either rape, physical violence, or stalking from an intimate partner and they specified that they had experienced these forms of violence or others before being 18 years old (Niolon et al., 2017). Results from Youth Risk Behavior Survey (YRBS) IN 2015 demonstrate that 10% of students experienced physical dating violence and 11% had experienced sexual dating violence within the last 12 months (Niolon et al., 2017). Even though the YRBS does not give national data on stalking among adolescents, the results can still be predicted from the 3.5 million women (3%) and 900,000 (1%) men who report

having their first experience of stalking victimization before they are 18 years old (Niolon et al., 2017). Furthermore, a study that was administered in Kentucky revealed that 17% of high schoolers, within that state, reported stalking victimization (Niolon et al., 2017). Prior research has demonstrated that intimate partner violence is most common during adolescence and young adulthood and then decreases with age (Niolon et al., 2017). The rate of dating violence begins at the age of 13 years old, raises sharply between the ages of 15 and 17 years old, and proceeds to rise higher between 18 and 22-year-olds (Children's Hospital of Philadelphia, 2019). Females between the ages of 16 to 24 are three times more likely than the rest of the entire population to be abused by a significant other (DoSomething.org, (n.d.)). Lastly, "Eleven Facts about Dating Violence" also reported that violent behavior often starts between the 6th and 12th grade - and as of recently, 72% of 13 and 14-year-olds report that they are dating (DoSomething.org, (n.d.)).

Moreover, Martin et al. (2011) found that teen dating disproportionately affects African American adolescents. Data from NISVS demonstrated that 57% of multi-racial women, 48% of American Indian/Alaskan Native women, 45% non-Hispanic black women, 37% non-Hispanic white women, 34% of Hispanic women, and 18% of Asian-Pacific Islander women have experienced either sexual violence, physical violence, or stalking by an intimate partner (Niolon et al., 2017).

Furthermore, 42% of multi-racial men, 41% of American Indian/Alaskan Indian men 40% of non-Hispanic black men, 30% of non-Hispanic white men, 30% of Hispanic men, and 14% of Asian-Pacific Islander men have experienced either sexual violence, physical violence, or stalking by an intimate partner (Niolon et al., 2017). Data from the NISVS demonstrated those with different sexual orientations are also disproportionately affected by intimate partner violence (Niolon et al., 2017). Approximately 61% of bisexual women, 37% of bisexual men,

44% of lesbian women, 26% of gay men, and 29% of heterosexual men will have experienced physical violence, rape, or stalking by an intimate partner during their life (Niolon et al., 2017). Lastly, in a study regarding those with disabilities, 4.3% of those with “physical health impairments” and 6.5% of those with mental health impairments have reported being victimized by an intimate partner in the previous year (Niolon et al., 2017).

Moreover, another relevant statistic is that eight states did not include dating relationships in their state definition of domestic violence (Hattersley-Gray, 2018). Due to this, most adolescent victims are unable to take out restraining orders against their abuser (Hattersley-Gray, 2018). Moreover, it was found that adolescents’ confusion about the law and their desire for confidentiality are the two prevalent barriers that stop them from seeking help (Hattersley-Gray, 2018). Only 33% of teenagers who were in an abusive relationship ever confided in anyone about the abuse taking place (Hattersley-Gray, 2018). Furthermore, another pressing statistic is that 81% of parents believe that teen dating is not a problem and admitted that they do not know if it is a pressing issue (Hattersley-Gray, 2018).

Adolescents are at risk for teen dating violence due to the transitions that occur during adolescence and inexperience with dating (Martin et al., 2011). Based on this and the statistics that demonstrate the prevalence of teen dating violence, there is a vital need to educate youth on what constitutes a healthy relationship and what does not. Due to the risk of being in an abusive relationship, teenagers need to be aware of the crucial signs that foreshadow intimate partner violence. Educating youth on intimate partner violence will not only help protect the individual but also hopefully lead to informed, proactive members of the community who stand against intimate partner violence. Furthermore, it was reported that 1/3 of teens who were in an abusive

relationship disclosed to someone about the violence (DoSomething.org, (n.d.)). This is another finding that reinforces why we should educate our youth. Adolescents need to know how to respond appropriately when they are disclosed to or when they suspect intimate partner violence.

An additional reason that solidifies why youth need to be knowledgeable about intimate partner violence is that teens are often reluctant to expose themselves as victims of abuse. There is an apparent stigma that is associated with being a victim/survivor of domestic assault that prevents individuals from getting help. By educating more individuals on how prevalent and pervasive intimate partner violence is, we will hopefully see a decrease in the stigmatization of victims and finally be able to create an atmosphere in which they feel comfortable sharing their experiences. Lastly, it needs to be considered that teens are reluctant to seek out help due to being unaware of the domestic violence laws within their state. Eight states do not even recognize a “violent dating relationship” as domestic abuse (DoSomething.org, (n.d.)). This can be detrimentally impactful to adolescents who are unable to get a restraining order of protection from their abuser.

Prevention Programs Initiatives & Approaches

Prevention programs and laws regarding intimate partner violence vary state by state, but one thing is - it is a global issue that needs to be addressed (ie. Teen dating). On the last day of January, U.S. President, Joe Biden, proclaimed that February will now be “National Teen Dating Violence Awareness and Prevention Month” (Biden, 2023). In Biden’s proclamation, he stated that he will be advancing the effort of the Centers for Disease Control and Prevention in order to provide education to teachers, families, and community members on how to teach adolescents about healthy relationships (Biden, 2023). Additionally, the President spoke about working with

Congress to reapprove and bolster the “Violence Against Women Act” (Biden, 2023). This will include improving grant programs and boosting funding for “non-profit organizations, Tribes, and local governments” that address and reduce teen dating violence (Biden, 2023).

It should be mentioned that there are several ways anyone can do to prevent intimate partner violence from occurring (OK.GOV, 2018). First, everyone should know what constitutes a healthy and/or unhealthy relationship. Secondly, individuals need to be able to talk to their children, family members, or friends about healthy, romantic relationships (OK.GOV, 2018). Thirdly, there needs to be support for a healthy relationship curriculum to be taught in schools and youth groups (OK.GOV, 2018). And lastly, individuals can volunteer at their local domestic shelter or prevention program to help provide education on intimate partner violence (OK.GOV, 2018).

The primary goal of educating adolescents about teen dating violence is to prevent the violence before it has even begun. Adolescents are learning how to form beneficial, respectful relationships with others thereby making it an ideal time to promote healthy relationships and avert abusive patterns that could persist into adulthood (CDC, 2021). Prevention approaches are beneficial for all youth regardless of their individual risk level and can be designed specifically to address the needs of those at higher risk (David-Ferdon & Simon, 2012). There are several different ways the epidemic of teen dating violence is being fought. First, there are prevention and intervention programs that can help victims and/or survivors. Prevention programs are aimed at stopping the abuse before it begins and intervention programs are for stopping the abuse after it has occurred (David-Ferdon & Simon, 2012). Prevention includes evidence-based activities that have been found to be successful in preventing youth violence from occurring altogether

(David-Ferdon & Simon, 2012). Whereas, intervention programs include immediate or long-term law enforcement responses, medical and mental health professional involvement, and other services that help reentry to the community (David-Ferdon & Simon, 2012). A huge limitation of preventing intimate partner violence is that historical efforts have always focused on the violence after it has occurred (David-Ferdon & Simon, 2012). It was found by the CDC that a combination of systematically implemented prevention and intervention programs is critical to solving the epidemic of youth violence (David-Ferdon & Simon, 2012).

Another approach is preventing teen dating violence is referred to as “indicated/secondary” prevention and preventive approaches (Crooks et al., 2017). Indicated or secondary prevention approaches focus on youth who are at high risk for engaging in abusive behaviors and exhibited those behaviors in the past (Crooks et al., 2017). Whereas preventive approach efforts include decreasing the number of new teen dating violence occurrences (and acts of violence) by providing adolescents with the knowledge to prevent domestic violence and make positive relationship choices (Crooks et al., 2017). Prevention efforts for intimate partner violence include promoting a healthy, respectful, nonaggressive relationship (CDC, 2021). These healthy relationships are developed by acknowledging risk and protective factors at multiple levels - such as the individual, relationship, community, and society (CDC, 2021).

The overarching goal of prevention approaches is to stop intimate partner violence before it even begins. There are currently several prevention approaches that have been found to be effective in preventing youth violence. The first approach is the Universal School-based Youth Violence Prevention Program. These programs are delivered to all students within a school or grade and not just to the youth who are at an increased risk (David-Ferdon & Simon, 2012).

Essentially, these programs provide students and school staff with advice on violence, skills in nonviolent conflict resolution, and ultimately change the way students view and feel about youth violence (David-Ferdon & Simon, 2012). There is a multitude of school-based programs that have been developed, but each of these programs varies in their activities and impact on youth violence (David-Ferdon & Simon, 2012). Examples of these types of programs include “Life Skill Training”, “Good Behavior Game” and “Promoting Alternative Thinking Strategies” (David-Ferdon & Simon, 2012). The second preventive approach is “Parenting Skill and Family Relationship Programs (David-Ferdon & Simon, 2012)”. This is where parents are given training on child development, communication skills, and nonviolent conflict resolution skills (OK.GOV, 2018). This approach is supported by a multitude of evidence that parents can beneficially influence child behavior and child-rearing practices (David-Ferdon & Simon, 2012). Examples of this approach include “Strengthening Families”, “Incredible Years”, and “Guiding Good Choices” (David-Ferdon & Simon, 2012).

The third preventive approach is the “Intensive Multi-System Approach” (David-Ferdon & Simon, 2012). This is an important preventive approach for youth who are at high-risk for intimate partner violence, such as adolescents who have a history of engaging in violence (David-Ferdon & Simon, 2012). This strategy addresses factors in the adolescent’s environment that can contribute to violent and/or delinquent behavior. Factors consist of individual characteristics of the youth, their family relations, their peer relations, and their school performance (David-Ferdon & Simon, 2012). Examples of this approach include “Multisystemic Therapy” and “Multidimensional Treatment Foster Care”. This preventive approach has been found to be successful in significantly reducing youth violence (David-Ferdon & Simon, 2012).

The fourth preventive approach is “Policy, Environmental, and Structural Strategies” (David-Ferdon & Simon, 2012). This approach includes changing the environmental characteristics of communities in order to enhance community safety. This in return is effective at shaping key risk and protective factors of youth violence. Examples of this approach include “Business Improvement Districts (BIDs)” and “Crime Prevention Through Environmental Design (CPTED)” (David-Ferdon & Simon, 2012).

The fourth prevention approach is “Street Outreach and Community Mobilization” (David-Ferdon & Simon, 2012). This approach aims to stop violence, particularly shootings, and help change the environment of communities in order to increase safety (David-Ferdon & Simon, 2012). This approach has been demonstrated to be effective in decreasing youth violence. Examples of this include “CeaseFire” and “Safe Streets”. The fifth preventive approach is “Early Childhood Home Visitation” (David-Ferdon & Simon, 2012). This approach includes trained nurses who help families by providing them with direct services. Different programs have produced an assortment of activities, some of which have been evaluated as a way to prevent youth violence. This approach provides youth and parents with information, babysitter support, and training on topics like child development, health, and care (David-Ferdon & Simon, 2012). An example of this program includes “Nurse Family Partnerships”. Nurse Family Partnerships have been found effective in decreasing the risk factors for youth violence, such as child maltreatment and youth arrests (David-Ferdon & Simon, 2012). The last strategy CDC-approved approach is “Preschool and Elementary School Enrichment” (David-Ferdon & Simon, 2012). This strategy is focused on adolescent skill development and education for those who are at high risk of youth violence (David-Ferdon & Simon, 2012). These programs provide information to

at-risk children and their families in order to create long-lasting benefits like robust learning and development (David-Ferdon & Simon, 2012).

Moreover, there are social development approaches that are designed to teach children how to handle difficult social situations (OK.GOV, 2018). In these programs, children are learning how to resolve problems without resorting to a means of violence (OK.GOV, 2018). There are also mentoring programs that will pair an adult with an adolescent. The adult will serve as a beneficial role model and help shepherd the adolescent's behavior. And lastly, other prevention strategies include changing the physical and social environment that we live in (OK.GOV, 2018). Prevention strategies that are rooted in social change try to address the social and economic causes that contribute to violence (OK.GOV, 2018). While these programs have all been found to be effective prevention strategies, there are some strategies that are not successful at decreasing youth violence. This includes programs like "Drug Abuse Resistance Education (DARE)", "Scared Straight", boot camps, and the policy that transfers juvenile offenders to adult facilities (David-Ferdon & Simon, 2012).

Prevention Programs Principles

Lastly, along with the prevention strategies, the CDC released guided research and practice-driven principles that should be taken into account when combatting youth violence. The CDC used the 13 principles to create their program "Striving to Reduce Youth Violence Everywhere (STRYVE)". Prevention approaches need to have these principles in place in order to address a wide variety of factors and individuals who are at risk. The first principle enacted by the CDC was that youth violence can be prevented which in return will lead to individuals, families, and communities being healthy and safe (David-Ferdon & Simon, 2012). The CDC

recommends that when creating a prevention program, other complementary approaches must be utilized in order to accurately respond and intervene in youth violence. Prior research has demonstrated that reducing factors that have an increased an individual's risk of engaging in youth violence, while also increasing the promotion of healthy factors, will significantly decrease youth violence (David-Ferdon & Simon, 2012). This idea can help prevent intimate partner violence from occurring to anyone regardless of their age, especially children in school. The second principle recommended by the CDC is using a “public health approach” when combatting youth violence (David-Ferdon & Simon, 2012). This is a science-based preventive approach that establishes maximum efficacy for instilling a long-lasting impact on adolescents. This principle uses data to explain how youth violence occurs, where it occurs, and who is affected the most (David-Ferdon & Simon, 2012). The data is also used to identify how prevention strategies need to be enforced, which factors protect youth, and which factors place them at risk (David-Ferdon & Simon, 2012). Moreover, this principle calls for the unified effort of multiple fields in order to prevent violence and promote safety.

The third principle recommended is that prevention programs use a “comprehensive approach (David-Ferdon & Simon, 2012).” We know that there is no lone factor that can explain why an individual experiences violence and another does not, which is why a comprehensive approach is utilized. Comprehensive prevention strategies use a variety of multiple approaches to influence the range of factors that either decreases or increase the likelihood of youth violence starting (David-Ferdon & Simon, 2012). Factors include but are not limited to, characteristics of the adolescent, their relationships, and the influence that is tied to their school, community, and society as a whole. The fourth principle recommended for prevention programs is to also use a

"life course approach (David-Ferdon & Simon, 2012)." Adolescents' involvement with violence has been found to be "significantly influenced by their developmental life course". Simply put, there will be changes in risk factors as adolescents transition to adulthood, but even in adulthood, there are still risk factors present that could lead them to be in an abusive relationship. The overall goal of this approach is to have activities that cover the ongoing lifespan but also focus on the internal transition periods where youth violence increases (David-Ferdon & Simon, 2012).

The fifth principle recommended deals with having prevention programs that are designed to accommodate the differential needs and strengths of adolescents, families, and their communities (David-Ferdon & Simon, 2012). Factors like values, traditions, beliefs, and/or personal circumstances may increase an adolescent's risk of violence, or it may alternately promote the safety of said adolescent from violence (David-Ferdon & Simon, 2012). The CDC stated that in order for prevention strategies, programs, or policies to be effective, researchers and designers must take into account the different cultures and customs that individuals and communities can have. Having activities that include everyone, will allow prevention efforts the ability to impact and change as many lives as they can reach. The sixth principle calls for "multi-sector action and infrastructure" to combat youth violence (David-Ferdon & Simon, 2012). In order to have effective prevention policies and programs, there needs to be active participation and leadership across the community's partners (David-Ferdon & Simon, 2012). This means initiatives are needed at a local, state, and national level while incorporating professionals who have "different skills, perspectives, and areas of expertise". These partners will include public health professionals, social services, educators, criminal justice professionals, and housing services.

The seventh principle is that prevention programs need to be driven by data and research (David-Ferdon & Simon, 2012). The CDC stated that prevention approaches should discuss risk and protective factors that have been found to be empirically supported (David-Ferdon & Simon, 2012). Furthermore, there needs to be an evaluation completed once the program is over. This will ensure that the goal of prevention programs is being met and that there is continuous new research published on the topic. The eighth principle is that prevention programs involve the community with the opportunity to input, engage, or act as a leader when it comes to addressing youth violence (David-Ferdon & Simon, 2012). Active participation from multiple organizations such as community-based groups, faith-based groups, and even local businesses can help to ensure that the unique needs of adolescents are being addressed and prioritized (David-Ferdon & Simon, 2012). Community partnerships can help programs accurately address the local issues at hand, can help develop and implement prevention strategies, and can help build on preexisting prevention efforts, all of which can enhance preventive outcomes. The ninth principle is similar to the eighth principle, as it encourages youth to play an integral role in ending youth violence (David-Ferdon & Simon, 2012). In order to ensure that the strategies of the prevention program are addressing the needs of adolescents, a youth voice should be considered during the process of creating the prevention program (David-Ferdon & Simon, 2012). Moreover, having adolescents involved in the process can strengthen their knowledge of intimate partner violence and skills in how to deal with intimate partner violence.

The tenth principle deals with having a “strategic” plan in place, as it is critical to overall prevention success (David-Ferdon & Simon, 2012). A strategic plan includes the analysis of data, delineation of goals and their measurable objects, deciding what steps need to be completed by

certain at-risk youth, use of strategies like those in the section above, and evaluation of the program (David-Ferdon & Simon, 2012). Having a strategic plan can be used to coordinate an understanding with multiple sectors which will lead to better outcomes in reducing youth violence. The eleventh principle deals with addressing risks and protective factors within an institutional setting (David-Ferdon & Simon, 2012). In order for a prevention program to decrease youth violence, the program itself must go beyond just addressing “individual and interpersonal risks” (David-Ferdon & Simon, 2012). Prevention programs need to change the conditions and administration policies of the setting of the institution that they are in, in order to endure behaviors that promote health and safety. The twelfth principle deals with technical assistance and information sharing in prevention programs (David-Ferdon & Simon, 2012). The CDC recommends sharing the latest research and successful prevention strategies is key to strengthening the local, state, and national efforts of ending youth violence. And lastly, the thirteenth principle deals with making prevention programs widespread and constant within their efforts (David-Ferdon & Simon, 2012). Prevention activities need to ensure that all manner of individuals and communities can benefit from said activities (David-Ferdon & Simon, 2012). The CDC gives an example of implementing a prevention program throughout the school district instead of just being at one school.

Moreover, the ultimate goal of a prevention program is to educate individuals on the signs of intimate partner violence so that potential victims will realize they are in an unhealthy relationship before it is too late. Now that we have gone through what prevention is and the strategies/policies that are recommended, the next section will deal with actual research-based prevention programs. There are currently several research-based prevention programs combating

teen dating violence, some of which have been examined and approved by federal agencies (OK.GOV, 2018). In the next section, each program will be discussed and evaluated in an attempt to gain relevant information that can be used in the creation of my own youth violence prevention program.

Examples of Evidence-Based Prevention Programs

STRYVE

The first set of programs can be utilized for any age necessary and all have been found to be effective in preventing youth violence. The first program within this set to be discussed is “The Striving To Reduce Youth Violence Everywhere (STRYVE)”. This a nationwide led initiative started by the Centers for Disease Control and Prevention (CDC), National Center for Injury Prevention and Control (NCIPC), and Division of Violence Prevention (DVP) (David-Ferdon & Simon, 2012). STRYVE uses a strategic approach that is evidence-based to present information to adolescents with an emphasis that positive action can be taken to prevent youth violence. It is a program that is designed to help assist individuals, groups, organizations, and communities become familiar with crucial concepts and strategies to prevent youth violence (OK.GOV, 2018). The concepts include warning signs, understanding youth violence, and how to protect one’s community.

STRYVE recognizes that communities can undergo violence in different ways, therefore STRYVE tries to increase the capacity of health departments, governmental agencies, and community-based institutions to provide specific needs for individual communities (Butts & Henninger, 2017). STRYVE includes the cooperation of criminal justice, public health, education, labor, and social services. STRYVE assists communities by choosing the best strategy

to combat youth violence within that specific community (Butts & Henninger, 2017). The goals of STRYVE include increasing national leadership to avert youth violence, promoting public adoption of prevention policies that are based on the best accessible evidence, and overall reducing the rate of youth violence on a widespread scale (Centers for Disease Control and Prevention 2021).

In August 2011, the CDC chose four local health departments to implement “Striving To Reduce Youth Violence Everywhere (STRYVE) Through Local Public Health Leadership” (Centers for Disease Control and Prevention, 2021). The health departments include Boston Public Health Commission, Houston Health Department, Monterey County Health Department (CA), and Multnomah County Health Department (OR). These health departments were given “cooperative agreements” that totaled \$4.5 million and were given a five-year period to implement the program. The funding acts as a way to increase the local health department's capacity and the utilization of evidence-based prevention strategies. Each health department had to create a comprehensive plan to stop youth violence, implement programs and policies aimed at reducing youth violence, track and measure improvement within the organization and community, develop and measure an evaluation of the prevention plan, and lastly produce a sustainable plan that identifies resources needed (Centers for Disease Control and Prevention, 2021). Additionally, STRYVE has also funded the Houston Health Department to help youths who were feeling disconnected from their community (David-Ferdon et al., 2015). Using STRYVE and the CDC’s assistance, Houston created an evidence-based initiative called “Youth Empowerment Solutions” and the principle of “Crime Prevention through Environmental Design” to enhance the engagement of youth within their communities.

Results published by Multnomah County Health Department indicate that their STRYVE initiative is successful in reducing youth violence. Multnomah county's rise in poverty and youth violence led them to design a strategy that focused on teen dating violence and youth violence within that area (Wiggins et al., 2017). In a survey conducted by Wiggins et al. (2017), participants were found to have an increase in awareness, interest in more training, and involvement with other STRYVE activities. Findings also indicate that group participants were more aware of violence being a public health issue and were more equipped to address violence because of their involvement with STRYVE. Results from Wiggins et al. (2017) showed that 92% of participants had an increase in their knowledge of health when taking the baseline test and then the follow-up test. Participants also had an increase in understanding of how individual and community issues are tied to a local, state, and national level (Wiggins et al., 2017). Quantitative data indicated that a large majority of participants valued the content and methods of the program as they helped improve their individual ability to promote health within their community. Additionally, qualitative data indicated that participants valued the teaching style, information discussed, group inclusion and interaction, and personal check-ins without the program (Wiggins et al., 2017).

CDC'S Comprehensive Technical Package

This program is for everyone interested in educating themselves and others about intimate partner violence prevention (OK.GOV, 2018). The CDC acknowledges that teen dating violence is a serious public health issue that affects thousands of individuals each day. Adolescents can be involved in teen dating violence as either a victims, offenders, or witnesses. The goal of this program is to show that intimate partner violence is preventable and can be

stopped even before it begins (OK.GOV, 2018). The technical package is a selection of strategies that are evidence-based to assist communities and their states with developing prevention efforts to end intimate partner violence (IPV) and its long terms consequences (Niolon et al., 2017). Strategies of the package include training adolescents in safe and healthy relationship skills, involving prominent adults and peers of adolescents, ending the developmental pathway that sets up intimate partner violence, producing protective atmospheres, increasing economic support for low-class families, and supporting survivors (Niolon et al., 2017).

This particular package has a focus on stopping intimate partner violence, which includes teen dating violence (TDV), from occurring or persisting to decrease the immediate and long-term consequences of intimate partner violence (Niolon et al., 2017). Similar to the program above, the technical package calls for the cooperation of multiple sectors, such as public health, justice, health care, education, social services, government, and business/labor services in order to have a successful program. The technical package has three components (Niolon et al., 2017). The first component of the package is to create a “strategy”. This is the preventive direction of the program or the actions the program will take in order to accomplish its goal of stopping IVP/ TDV. The second component of the package is the “approach”. The approach is specific ways that the strategy can be enhanced. This can happen in a multitude of ways such as through practices, policies, and programs. And the last component of the package is “evidence”. The evidence includes associated risk factors with intimate partner violence and/or teen dating violence.

There were no results published on the effectiveness of “A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors” from the Center

for Disease Control. Nonetheless, a study was conducted to see if community-based programs are effective in preventing intimate partner violence. The study did find that community-based programs are specifically effective when it comes to highly stigmatized behaviors, such as intimate partner violence (Agüero et al., 2020). It was also concluded that community-based programs may also provide a more precise and lower-cost means of identifying individualized risk factors that require social services.

Dating Matters

Dating Matters is another prevention program sponsored by the Centers for Disease Control and Prevention (CDC). Dating Matters is a comprehensive, teen dating violence prevention program that uses strategies to end teen dating violence before it occurs (Centers for Disease Control and Prevention, 2018). Dating Matters uses an evidence-based approach that encompasses prevention strategies for adolescents, peers, families, schools, and neighborhoods (Centers for Disease Control and Prevention, 2018). This program focuses specifically on teaching 11 to 14-year-olds healthy relationship skills before they begin dating in hopes of reducing risk factors that increase teen dating violence, like substance abuse or sexual risk-taking. The curriculum includes prominent experts, infographics, engaging exercises, and a persuasive storyline that depicts what teen dating violence looks like (OK.GOV, 2018).

Dating Matters has several components of its prevention program. These several components include youth programs, parent programs, educator training, youth communication programs, and community-level prevention activities (Centers for Disease Control and Prevention, 2018). Youth programs are school-based programs specifically for 6th, 7th, and 8th graders. Parent programs are either in-person group sessions or at home with the parent/child.

There is also a program specifically for the parents of 6th, 7th, and 8th graders. The educator training program is a free online resource that enlightens teachers on the risk factors and warning signs of teen dating violence (Centers for Disease Control and Prevention, 2018). It also informs the educator of their role to promote healthy relationships within their classroom. Youth communication programs include “i2i” and “What R U Looking 4?” (Centers for Disease Control and Prevention, 2018). These programs use communication strategies, like technology and language, to appeal to adolescents who are in middle school. These programs are conveyed by “Brand Ambassadors”. Brand ambassadors are 15-18-year-olds who are near the age of middle schoolers in hopes of engaging them in activities like events, social media, and written materials. Lastly, community-level prevention activities deal with the cooperation of communities and their local health departments (Centers for Disease Control and Prevention, 2018). Health departments and their local communities work together to monitor indicator data, inform policy efforts on teen dating violence, and build the community’s ability to implement comprehensive prevention programs.

From 2011 to 2016, the CDC administered a demonstration project on Dating Matters in the cities of Baltimore, Chicago, Oakland, and Ft. Lauderdale (Centers for Disease Control and Prevention, 2020). The goal of the study was to examine the practicality, reliability, effectiveness, and cost of the program Dating Matters within these four communities. The local health departments within these cities enlisted middle schoolers who have an increased risk factor in crime and economic disadvantage. Forty-six middle schools were randomly selected to either implement the Dating Matters comprehensive prevention model or a standard-of-care model (Centers for Disease Control and Prevention, 2020). Several studies conducted by

independent researchers have found Dating Matters to be effective in stopping teen dating violence. A study conducted by Niolon et al. (2019) found that Dating Matters decreased perpetration in dating violence by 8.43%, decreased victimization by 9.87%, and decreased negative conflict strategies by 5.52% across all time points and cohorts, compared to the standard-of-care model students. Another study that focused on sexual violence and sexual harassment found that students in Dating Matters had a 6% decrease in sexual violence preparation, a 3% decrease in victimization, a 4% decrease in sexual harassment perpetration, and an 8% decrease in sexual harassment victimization by the end of the student's middle school experience (DeGue et al., 2021). These results were compared to other students who were in an evidence-based program and were found to be effective in reducing sexual violence and harassment from occurring both in relationships and the school (DeGue et al., 2021). Lastly, another study focusing on physical violence, bullying, and cyberbullying found that both females and males reported an 11% decrease in bullying perpetration and a decrease of 11% in physical violence perpetration than adolescents in different schools (Vivolo-Kantor et al., 2020). Female students also reported a 9% decrease in cyberbullying victimization and a 10% decrease in cyberbullying perpetration (Vivolo-Kantor et al., 2020).

Furthermore, the CDC conducted its own study in which it compared adolescents who engaged in the comprehensive prevention program, Dating Matters, against adolescents who were in the evidence-based program "Safe Dates" (Centers for Disease Control and Prevention, 2020). The CDC surveyed adolescents at multiple time periods starting in 6th grade before participation in any activities and again in 8th grade after participating in activities. The students were also surveyed once a year after they enrolled in high school to see the long-term effects of

the prevention program, Dating Matters. The study found that students involved in Dating Matters reported decreased levels of teen dating violence perpetration and victimization, and also a decrease in the usage of negative conflict skills (Centers for Disease Control and Prevention, 2020). Moreover, the study found that there was a decrease in the levels of bullying perpetration, a decrease in cyberbullying perpetration and victimization in females, a decrease in physical violence perpetration, a decrease in weapon carrying, a decrease in alcohol/substance abuse, a decrease in delinquency, a decrease in sexual violence perpetration and sexual violence victimization in females, and a decrease in sexual harassment inside and outside of dating relationships (Centers for Disease Control and Prevention, 2020).

Childhelp Speak Up Be Safe

This program includes an evidence-based curriculum that was specifically developed for pre-kindergarteners up to 12th-grade students (ChildHelp Speak Up Be Safe, 2022). The goal of the program is to stop, interrupt, and advocate for those experiencing intimate partner violence. The program teaches adolescents about various types of abuse such as physical, emotional/verbal, sexual, neglect, bullying, and even cyberbullying. This prevention program provides the facilitators of this program with everything they need. This includes facilitator training, classroom presentations that are designed to engage students, two scripted lesson plans per grade, handouts and engaging activities, materials for parents/caregivers, optional student surveys and data collection to gauge learning and effectiveness, and lastly, everything can be accessed online 24/7 (ChildHelp Speak Up Be Safe, 2022). Furthermore, the program helps children identify harmful situations and teaches them “resistance skills” - such as telling a trusted adult. This program also includes safety rules such as “It’s my body”, “Ask an adult if I am safe”,

“I have choices”, “Tell someone”, and “It’s never my fault”. This curriculum has been proven to be effective with statistically reliable results since its implementation in 2010 (ChildHelp Speak Up Be Safe, 2022). Childhelp Speak Up Be Safe has been confidently used by schools, communities, faith-based organizations, advocacy centers, over a dozen nations, and several groups throughout the United States.

Within the past years, ChildHelp has partnered with the Southwest Interdisciplinary Research Center at Arizona State University (ASU-SIRC) (ChildHelp Speak Up Be Safe Evaluation, 2022). The goal of this partnership is to integrate new evaluation strategies, broaden the curriculum, gather feedback, and strengthen program goals. In the fall of 2010, Childhelp Speak Up Be Safe (CH SUBS) curriculum was implemented in Florida schools to over 20,000 1st through 6th graders with the assistance of the Monique Burr Foundation (ChildHelp Speak Up Be Safe Evaluation, 2022). This trial resulted in 424 confessions of abuse and bullying with a 2% disclosure rate. 99% of the facilitators felt the educational program accurately covered the topic of sexual abuse. 98% of facilitators also felt that physical abuse and neglect were also accurately covered. Moreover, 98% of the students in the program felt empowered by the information the program covered (ChildHelp Speak Up Be Safe Evaluation, 2022).

In the 2014-2015 academic year, CH SUBS with the assistance of Origami Owl was able to implement a nationwide program that was delivered to almost 40,000 adolescents that were in the 1st through 6th grade (ChildHelp Speak Up Be Safe Evaluation, 2022). This trial resulted in 390 disclosures of bullying, cyberbullying, abuse, and/or neglect. It was found that 1% of the students who were in this trial had been directly impacted by abuse or neglect and were able to recognize the signs of abuse/neglect and seek help. Furthermore, a Phoenix-metro school district

administered a CH SUBS program that was available to 1st through 6th graders which impacted up to 4000 students (ChildHelp Speak Up Be Safe Evaluation, 2022). This implementation resulted in 84 disclosures of abuse and/or neglect, with a nearly 2% impact rate. This number may appear small, but it represents adolescents who sought out help after attending the CH SUBS lesson. Due to the promising results of CH SUBS, the program was enlarged to cover grades all the way up until the 12th (ChildHelp Speak Up Be Safe Evaluation, 2022).

Additionally, it was concluded that there is a statistical difference in safety knowledge compared to those who have completed the program versus those who have not. Long-term research on the effectiveness of prevention programs infers that adolescents will be able to recognize unhealthy factors before abuse occurs and seek out resources that can help them (ChildHelp Speak Up Be Safe Evaluation, 2022).

Love is Not Abuse

“Love is Not Abuse” is a prevention program that involves a curriculum in both the English language arts and health education. The curriculum was developed by Liz Claiborne Inc. in combination with the Education Development Center, Inc., which is a global, non-profit institution that concentrates on education and health (Love is Not Abuse, 2023). The curriculum is based on three goals which consist of increasing adolescents’ knowledge of teen dating violence, enabling adolescents to reach out to a trusted individual, and increasing help-seeking behaviors that can prevent abuse. This is a unique program that encompasses literature to help build adolescents reading ability, literary interpretation, and writing skills all while educating adolescents on preventing and responding to dating violence (Love is Not Abuse, 2023). The handouts were cultivated by “Break the Cycle”, which is another non-profit institution that is

trying to prevent dating and inanimate partner violence. The curriculum is available in a handbook for adolescents, but also for adults and parents as well (Love is Not Abuse, 2023).

The curriculum consists of three to four lessons that bring awareness to the types of dating abuse and/or types of violence, including warning signs, and how to help oneself/friends (Lindsay Ann Burke Memorial Fund, 2023). Additionally, the curriculum explains the cycle of abuse, a safety plan, and even digital dating abuse. Love is Not Abuse also utilizes pieces from the fictional work “Breathing Underwater”, personal testimonies from teen victims, and a writing component to fully immerse adolescents in why teen dating violence is a public health problem (Lindsay Ann Burke Memorial Fund, 2023). In 2005, a pilot for Love is Not Abuse was implemented in 20 high schools throughout the U.S. (Love is Not Abuse, 2023). The pilot was delivered to an assortment of urban, suburban, and rural areas. No results were found for the implementation of the pilot, but recommendations were used when making the final version of the Love is Not Abuse curriculum.

The 4th R

The “Fourth R” program is a violence prevention program that was created in Ontario, Canada to help combat teen dating violence (Crooks et al., 2017). The program details relationship dynamics that are common factors in teen dating violence, as well as other things such as substance abuse, peer violence, and unsafe sex. The program's name comes from the traditional three R's, reading, 'riting, and 'rithmetic (Crooks et al., 2017). The program offers schools the opportunity to provide knowledge to adolescents in hopes of reducing the likelihood that the student will end up in an abusive relationship when they are older. The Fourth R program was developed particularly for school and community settings (Crooks et al., 2017). A unique

feature of this program is that it can be modified for different cultures and same-sex relationships. Furthermore, the Fourth R program's format will differ regarding age/grade level. Nonetheless, all Fourth R programs are based on the notion that relationship skills can be taught in the same way that academic and/or athletic skills are - by breaking them down into manageable parts and giving adolescents guided practice (Crooks et al., 2017). The Fourth R was cultivated by a collection of researchers, teachers, and psychologists. Originally, the curriculum was designed to satisfy the Ontario Ministry of Education's curriculum expectations of healthy living within physical and health education (Crooks et al., 2017). In 2001, the program was broadened to schools throughout Canada and implemented throughout multiple states of the U.S. and internationally.

There have been several promising results published on the Fourth R prevention program. First, data from 1,700 ninth graders demonstrated that adolescents who were not involved in the Fourth R program had an increased risk of 2.5% of relationship violence, compared to adolescents who did complete the program (Crooks et al., 2017). The program was found to have the most impact on adolescent boys as they are the common perpetrator of teen dating violence. Within this evaluation, researchers also found notable decreases in violence displayed towards peers, particularly for adolescents who were at high-risk to be violent due to prior abuse (Crooks et al., 2017). Additionally, it was found that adolescents are more likely to be aware of violence and its implications which will lead to the increased usage of beneficial coping strategies. The results found for the 9th graders were so promising that the Fourth R program extended its curriculum to 8th graders. In a province-wide evaluation of the Saskatchewan program, adolescents in the 8th-grade program exhibited an increase in knowledge of violence, an increase

in knowledge of the implications of violence, and an increased ability to recognize and/or use beneficial coping strategies (Crooks et al., 2017).

Furthermore, another promising result of the Fourth R program is its cost-effectiveness in terms of violence prevention (Crooks et al., 2017). It should be known that program efforts will vary on the school's geographical location. Nonetheless, the Fourth R program was able to keep costs down to \$5 per student with the help of a large school board. In rural areas with smaller class sizes and a greater distance, implementation is going to increase, but the Fourth R program still kept costs down to \$15-\$33 per student (Crooks et al., 2017). Researchers were also able to estimate savings for each student based on costs avoidance of dating and peer violence prevention. Roughly \$2,101 per student will be saved if institutions invest in violence prevention programs (Crooks et al., 2017). This program has proven to be successful in prevention methods and cost-effectiveness.

Love Hurts

“Love Hurts” is a creative twist on teen dating violence prevention that was invented by a U.K. organization. Love Hurts is a play that was developed by an institution called “West Midlands” in which they are combatting damaging behaviors like risk factors for teen violence, and instead, advocating for beneficial resolution skills (McElwee & Fox 2020). The play is based on the real experiences of adolescents who were in abusive relationships. The play involves three characters - a girlfriend, a boyfriend, and their mutual friend (McElwee & Fox 2020). The characters are between the ages of 14-15 and the play is set in a school environment. The play was constructed to come off as relatable to adolescents. To do so, the play utilizes everyday, typical situations that teenagers can come across in their life. A central feature of the play is that

it allows students “to be in the shoes of the characters” so they can fully grasp the idea that inanimate partner violence can happen to anyone (McElwee & Fox 2020). Following the play, there is a one-hour workshop that is delivered by trained facilitators to the adolescents. Within the workshops, a discussion is encouraged through role-playing activities that are meant to get students and teachers involved. Some schools that participated were also able to get law enforcement involved that way adolescents can learn about legal issues that pertain to teen dating violence as well (McElwee & Fox 2020).

A separate study conducted by Hester and Westmarland (2005) found results that indicate drama performances are positively received by adolescents and that the most influential result is to follow up the play with a school-based curriculum. In a study conducted by McElwee and Fox (2020) the results of the play “Love Hurts” proved to be beneficial in regard to intimate partner violence. Survey results from this study indicate that female adolescents favored the program more than adolescent males did. Even with this discrepancy, 85% of male adolescents still responded that they would recommend the Love Hurts play to a friend compared to 93% of female adolescents who said they would recommend the play. Results from McElwee and Fox’s (2020) study demonstrated that female adolescents are more likely to indicate that the Love Hurts play has increased their knowledge and increased the likelihood at which they would seek help. Female adolescents were also more likely to find the play realistic and were more likely to see the play as a useful prevention against intimate partner violence. The survey also asked adolescents how they play increased their knowledge of intimate partner violence and the most common response, 37%, was that it made adolescents aware of the types of intimate partner violence (McElwee & Fox 2020). The second most popular respondent answer, 11%, was that

the play motivated help-seeking behaviors and 9% of respondents answered that the program made them apprehensive about future relationships and the possibility of intimate partner violence.

Participants were also asked what they liked most about the play and they responded with the acting within the play (McElwee & Fox 2020). A bulk of participants responded positively to the play and 33% of respondents reported that they disliked nothing about the play. Overall, the survey's results demonstrate that the Love Hurts play can be positively influential in preventing intimate partner violence, particularly for adolescent females. Generally, all students received the Love Hurts play positivity as they found it as a neat way to address an explicit topic that educational institutions fail to educate on, like intimate partner violence (McElwee & Fox 2020). The findings from McElwee and Fox indicate that Love Hurts can be a useful prevention tactic in displaying what constitutes a healthy relationship and what constitutes an unhealthy relationship that leads to intimate partner violence. All the research findings from McElwee and Fox demonstrate that adolescents enjoy interactive methods, such as the Love Hurts play, to learn about topics such as intimate partner violence.

Heart & Shield

The "Heart & Shield" prevention program based in Nevada that was designed to address intimate partner violence (IVP) within the household. This program fosters an atmosphere where adolescents and adult survivors of intimate partner violence (IVP) can acquire the beneficial skills and services that are needed to help break the cycle of abuse (United States Department of Agriculture, 2019). Unlike most prevention programs, this program uses a family model that encompassed children of all ages and the non-abusive parent/guardian (Williams et al., 2018).

Participants are divided into age groups: children from birth to 8 years, adolescents from ages 9 to 13 years, and teenagers from 14 to 18 years old (Williams et al., 2018) (United States Department of Agriculture, 2019). Youth and parent participants of the program will attend a nine-week session and a monthly “Family Night Out” as part of the curriculum (Williams et al., 2018). At each meeting, participants will be served a healthy meal while being taught nutrition and violence prevention tips that will be reinforced with a family activity (Williams et al., 2018) (United States Department of Agriculture, 2019). The curriculum for parents involves communication skills, behavior identification and regulation, problem-solving, parenting styles, healthy relationships, guidance and discipline skills, and what is considered normal child development and development affected by familial abuse (Williams et al., 2018) (United States Department of Agriculture, 2019). The curriculum for children/teens focus on communication skills, behavior identification and regulation, problem-solving, friendship building, healthy relationship knowledge, social/emotional skills, and strengthening of familial bonds. The program is administered by a program director, one parent facilitator, a child facilitator, one or two assistant child facilitators, and a youth facilitator (United States Department of Agriculture, 2019). Program directors can also serve as parent/child facilitators.

The U.S. Department of Agriculture, the National Institute of Food & Agriculture, and the “Children, Youth, and Families At-Risk” program have been funding the Heart & Shield program for five years (Baker-Tingey et al., 2018). It should be noted that one of the sites is continuing beyond its five-year grant based on strong community support for ending intimate partner violence. In 2017, 39 adults and 72 adolescents enrolled in the prevention program (Williams et al., 2018) (United States Department of Agriculture, 2019). The faculty and staff of

the program also conducted statewide and national presentations to increase awareness of intimate partner violence and its impact on both children and adults. Recently, the Nevada Attorney General's Office has been corroborating with Co-PI to administer the "Heart & Shield Law Enforcement" curriculum that will serve as professional development for police officers (Williams et al., 2018) (United States Department of Agriculture, 2019).

A study conducted by Baker-Tingey et al. (2018) tested the effectiveness of the Heart & Shield prevention program. Families within the program continue to participate in monthly family activities even after they completed the program. It was found that those participants who choose to repeat the class acquire higher experience in family cohesiveness and communication, and a significant education in disagreements between parents and children during the program (Baker-Tingey et al., 2018). When questioned about the effectiveness of the study, several parents responded that their knowledge has greatly increased from the start of the program to the end of the program. Moreover, parents responded that skills such as listening before trying a solution, finding beneficial alternatives for behavior, the resources offered, and the effects of familial fighting on children's emotional and developmental were the most useful parts of the program (Baker-Tingey et al., 2018). Furthermore, a 27-Likert-type scale activity was used to assess the helpfulness of the program. It was revealed that 20 of the indicators were given a 4.00 or higher rating on a scale of 1-5, 1 representing "Very Unhelpful" and 5 representing "Very helpful". Responses were based on the skills being taught such as communication, listening skills, learning how to talk to children about previous intimate partner violence, Heart & Shield take-home activities, end-of-class family-based activities, support from fellow participants, and confidentiality. After completion of the program, parents indicated to the study that they were

better equipped to understand their child's feelings and even requested more practice and/or information (Baker-Tingey et al., 2018). The last thing that should be noted about this program is that the Cronbach score was relatively high ($r = .931$) which indicated a fair level of reliability to the participants of the prevention program.

Shifting Boundaries: Lessons on Relationships for Students in Middle School

“Shifting Boundaries: Lessons on Relationships for Students in Middle School” is an evidence-based, multi-level prevention program specifically for middle school students to educate them on sexual harassment and the predecessors of intimate partner violence (Stein, 2010) (Stein et al., 2019). This program is unique to the others as it uses an environmental approach that encompassed multiple strategies to assist youth. The program consists of school-wide mediation and a classroom curriculum to raise awareness of gender-based violence and promote healthy relationship standards. The curriculum includes handouts for adolescents, awareness posters, a web seminar recording, and evidence of the effectiveness of the program (Stein, 2010).

A study was conducted to test the effectiveness of the prevention program, Shifting Boundaries. This included an intervention in which 30 public middle schools in New York City (Taylor & Stein, 2011) (Taylor et al., 2012). The participants included two 6th-grade and 7th-grade classrooms, making for 117 participants in total. The study involved four conditions: a classroom intervention, a building intervention, both a classroom and a building intervention, or no treatment at all (Taylor & Stein, 2011). Participants were randomly assigned to one of the four conditions listed above. The classroom intervention curriculum is comprised of six lessons that cover the consequences of intimate partner violence, state/federal laws regarding intimate

partner violence, skills in communicating/setting boundaries, and the role of bystanders (Taylor & Stein, 2011) (Taylor et al., 2012). The building intervention curriculum is comprised of information on “temporary school-based stay-away orders”, the administration of faculty and safety personnel to monitor unsafe “hot spots”, and posters to increase the recognition and reporting of intimate partner violence. Participants were surveyed at the beginning of the program, immediately after the program ended, and 6 months post-intervention (Taylor et al., 2012). The study found that the behaviors of participants did improve as a result of the Shifting Boundaries program. Taylor et al. (2012) found that building-only and combined interventions are effective in decreasing sexual violence victimization that involves peers or dating partners in the 6-month post-intervention. It is important to note that classroom sessions alone were not effective in preventing intimate partner violence (Taylor & Stein, 2011). Moreover, other results from the study include an increase in the participant's information on laws and the consequences of intimate partner violence/sexual harassment due to the combination of classroom and building interventions. Participants in the building intervention were found to be more likely to avoid perpetrating intimate partner violence after the conclusion of the program (Taylor & Stein, 2011). Furthermore, the building intervention was found to be beneficial in setting intentions to intervene as a bystander following the 6-month post-intervention. And lastly, the building intervention was found to reduce victimization and preparation of physical and/or sexual dating violence by about 50% following the 6-month post-intervention (Taylor & Stein, 2011).

Safe Dates

This is a school-based prevention program for youth who are in middle and high school (CrimeSolutions, 2011). The program was designed to combat dating violence perpetration and/

or victimization. The program's mission is to alter adolescent norms regarding dating violence and gender roles, increase conflict resolution skills, raise awareness of community resources, and promote help-seeking skills (CrimeSolutions, 2011). The Safe Dates curriculum can be taught by itself or in combination with other classes such as health education or family/life skills classes. The program is based on primary and secondary prevention lessons to encourage beneficial behavioral development in youth (CrimeSolutions, 2011). Primary prevention focuses on preventing dating violence before it even occurs whereas secondary prevention is where the victim stops being abused or the perpetrator stops committing a crime. The program utilizes primary prevention through its school-based activities (CrimeSolutions, 2011). Secondary prevention is utilized through school and community activities. The curriculum includes nine 50-minute lessons, a 45-minute play that is to be performed by the youth, and a poster contest to raise awareness of dating violence (CrimeSolutions, 2011). The lessons include topics like defining a caring relationship, defining dating abuse, why people abuse, how to help friends, how to overcome gender stereotypes, communication skills, how to deal with what we feel, and how to prevent sexual assault. Teachers are also encouraged to collaborate with community-based services that deal with domestic violence. Moreover, Safe Dates also involves family members in the program by sending out letters and brochures to provide information on dating violence and how to handle it. Parents can also get more involved as the school can host a parent education program or a one-on-one session with the parents of the youth who are victims or perpetrators (CrimeSolutions, 2011).

This prevention program has been found effective in preventing or stopping dating violence (CrimeSolutions, 2011). A study conducted by Foshee et al. (2005) demonstrated that

there are statistically notable decreases in psychological, physical, and sexual perpetration, along with reduced levels of physical abuse victimization. In a separate study conducted by Foshee et al. (2015) the effectiveness of Moms and Teens Safe Dates was tested (MTSD). MTSD was designed for mothers who are former domestic violence victims and their children who have been exposed to domestic violence. MTSD curriculum consists of six booklets on dating abuse with interactive activities including role plays, games, scenario analyses, and guided discussions (Foshee et al., 2015). The activities portray boys and girls as the perpetrators and victims of dating abuse while providing examples of mutual and one-sided examples of abusive relationships. The first booklet is entitled “Getting Started” and it is only for mothers (Foshee et al., 2015). The other five booklets are meant for the mothers and youth to do together in their homes when it is convenient for them. It was previously found that MTSD was significantly effective in preventing psychological and physical victimization, and cyberbullying perpetration among youth who had higher exposure to domestic violence (Foshee et al., 2015). MTSD was found to be effective for youth who had higher exposure to domestic violence regarding an increase in the perception of the severity of dating abuse. Youth also had an increase in self-efficacy in executing dating abuse prevention efforts (Foshee et al., 2015). And youth demonstrated an increase in communication skills and conflict management skills.

In another study conducted by Foshee et al. (2014), the prevention program Families for Safe Dates (FSD) was tested to see how effective it is. FSD is an evidence-based comprehensive dating violence prevention program that was designed for high-risk youth (Foshee et al., 2014). FSD curriculum consists of six booklets that provide dating violence prevention information with activities for both the parent and youth. Mothers and Teens Safe Dates (MTSD) were adopted

from the Families for Safe Dates (FSD) curriculum. In this study, families indicated that the booklet was an effective means of delivering the dating abuse content (Foshee et al., 2014). Mothers and youth reported that they liked the method of the booklet as it gave them structure for communicating with one another. Participants also responded positively to the structure of the program (Foshee et al., 2014). The structure of the program allocated time for the mother and youth to spend together and learn more about each other. Additionally, the mothers liked how much control they had over sharing their domestic violence experience with their youth (Foshee et al., 2014).

Second Step: A Violence Prevention Curriculum

This is a comprehensive prevention program designed to decrease impulsive and aggressive behavior in youth by increasing their social capability (CrimeSolutions, 2012). The goal of the program is to develop youth's cognitive, emotional, and behavioral skills; reduce harmful beliefs and aggression; and promote beneficial social goals/values. The curriculum depends on that grade level but consists of 15 to 22 lessons that span from 25 to 40 minutes one or twice a week (CrimeSolutions, 2012). During the lessons, youth will practice certain self-regulatory practices and behavioral skills by role-playing and participating in other activities. Since the content varies by grade level, three skill-building units were developed to cover the following: empathy training, impulse control and problem-solving, and anger management (CrimeSolutions, 2012). In all the units, youth practice certain behavioral skills in order to serve as the building blocks for problem-solving, resisting peer pressure, apologizing, and showing appreciation. Lesson plans were provided to teachers who would then present and cover the concepts through photo cards or videotaped testimonies (CrimeSolutions, 2012). It should be

noted that in 2011, the Committee for Children developed a fourth edition of the Second Step program, rendering the version above no longer active. This revised version includes new content and materials that were designed to enhance youth success in school and new content for teachers that focus on learning skills such as self-regulation (CrimeSolutions, 2012). It should also be noted that the National Institute of Justice reviewed the first edition of the prevention program and rated it as having “No effects”. Frey et al. (2005) found that youth had a statistically lower likelihood of using aggression, needing adult invention to handle conflict, and showed an increase in socially sufficient behavior and prosocial goals. Nonetheless, the differences between the groups were small and held no statistically relevant decreases in antisocial behavior (CrimeSolutions, 2012).

The new version of Second Step is centered on the same mission but the curriculum has been changed. The curriculum will range from 27 weeks for youth in early learning and 13 weeks for youth in middle school (Committee for Children, 2015). The lessons also vary in length as early learning youth receive 5-7 minutes and middle schoolers receive 50-60 minutes of the curriculum. The lessons consist of a combination of direct instruction, testimonies, class, and small group discussions, activities to practice skills, video content, and songs (Committee for Children, 2015). The program involves weekly lessons and daily practice activities that are to be completed four days a week. Since the revision of the Second Step, there have been several evaluations conducted to test the effectiveness of the prevention program (Second Step, 2023). A study conducted by Low et al. (2015) found enhancements in prosocial skills, empathy, and conduct among participants from kindergarten to 2nd grade. This was a randomized trial conducted over a period of a year across 61 different schools with 7,300 youth and 321 teachers

as participants. Another study conducted by Espelage et al. (2013), found that participants in the Second Step program were 42% less likely to use physical aggression. This randomly assigned study utilized 36 middle schools within the Chicago and Wichita areas and was conducted over a period of a year. Lastly, a study conducted by Nickerson et al. (2019) found that Second Steps was effective in increasing knowledge about child sexual abuse and improving relationships with teachers for pre-K to 4th-grade participants.

Expect Respect

Expect Respect is a school-based program that is designed to encourage safe and healthy relationships (Ball & Rosenbluth, 2019) (Prevent IPV, 2019). The 2019 edition of the Expect Respect manual is built upon three decades of programming and evaluations to develop a comprehensive, research-based prevention program that can be administered in any community. Expect Respect incorporates multi-level strategies with the hopes of increasing safety, social support, relationship skills among at-risk youth, and engagement in youth leaders in creating a safe school environment (Ball & Rosenbluth, 2019) (Prevent IPV, 2019). Expect Respect uses an ecological, trauma-informed model to prevent dating abuse among middle and high school students (Ball, 2009).

This program has 3 primary components consisting of supporting youth who have been exposed to violence, organizing youth leaders, and engaging the schools/parents/community to create a healthy and safe environment (Ball, 2009). Expect Respect collaborates with schools on the advancement of policy, curriculum, and training for educators, counselors, faculty, coaches, nurses, law enforcement, and Parent Support Specialists. Expect Respect has a Youth Leadership program that is designed to enlighten and empower youth to be in a healthy relationships and

serve as role models to other peers (Ball, 2009). Youth leaders speak about bullying, harassment, and dating abuse through projects, campaigns, art, theatre, music, and poetry. Youth leadership also provides training in classrooms, clubs, or other settings. The curriculum consists of 8 lessons that cover bullying, cyberbullying, sexual harassment, dating abuse, and the promotion of healthy relationships (Ball, 2009). There is also a support group that is specifically tailored to youth who have experienced violence or abuse within their home, from a peer, or in a relationship. Participants are referred to by school counselors, teachers, or youth themselves. The youth will meet with a trained facilitator in gender-separate support groups to receive help (Ball, 2009). The participants will attend 24 sessions to receive the curriculum through the entirety of the school year. The arrangement of groups is developed to provide a safe and supportive environment where youth can heal from past trauma and develop skills/expectations for a healthy relationship (Ball, 2009). This curriculum focuses on teaching youth communication skills, relationship skills, how to display equality and respect, how to recognize abuse, and how to promote healthy relationships among peers and friends. There even is an Expect Respect team that is available to help create or expand existing prevention programs within the community (Ball & Rosenbluth, 2019).

There have been two different studies published on the effectiveness of Expect Respect support groups. The first study was conducted by Reidy et al. (2017) and the findings imply that Expect Respect support groups are an effective strategy to reduce teen dating abuse and other forms of violence that are associated with high-risk youth. For boy participants, the results indicate that the number of sessions attended decreased psychological teen dating abuse victimization/preparation, physical victimization, sexual abuse perpetration, and reactive/

proactive aggression (Reidy et al., 2017). For girl participants, there was a decrease in reactive and proactive aggression. The second study was conducted by Ball et al. (2012). This study found a notable increase in healthy relationship skills from the baseline of the program to the completion of the program (Ball et al., 2012).

Examples of Technology-Based Prevention Programs

Respect Effect

Respect Effect is an app that youth can download to learn how to build healthy relationship skills by participating in the app's daily challenges with their significant other, friends, and/or family (Futures Without Violence, 2017). Respect Effect was created by the That's Not Cool, Futures Without Violence prevention program. Respect Effect was developed using the collaboration of teenagers to focus on certain skills that promote safe behaviors, positivity, and respect (Futures Without Violence, 2017). The Respect Effect app uses a live feed format similar to other apps such as Facebook or Twitter (Brown, 2019). Unlike Facebook or Twitter where participants post updates, participants of Respect Effect compete in challenges that allow them to practice healthy relationship skills. The challenges are then shared among other participants to encourage healthy competition to further complete the challenges (Brown, 2019).

Users of the app earn points based on their completion of challenges (Futures Without Violence, 2017). Users who have completed most of the challenges are featured on the Leaderboard for their high level of engagement. Users of the app can also share with other participants their completed challenges on the Activity Map and view, like and comment on challenges completed by their friends (Futures Without Violence, 2017) (Futures Without Violence, 2023). Examples of the challenges include but are not limited to: "Let your significant

other or best teach you how to cook their favorite meal and snap a picture”; “Take a video of yourself saying “no” with gusto”; and “Unfollow people on your social media channels who give you negative energy (Futures Without Violence, 2017).” These challenges are meant to be a fun way to engage youth in discussing healthy relationships and teen dating violence. Challenges serve as practice in being a supportive partner, setting boundaries, and self-care (Futures Without Violence, 2023). Additionally, the Respect Effect app also covers topics such as digital dating abuse, the importance of youth in digital spaces, best practices for developing new tools, and tips for social media engagement and promotion (Futures Without Violence, 2017).

Circle of 6

The Circle of 6 app keeps you readily in contact with six individuals of your choosing with a tap of a button (Marapas, 2014). This app was designed for college students who have found themselves in an unsafe situation, either on-campus or off-campus. The app was designed to protect individuals who feel unsafe with their present company by being able to discreetly alert the authorities or help from friends without giving it away to the perpetrator (Marapas, 2014). The app can be utilized in several different scenarios such as needing a way to get home or as a way to leave a sketchy date. There are 3 different SMS notifications that can be sent to an individual’s circle of six (Levine et al., 2011).

This includes a car icon where the message reads “Come and get me. I need help getting home safely. My GPS coordinates are...(Levine et al., 2011)”. There is a phone icon that sends a message saying “Call and pretend you need me. I need an interruption”. And lastly, there is a chat icon that sends a message saying “I’m looking for information, just letting you know” where a link is attached to review risk-assessment tools and what consists of an unhealthy relationship.

The app is also equipped with different icons that represent actions so the victim does not even have to craft a message explaining the current situation (Marapas, 2014). The design of the app ensures safety, speed, and privacy for its users (Levine et al., 2011). Additionally, the Circle of 6 app also utilizes GPS software, like Google maps, that is only activated by the app's user and will only be sent to the individuals in the selected circle (Levine et al., 2011).

There are several individuals who helped design the Circle of 6. The first is Deb Levine who is the founder and executive director of the non-profit organization, ISIS (Levine et al., 2011). ISIS utilizes social/mobile media to advocate for sexual and reproductive health and the advancement of healthy relationships. Next, is Nancy Schwartzman a widely recognizable documentary filmmaker who directed “The Line” and “xoxosms” (Levine et al., 2011). Schwartzman is the founder and executive director of “The Line Campaign Inc.” which is a movement centered on social media to inspire action among youth to end sexual violence. Next is Christine Moran who is an engineer, artist, and dilettante (Levine et al., 2011). Moran is the CEO and co-founder of “Kliq” which a mobile startup app. And lastly, there is Thomas Cabus who is an art director and motion graphics designer (Levine et al., 2011).

YTH, formerly known as ISIS, and The Line Campaign Inc. sold their entire interest in Circle of 6 to “Tech 4 Good, LLC” in 2012 (Youth Tech Health, 2021). In March 2012, Circle of 6 was relaunched with the anticipation of Domestic Violence Awareness Month. Within the first week of availability, the app was downloaded over 7,000 times (Youth Tech Health, 2021). Since its relaunch, Circle of 6 has become a “White House/ HHS award-winning” technological application that is used to prevent dating violence and sexual assaults among young adults aged 18-24 (Youth Tech Health, 2021).

That's Not Cool

That's Not Cool was developed by Futures Without Violence in collaboration with the Department of Justice's Office on Violence Against Women and the Advertising Council (Future Without Violence, 2016). That's Not Cool is an award-winning nationwide, online prevention program to raise awareness for and organize communities against teen dating violence, digital abuse, and unhealthy relationship online and offline. This program is aimed at 13-18 years in middle and high school as they are just starting to date or enter intimate relationships. The program consists of engaging websites, tools, and resources that are meant to support youth as they learn how to notice, stop, and prevent dating violence from occurring in their lives (Future Without Violence, 2016) (Futures Without Violence, 2020). Additionally, the Respect Effect app, Facebook, Twitter, Instagram, and Tumblr, and innovative games are included to help youth learn about dating violence and how to practice healthy relationship skills (Futures Without Violence, 2016). In 2015, there was a "state-of-the-art" renovation of the That's Not Cool website which now displays its new mobile apps, the ambassador program portal, popular "Call Out Cards", a social media hub, a speak-up forum, videos, innovative games, an adult ally tools portal, and additional resources for help.

The That's Not Cool program is built on the belief that youth must advocate for themselves online, in their schools, and within their community (Future Without Violence, 2016). That's Not Cool also works in a way where marginalized communities such as the LGBTQI, Native youth, those with disabilities, and people of color (POC) are as equally heard within their schools and community (Futures Without Violence, 2020). After the That's Not Cool webinar, participants were found to have an increase in knowledge about dating violence prevention

programs (National Center on Safe Supportive Learning Environments, 2019). Participants also had an increase in understanding of strategies/skills to prevent teen dating violence. Additionally, the webinar strengthened participants' ability to act as an advocate against teen dating violence and support those who are in an abusive relationship (National Center on Safe Supportive Learning Environments, 2019).

Results of Technology-Based Prevention Apps

To this date, there is limited research on technology being used to assist those who are experiencing intimate partner violence. The use of technology in an abusive relationship has solely been to help perpetrate abuse (Brignone & Edleson, 2019). This could be exhibited in a multitude of ways such as stalking through technology using GPS tracking or monitoring of social sites, constant surveillance through texts and calls, or if the technology is taken away as it can as a restrictor of freedom towards victim from reaching out to friends/family. In a study conducted by Brignone & Edleson (2019), they utilized the "Dating and Domestic Violence App Rubric" to test the appropriateness, security, and responsiveness of common domestic violence intervention apps. Additionally, the study also assessed the intervention apps for salient features that do not notify the perpetrator, along with user focus and evidence base of the intervention app. Brignone & Edleson (2019) investigated 38 different apps for iPhone users, one of them being Circle of 6. The results indicate that intervention apps such as Circle of 6, LiveFree, and YouthPages exhibited direct awareness of their users, their users' situation, the desired outcome of the invention, and how technology can be used appropriately to prevent intimate partner violence. Brignone & Edleson (2019) concluded that more research is needed to be done on

intimate partner violence intervention apps, but their study could provide a meaningful example of how technology can be used to combat intimate partner violence.

In another study conducted by Edwards et al., (2022) their purpose was to gain more research on the development of prevention apps that engage both youth and adults to prevent them from experiencing dating violence and/or sexual violence. The participants in this study were high school students, parents/guardians, and school staff across the United States. Participants engaged in an online focus group where they provided comprehensive information about what the content of the prevention app should be (ie. Local rates of dating/sexual violence) (Edwards et al., 2022). Participants also provided what features the app should have on it such as skills for a healthy relationship, incentives for prevention, and a help button. Additionally, participants also noted that the app should advocate for leadership among youth by being champions on the app to encourage usage of the app (Edwards et al., 2022). Even though this study did not mention it, the Respect Effect app utilizes the ideology of a leaderboard to promote leadership against teen dating violence and continued usage of the app. The study concluded that an app's comprehensiveness and accessibility to prevent dating/sexual violence among high school students is high (Edwards et al., 2022).

Examples of Evidence-Based Prevention Programs in North Carolina

LoveSpeaksOut

LoveSpeaksOut is a teen dating violence prevention program (Community support services, n.d). The goal of the program is to engage, educate, and empower youth and adults to speak out in opposition to teen dating violence and create a society where everyone can experience healthy relationships (UNC Charlotte, n.d.). LoveSpeaksOut was developed by Dr.

Shanti Kulkarni who is a professor at the University of North Carolina Charlotte (Mangum, 2016). LoveSpeaksOut utilizes captivating presentations that display information that is intended to be relatable and understandable to youth in hopes of getting them to acknowledge teen dating violence (Community support services, n.d). By the end of the presentation, LoveSpeaksOut wants participants to understand “What is teen dating violence?”; “What do healthy and unhealthy relationships look like?”; “What are the red flags or warning signs of abuse?”; and “What resources are available for teen dating violence?” (UNC Charlotte, n.d.). Presentations are scheduled by request and can be altered to fit any time period or audience (UNC Charlotte, n.d.). Moreover, individuals can sign up to be speakers, which are the individuals who make the presentations. Speakers will participate in a four-hour training session to learn about teen dating violence and how they can make captivating presentations that are based on active learning to engage youth/adults. Speakers are also paired with one youth and an adult for each presentation to encourage interaction. Additionally, LoveSpeaksOut also has a curriculum for community presentations, virtual presentations, and health education classes (Community support services, n.d).

Teen dating violence prevention programs are being implemented in a select few Charlotte-Mecklenburg schools, particularly high schools, in addition to other youth-based programs within the area (NCADV, 2016). According to the National Coalition Against Domestic Violence (NCADV), LoveSpeaksOut workshops are among one the first initiatives to teach youth about healthy, unhealthy, and violent relationships within the school system. On December 8, 2016, a webinar entitled “Uniting for Teen Dating Violence Prevention: Programs, Methods, and Results” gave participants an opportunity to learn/acknowledge the impact of teen

dating violence, theories about preventing teen dating violence, and how to develop “hands-on” skills to prevent teen dating violence (NCADV, 2016). The presenter of this LoveSpeaksOut webinar was Coordinator, Alex Pyun. During the webinar, Alex Pyun addressed how over 2,000 youths participated in LoveSpeaksOut workshops and activities during the year, 2016. Alex Pyun also mentioned that LoveSpeaksOut is a cost-efficient model as he has been able to demonstrate that thousands of youth can be educated by a small number of staff.

No evidence-based results were found when researching this particular program. It could be safe to conclude that LoveSpeaksOut has not been empirically tested for its accuracy or efficiency by researchers yet. Nonetheless, this program seems to have the potential for combating teen dating abuse among Charlotte-Mecklenburg youth and would benefit from more research and funding.

Domestic Violence Prevention Enhancement & Leadership Through Alliances (DELTA)

DELTA is a primary prevention program based on communities and societal recognition (NCCADV, 2017). Through the authorization of the Family Violence and Prevention Services (FVPSA), the Center for Disease Control and Prevention (CDC) funded the Domestic Violence Prevention Enhancement and Leadership Through Alliances (DELTA) program in 2002 (National Legal Aid & Defender Association, 2018). The DELTA program is responsible for funding State Domestic Violence Coalitions (SDVCs) which implement intimate partner violence (IPV) prevention efforts nationwide, while also providing assistance and funding to local communities to combat IPV. The purpose of integrating primary prevention into state planning helps leverage diverse funding and partnerships from within the state to help increase implementation and funding for programs beyond DELTA (National Legal Aid & Defender

Association, 2018). DELTA requires SDVCs to implement at least 3 to 4 evidence-based programs or legislation efforts within three specific focus areas. SDVC's are also required to focus on developing or enhancing a preexisting State Action Plan (SAP) to increase data, planning, and prioritization of primary prevention programs that combat IVP and other existing health inequalities within the jurisdiction (National Legal Aid & Defender Association, 2018).

The purpose of DELTA is to lower the risk factors of IVP within a community and increase protective factors to prevent IVP (Centers for Disease Control and Prevention, 2021). SDVC's and their local Coordinated Community Response Teams (CCRT) affect these factors by implementing programs and or policy legislation. A Coordinated Community Response Teams (CCRT) is a devised effort of multiple sectors such as public health, law enforcement, or faith-based organizations, to prevent/respond to IVP (Centers for Disease Control and Prevention, 2021). Traditionally, CCRT has focused on providing services to victims, holding batterers accountable, and reducing the number of recurring assaults. DELTA uses the cooperation of the CCRT efforts to change societal and community levels about what constitutes "structural determinants" of health. The CDC currently funds 9 DELTA state programs including Alaska, California, Delaware, Michigan, North Carolina, Ohio, Pennsylvania, Rhode Island, and Tennessee (Centers for Disease Control and Prevention, 2021).

DELTA is able to prevent teen dating violence by focusing on building connections across communities in North Carolina that address risk/protective factors, and multiple forms of violence such as teen dating violence (NCCADV, 2016). DELTA community partners work directly within the community doing organizational work to involve and inspire youth.

NCCADV's DELTA aims to improve the underlying reasons why violence is committed such as

gender norms, norms about aggression, family economic stress, coordination of community resources, and family support/connectedness (North Carolina Coalition Against Domestic Violence, 2017). NCCADV's state-level work consists of two main projects that relate to the underlying reasons for violence mentioned above. One of the projects is focused on increasing access to paid family leave and the other project deals with organizations to improve policies and help individuals become trauma-informed (North Carolina Coalition Against Domestic Violence, 2017).

The North Carolina Coalition Against Domestic Violence (NCCADV) has created safer environments within high school and college campuses (Centers for Disease Control and Prevention, 2021). The NCCADV has been cooperating with Domestic Violence Shelter and Services, Inc., to administer "Bringing in the Bystander" on community college campuses within Wilmington, NC. Bringing in the Bystander is an evidence-based intervention program meant for bystanders to increase community responsibility and teach individuals how to safely intervene in IVP or sexual situations (Centers for Disease Control and Prevention, 2021). NCCADV's evaluation indicated that 83.3% of Bringing in the Bystander participants showed an increase in skills to solve situations nonviolently. Moreover, one county, though it was not mentioned explicitly, has committed to the implementation of a high school curriculum for all 9th graders in health education classes. NCCADV anticipates that it will be training 700 college and high school students in this particular intervention by 2023 (Centers for Disease Control and Prevention, 2021).

In a study conducted by Armstead et al., (2017) the CDC's DELTA program was evaluated to find promising aspects of these primary prevention strategies aimed at stopping

intimate partner violence. The purpose of the evaluation was “implement a systemic and comprehensive program performance assessment” by utilizing performance measurement, program evaluation, and program improvement. The program evaluation was administered through a survey at two points (Year 1 and Year 4) and by using the “Data-to-Action Framework” (Armstead et al., 2017). Data-to-Action is an evaluation approach where programs are given quick feedback to be considered for the purpose of program development, refinement, improvement, and to identify barriers to implementation. The survey was also administered in accordance with the “CDC Evaluation Framework” and the standards of the “Joint Committee on Standards for Educational Evaluation” which has been adopted by the CDC (Armstead et al., 2017). The study evaluated 99 approaches that were evident across 12 strategies being implemented by the SDVCs (State Domestic Violence Coalitions) and their CCRs (Coordinated Community Response Teams). Promising intimate partner violence prevention strategies emerged during that evaluation and that consisted of “changing social norms around gender-based violence” and “adopting organizational policies and practice to support IVP prevention”. The study conducted by Armstead et al., (2017) concluded that what DELTA is implementing does work, and it has the potential to work for others nationally as well. The study concluded that the knowledge provided by the program and its use of strategies is crucial to the impact of preventing intimate partner violence (IVP).

Coordinated Community Response (CCR) Program

A Coordinated Community Response (CCR) utilizes a multidisciplinary strategy that uses community partners to provide an integrated, coordinated response to intimate partner violence victims (NCCADV, 2023). The collaboration between partners meets the needs of victims/

survivors and holds offenders of intimate partner violence accountable. CCRs achieve their goals by emphasizing collaboration with one or more of the following institutions such as the criminal justice system, victim services, prevention, and long-term help for survivors (NCCADV, 2023). CCR teams utilize a variety of strategies to help survivors such as internal-information sharing and training, community awareness and prevention campaigns, development of CCR response protocols, and case reviews. The CCR Program addresses teen dating violence through collaboration with the school system (NCCADV, 2017). Schools and communities with CCR teams work to improve practices in the school's response to incidents of teen dating violence, help develop protocols, and help instill prevention efforts within the school.

A study conducted by Johnson and Stylianou (2022) reviewed Coordinated Community Responses (CCRs) and their commonly used interventions within the field of domestic violence (CITE). Johnson and Stylianou's (2022) study aimed at examining current CCRs, with a particular focus on responses that utilize law enforcement as crucial members to stop domestic violence. This study included a review of 31 databases which resulted in 18 peer-reviewed manuscripts for inclusion in the study. Manuscripts were included if they were written in English, after the year 1999, and often focused on criminal justice/community responses to domestic violence, and research outcomes relating to cases, victims, or offenders (Johnson & Stylianou, 2020). The findings for this particular study included a significant amount of variability across CCR studies that involve law enforcement officers. This is in regard to whether studies use the name "coordinated community response" to describe the intervention, the types of cases included, the nature of the CCR being evaluated, how outcomes were examined, and how outcomes were operationalized (Johnson & Stylianou, 2020). The study concluded that these

variations make it harder for researchers or scholars to draw conclusions about the effectiveness of CCR's interventions (Johnson & Stylianou, 2020). The study also concluded that future research should identify the core outcomes so they can be applied across studies for comparison and meta-analysis. Furthermore, the study by Johnson and Stylianou (2022) also concluded that a study needs to be performed on which CCR intervention components are most influential in producing a positive outcome.

Latinx Services Program

The Latinx Services Program works to address teen dating violence by collaborating with organizations that support Latinx youth (NCCADV, 2017). The Latinx Services Program's purpose is to increase the number of Latinx victims served by local domestic providers. The goal of the Latinx Services Program is to strengthen the capacity of local domestic violence services agencies to provide equitable services to minorities within that community (NCCADV, 2023). This is through a partnership with researchers from the School of Social Work at the University of North Carolina Chapel Hill. The Latinx Services Program works with local shelters to help youth better understand the impact of teen dating violence within the Latinx community. Moreover, the NCCADV (North Carolina Coalition Against Domestic Violence) conducted a long-term research evaluation entitled the "Latinx Outreach Project". As a result of that research evaluation, the Latinx Services Project was created (NCCADV, 2023). This initiative partnered with DVSPs to support Latinx advocates in expanding their ability to best help Latinx communities. The goal of the Latinx Services Project is to help coordinate efforts with community efforts and local agencies and overall work to implement systematic changes to end domestic violence (NCCADV, 2023). Furthermore, the "Latinx Advocate Institute" has

accessible training that promotes “victim-centered” and “trauma-informed advocacy” among Spanish-speaking DV (domestic violence) advocates and professional allies (NCCADV, 2023). The “Serving Latinx Survivors” also trains DVSPs in building skills and competency around handling domestic violence and the intersection with Latinx communities and their specific needs (NCCADV, 2023).

No study was found that explicitly evaluated the Latinx Services Program, but a study conducted by Wretman et al., (2021) did evaluate the cultural competence of Latinx domestic violence services within North Carolina. This study conducted by Wretman et al., (2021) hypothesized that a potential barrier to receiving domestic violence help for Latinx individuals is due to cultural competence. Wretman et al., (2021) utilized an exploratory, cross-sectional study that measured the cultural competence within 76 domestic violence services. A 29-item, 4-factor bifactor model along with a general culture competence factor and three sub-factors. The general scale was entitled “General Cultural Competence” and the three sub-scales were entitled “Organizational Values and Procedures”, “Latinx Knowledge and Inclusion”, and “Latinx DV Knowledge” (Wretman et al., 2021). Overall, the study found that higher culture competence scores were likely with services that utilize Spanish, have training for cultural competence, have medium or high amounts of Latinx within the community, and by how strong the relationship with the Latinx community is (Wretman et al., 2021). Wretman et al., (2021) concluded that the development of this measure can be useful in addressing knowledge gaps regarding cultural competence for Latinx domestic violence services.

Child Advocacy and Services Enhancement (CASE) Project

The CASE Project is aware that youth who have been exposed to domestic violence are at a heightened risk for experiencing an abusive relationship as either a teen or adult, in comparison to other youth who did not experience domestic violence at home (NCCADV, 2017). The CASE Project focuses on delivering technical assistance and training to increase awareness of the signs of dating violence. Additionally, the CASE Project works to establish a range of interventionist services/personnel for youth within North Carolina (NCCADV, 2017). The goals of the CASE project are to promote dialogue and raise awareness of youth who have been exposed to domestic violence, increase the skills of domestic service providers to better serve youth, influence policy in support of research on childhood exposure to domestic violence and teen dating violence (NCCADV, 2023). Major efforts of the CASE Project include coordinating nationwide access to criminal background checks in order to promote safe environments for youth, hosting statewide and local “Domestic Violence and Children” training sessions, linking domestic violence and child maltreatment policy groups like that of the “North Carolina Child Fatality Task Force”, and increasing mental health accessibility to youth who have witnessed domestic violence through the “Children’s Trauma Screening Program”. Furthermore, the CASE Project has partnered with multiple agencies in order to fulfill its goal of stopping domestic violence. Some of these agencies include the “Center for Child and Family Health”, “NC Council for Women and Youth Involvement”, “North Carolina Division of Public Health” and “Prevent Child Abuse North Carolina” (NCCADV, 2023).

No evidence-based results were found when researching this particular program. It could be safe to conclude that CASE has not been empirically tested for its accuracy or efficiency by

researchers yet. Nonetheless, this program seems to have the potential for combating teen dating abuse among North Carolina youth.

Conclusion

The goal of this review was to establish knowledge, credibility, and support for adolescent prevention programs that aim to end intimate partner violence. This thesis has established that teen dating violence is a public health matter that needs to be acknowledged as such. Intimate partner violence among adolescents, also known as teen dating violence, is extremely prevalent and without acknowledgment, it can lead to a multitude of maladaptive behaviors among victims. Adolescents are more often than not in the early stages of exploring romantic relationships thereby making them extremely vulnerable to intimate partner violence. This is why adolescents need to know the signs of abuse, how to reach out for help, and how to support others who are being abused. Prevention-based programs are a resourceful way to provide adolescents with information on intimate partner violence.

The goal of prevention-based programs is to enlighten adolescents on teen dating violence before the abuse begins to occur. Several different programs and approaches were evaluated in an effort to determine which prevention program is the most effective at ending teen dating violence. Most of the prevention programs evaluated had established their own evidence-based curriculum that was specifically designed to engage, teach, and overall influence adolescents to stand against intimate partner violence. Moreover, most of the programs evaluated were found to be overall effective in reducing intimate partner violence among adolescents. Prevention programs that were found to be statistically successful in reducing teen dating violence and/or increasing knowledge about intimate partner violence include STRYVE; Dating

Matters; Childhelp Speak Up Be Safe; The 4th R; Love Hurts; Heart & Shield; Shifting Boundaries; Safe Dates; Second Step; Expect Respect; and DELTA. The other prevention programs not mentioned above but were also evaluated, either had no statistical research published on the effectiveness of their program's curriculum or were not successful in their endeavor of preventing intimate partner violence.

Going forward, more research needs to be conducted on the examples of prevention-based programs in order to find the most effective approach and/or program. There also needs to be more information available on prevention-based programs so that individuals can bolster the support that is needed for funding. Prevention-based programs have the ability to end intimate partner violence by raising awareness on the signs and risks of being in an abusive relationship. While curriculum and approaches may differ, all prevention programs have the same goal of increasing mindfulness amongst youth so that they can protect themselves and others while exploring romantic relationships. Youth prevention programs are focused on enhancing adolescent's life by giving them skills that promote positive behavior and action against intimate partner violence. Prevention programs can be used by any adolescent and in some cases, programs are specifically designed to help a group that is high-risk, such as the Latinx Services Program. Prevention programs are a crucial investment that is needed within all of our communities across the United States. Prevention programs are a resourceful and cost-effective way of combating intimate partner violence. Having these interventions in place helps stop the abuse before it escalates to where the criminal justice system is involved, which is often costly for both the victim and perpetrator. Overall, prevention programs are a useful tool that should be

utilized nationwide in order to increase awareness around intimate partner violence (IPV), raise support against IPV, and decrease stigmatism around the issue.

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