

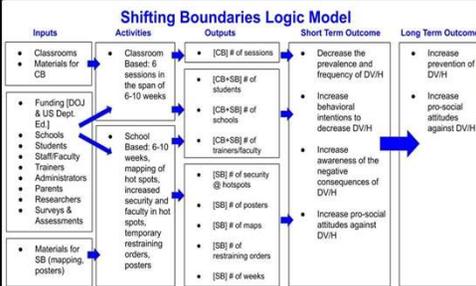
# The Effects of Shifting Boundaries Program on Behavioral Intentions to Reduce Teen Dating Violence among Male and African-American Students

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## INTRODUCTION

- Shifting Boundaries (SB) is a program designed for students to prevent and/or reduce harassment and dating violence.
- SB evaluated thirty, randomly selected, New York City middle schools consisting of 6th and 7th grade students from a diverse ethnic and socioeconomic backgrounds.
- SB evaluated the relative effectiveness of a multi-level approach to sexual harassment and intimate partner violence/domestic violence prevention programming.
- SB's program goal is to prevent harassment and intimate partner violence/domestic violence at the adolescent age of students in a school setting.



### Evaluation Questions:

- What is the effects of Shifting Boundaries on the behavioral intentions to reduce violence among male students?
- What is the effects of Shifting Boundaries on the behavioral intentions to reduce violence among African-American students?

## LITERATURE REVIEW

- Theory of reasoned action can offer a model of understanding regarding reporting behavior in adolescents and young adults and predicting behavior in violent situations (Sulak et al., 2014).
- Dating violence has been associated with intimacy disruptions in future intimate relationships and impacts the development progress of creating and maintaining those relationships (Exner-Cortens, 2014).
- One study found adolescents witnessing mother-to-father domestic violence was a critical predictor of male physical victimization & adolescents being present in parental domestic violence was a crucial predictor for both physical and emotional teen dating violence victimization (Karlsson et al., 2016).
- This study found teen dating violence perpetration and neighborhood violence engagement were prevalent and correlated among their urban adolescent males' sample (Reed et al., 2011)

## ABSTRACT

Shifting Boundaries Program's goal is to prevent harassment and intimate partner violence/domestic violence at the adolescent age of students in a school setting. This project aimed to find how effective SB was on the behavioral intentions to reduce violence among male and African-American students. In this project, the dependent variable was behavioral intentions to reduce violence. Results showed that the classroom-only group had positive change in the behavioral intention to reduce violence. Indicating that male and African-American students in the classroom-only group could retain learned skills & have the confidence (willingness) to reduce violence when confronted with a dating violence/harassment situation.

## METHODOLOGY

### Evaluation Design:

- Secondary data from the Experimental Evaluation of a Youth Dating Prevention Program in New York City Middle School, ICPSR 32901.
- A mixed-method longitudinal, cluster-randomized pretest-posttest control group design with three measurement points. →
- The measurement points: baseline (pre), immediately after (post), and approximately six months after (6-month follow-up).
- 3 study conditions: Classroom-based, building only, and a combination of both
- This project measured at baseline (pre) and at six months after.
- This study was conducted from September 2009 to June 2010

### Sample:

- 30 middle schools from the New York City School District
- 58 sixth grade classrooms and 59 seventh grade classrooms
- 2,655 participants: 1,266 sixth grade students and 1,388 seventh grade students
- Male and Female students from different ethnicities: White, Asian, Hispanic, African American, and Mixed or other

### Measures:

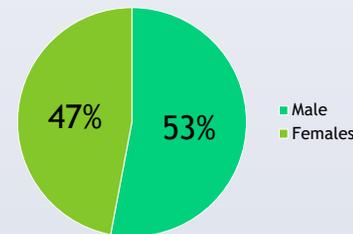
- This project identified the Dependent Variable as "the behavioral intentions to reduce violence".
- "Behavioral intentions to reduce violence" = the individual's willingness to intervene in harmful situations & their intentions to use or not use violence as a bystander, victim, or perpetrator.
- 3 variables were utilized: "Intention to Confront Dating Violence Situations"; "Intention to Avoid Violence"; & "Bystander Intervention in Dating Violence Situations".
- 3 Variables used survey scenario questions & some measured on a scale of 1-Strongly Agree to 4-Strongly Disagree OR using a scale 0- Nothing, 1-Walk away, 2-Join in, 3-Tell them (the perpetrator) to stop, 4-Get help from others

### Data Collection Procedures:

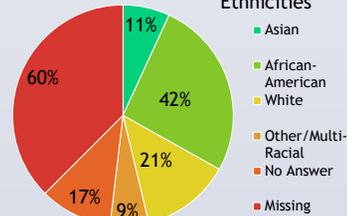
- Pencil-and-paper self-administered surveys
- This project utilized data collected at baseline & six-months after the completion

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### Demographic Variables:



### Ethnicities



## RESULTS

### Descriptive Analysis:

Program Outcomes for the sample focused on the continuous dependent variables from baseline (pre) to the 6-month f/up.

- "intention to confront dating violence": classroom group sample's mean pre score was 2.17 and the mean 6-month score was 5.50.
- "bystander intervention in dating violence": combined group sample's mean pre score was 7.57 and the mean 6-month score of 9.13.
- "intention to avoid violence" classroom group sample's mean pre score was 50.87 and the mean 6-month score was 52.31

The classroom group results showed positive change from baseline (pre) to the 6-month f/up for this project's purpose of measuring the dependent variable-"behavioral intention to reduce violence".

### Inferential Analysis:

A series of Wilcoxon signed-ranks test was performed to compare the baseline (pre) and 6-month f/up scores to answer both evaluation questions.

- Male students: A significant difference was found in the classroom only group with "bystander intervention in dating violence"= median score at baseline (pre) was 3.0 compared to 11.0 at the 6-month follow up.
- African-American students: A significant difference was found in the classroom only group with "bystander intervention in dating violence" = median score at baseline (pre) was 0.00 compared to 13.0 at the 6-month follow up.

Results indicate that Male & African-American students in the classroom only group increased their willingness to intervene if they witnessed dating violence or harassment.

## DISCUSSION

### Significance of the Findings:

- Shifting Boundaries' classroom-only intervention was influential from baseline to the 6-month follow-up for Male and African-American students' behavioral intention to reduce violence in a dating violence/harassment situation as a bystander.
- Theory of reasoned action suggests that behavioral intention predicts behavior that comes from personal norms and particular attitudes toward the behavior (Golan & Banning, 2008).
- Literature review noted a link between teen dating violence perpetration and neighborhood violence engagement among urban adolescent males (Reed et al., 2011) & parental domestic violence with children being present was a predictor for emotional and physical dating violence victimization (Karlsson et al., 2016).
- Measuring the students' norms and attitudes about dating violence at the beginning of the program could have resulted in a tweak on the intervention groups' curriculum.

### Strengths:

- This project had a significant number of participants to evaluate and determine the effectiveness SB had to answer evaluation questions.
- The number of students who identified as African-American was higher than the other race/ethnicity groups.
- Almost equal number of males in the sample as females

### Limitations:

- Limited number of demographic variables Shifting Boundaries' dataset provided
- This project would have benefited with additional information regarding the parental relationship of the students and the students' perspective about norms and attitudes about intimate dating relationships.

### Recommendations:

- Shifting Boundaries program can be effective for a younger population due to elementary students with classroom structure and less peer pressure than in middle schools.

### Conclusion:

- Programs like Shifting Boundaries that are implemented at an elementary grade level before middle school can be more effective on reducing dating violence among older children and adults.
- Acknowledging that dating violence occurs in all types of communities is a major step forward to empower victims and prevent dating violence and intimate partner violence.

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