

## ABSTRACT

This study examines two types of interventions to determine which is more successful in increasing knowledge on sexual harassment, increasing bystander intervention, and increasing sexual harassment prevention. Interventions consist of building or campus wide intervention and both in-class and building interventions. This study is a secondary study from the Experimental Evaluation of a Youth Dating Violence Prevention Program in Middle Schools across New York City. Random sampling from a pool of over 1,600 schools and 80,000 teachers across New York City are used to identify participating schools. The original study included 2,654 individuals with four different types of treatments. 1,270 individuals were selected to be part of the current study. This study is a multi-experimental longitudinal study, examining data at three different times. Data was collected before the intervention is administered, right after the intervention, and six months after the intervention. This study indicates that scores increased after both types of interventions indicating that intervention increases knowledge about sexual harassment and prevention, which in turn has the potential to reduce intimate partner violence in individuals from youth into adulthood as individuals engage in romantic relationships.

## INTRODUCTION

### Research Questions:

1. Does in-class and campus wide intervention increase the most knowledge on sexual harassment compared to those only receiving campus wide intervention?
2. Do youth that receive both in-classroom and campus wide intervention experience more willingness to intervene in violent situations compared to those that only receive campus wide intervention?

### Hypothesis:

- It is hypothesized that youth that receive both in-class and campus wide intervention will experience the most increase in knowledge of sexual harassment compared to those that only receive campus wide intervention.
- It is also hypothesized that those that receive both in-class and campus wide intervention will experience more willingness to intervene in violent situations compared to those only receiving campus wide intervention.

## LITERATURE REVIEW

### Sexual Harassment in Teen Dating Violence:

40-48% of middle school youth reported either experiencing or witnessing an incident of sexual harassment (Hill, & Kearl, 2011; Li, & Craig, 2019).

### Bystander Intervention in Teen Dating Violence:

Correlations for willingness to intervene were found in things such as relationships among peers, empathy, biases, and perceptions of others (Abbott & Cameron, 2014; Casey, Lindhorst, & Storer, 2017).

### Interventions in Teen Dating Violence:

The implementation of programs has reduced dating violence as interventions have been implemented in policies, communities, and with educators in hopes of promoting prevention (Miller et al., 2015; Tharp et al., 2011).

### Gaps and Limitations:

There is minimal research on the effectiveness of interventions, as interventions in past studies focus on interventions as an exploratory manner (Miller et al., 2015; Tharp et al., 2011).

## METHODOLOGY

### Research Design and Data Collection Procedures:

- This study is a secondary study from the Experimental Evaluation of a Youth Dating Violence Prevention Program in Middle Schools across New York City between 2009-2010. This study is a longitudinal experimental design examining data at three different time frames- before the intervention, after interventions were administered, and six months post intervention.
- The current study includes 1,270 individuals
- Trained school staff conducted and collected all of the data for this study through surveys distributed during school hours. Students were given approximately 40 minutes to complete surveys.

### Sampling and Sampling Method:

- Random Sampling between sixth (47.1%) and seventh (52.9%) graders was used, with males (52.3%) and females (47.7%).
- The sample included a wide range individuals with diverse ethnic backgrounds.
- Individuals were separated into two different categories: building only intervention, and building and classroom intervention.

### Measures:

- Scales are used to determine which type of intervention shifted behavioral intentions the most. Scales consisted of a variety of questions assessing bystander intervention, knowledge regarding sexual harassment and dating violence, and sexual harassment questions to determine whether in class intervention or building and in class intervention were most successful.
- **Knowledge Test:** was examined through a scale consisting of 10 questions, analyzing the amount of correct responses.
- **Bystander Intervention:** was assessed through a four point scale, assessing the correct number of responses
- **Sexual Harassment Prevention:** was analyzed through a series of three questions, also analyzing the correct number of responses.

## RESULTS

### Mixed ANOVA Design:

#### Knowledge Test

- A 2 (Time) x 2 (Treatment) revealed that the main effect for time in knowledge test was significant  $F(1, 552) = 4.972, p = .026$ , Eta-squared = .009. There was a small effect in the time, pretest ( $M = 4.13$ ) compared to posttest ( $M = 4.53$ ). There was also a significance in knowledge test for the Time x Treatment interaction. The interaction produced a small effect (Eta-squared = .043);  $F(1, 646) = 25.08, p < .001$ . Results indicate that there was a more significance increase in results among building and classroom intervention, producing a higher increase in scores by increasing scores from an average of 3.81 to 4.69.

#### Sexual Harassment Prevention

- Results indicate that there was also a significance in sexual harassment prevention among the building and classroom intervention, producing a higher increase in scores by increasing scores from an average of 3.81 to 4.69. A significant Time x Treatment interaction effect was obtained,  $F(1, 459) = 5.66, p = .01$ . The interaction was a small effect (Eta-squared = .012). Examination of the cell means indicated that there was an increase in knowledge about sexual harassment prevention for building only participants from Time 1 ( $M = 2.35$ ) to Time 2 ( $M = 2.42$ ), the scores for the building and classroom group participants slightly decreased (pretest  $M = 2.48$ ; posttest  $M = 2.35$ ).

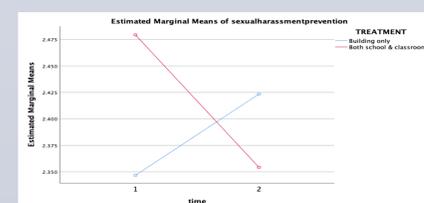
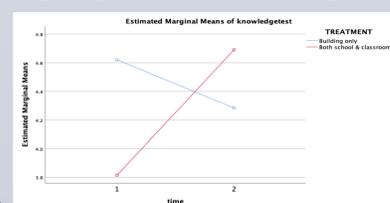


Table 1

Sample Characteristics (N=1,270)

Characteristic	f	%
<b>Gender</b>		
Male	389	52.3
Female	427	47.7
<b>Age</b>		
11 years old or younger	296	35.9
12 years old	429	52
13 years old or older	100	12.1
<b>Race</b>		
Asian	67	9.6
Black or African American	323	46.1
White	67	9.6
Other/Multiracial	86	12.3
Don't want to answer	157	22.4
<b>Ethnicity-Are you Latino?</b>		
Yes	280	40.2
No	416	59.8
<b>Grade</b>		
6th	598	47.1
7th	671	52.9
<b>Dating</b>		
Yes	440	58.3
No	315	41.7

Table 2

Means and Standard Deviations of Dependent Variables by Treatment and Testing Times

	Pretest		Posttest	
	M	SD	M	SD
<b>Building Only</b>				
Knowledge about Sexual Harassment	4.62	2.12	4.29	2.56
Bystander Intervention	10.04	12.08	9.81	13.22
Sexual Harassment Prevention	2.35	.69	2.42	.71
<b>Both School and Classroom</b>				
Knowledge about Sexual Harassment	3.81	2.39	4.69	2.65
Bystander Intervention	9.39	11.01	9.52	14.05
Sexual Harassment Prevention	2.48	.78	2.35	.81

Table 3

Mixed-Design Analysis of Variance Results for Knowledge-test, Bystander Intervention, and Sexual Harassment Prevention

Variable and Sources	df	MS	F	p	η <sup>2</sup>
<b>Knowledge-test</b>					
Treatment	1	10.54	1.28	.258	.002
Time	1	19.15	4.97	.02	.009
Treatment X Time	1	96.06	25.08	.00	.043
<b>Bystander Intervention</b>					
Treatment	1	45.01	.192	.662	.000
Time	1	.413	.005	.94	.000
Treatment X Time	1	6.62	.08	.78	.000
<b>Sexual Harassment Prevention</b>					
Treatment	1	.229	.317	.574	.940
Time	1	.133	.325	.569	.001
Treatment X Time	1	2.32	5.66	.02	.012

### Bystander Intervention

No significance was found for Bystander intervention among both intervention groups.

## Discussion

### Summary of Findings

- This study produced two significant findings in knowledge about sexual harassment as well as sexual harassment prevention for treatment and time. Results indicated that individuals who received both forms of treatment, in-class and building intervention, showed the most significant results. In sexual harassment prevention, time and treatment produced the most significant results in individuals receiving building only intervention. Results indicate that scores increased significantly more than those that received both in-class and campus wide intervention, with an increase of .10 in responses.
- In knowledge test, significant results were present for both time, and treatment and time. Results indicated that individuals who received both forms of treatment, in-class and building intervention, results indicate that those with two types of intervention had the highest increase in scores. Results are in line with the hypothesis, as scores increased by nearly two additional correct responses for individuals receiving in-class and building intervention.
- In this study, bystander intervention is examined through a series of questions that allows participants to fill out what they would do in different scenarios to examine their willingness to intervene. Results were inconsistent with the hypothesis, as neither forms of intervention were significant for time, treatment, or time and treatment.

### Practice and Policy Implications

- This study adds to the field of Social Work as it examines interventions as a preventive approach in an effort to decrease dating violence and intimate partner violence during adulthood.
- Findings support that interventions are effective as significant results indicate an increase in knowledge of sexual harassment as well as sexual harassment prevention.

### Strengths and Limitations

#### Strengths

- Diversity among participants.
- Examines a younger population and assesses for effectiveness of interventions.

#### Limitations

- It is difficult to determine whether the interventions led to an increase in healthy relationships as participants age, and become more involved in romantic relationships due to the limitation with follow ups.
- Furthermore, assessment questions were limited due to maturity level within a younger population.
- Varying results make it difficult to determine exactly which type of intervention is most effective.

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