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Working with Native American Youth to Promote Healthy Dating Relationships

by

Araceli Iniguez-Reyes

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A Thesis submitted in partial satisfaction of
the requirements for the degree of
Masters in Social Work

_____

June 2014

Each person whose signature appears below certifies that this thesis in his/her opinion is adequate, in scope and quality, as a thesis for a Masters in Social Work.

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ACKNOWLEDGMENTS

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ABSTRACT

Working with Native American Youth to Promote Healthy Dating Relationships

By

Araceli Iniguez-Reyes

Loma Linda University, June 2014
Dr. Susanne Montgomery, Chairperson

Adolescent dating violence is a significant problem in the US in general. Research regarding programs that promote healthy dating relationships for Native American adolescents is however limited. This study explored cultural factors to consider in delivering a healthy relationship program with Native American youth, used this data to adapt an evidence-based program, and then pilot tested the culturally adapted program to see if it was effective in promoting healthy dating relationships attitudes and skills in this population.

We used a mixed methods design in two phases. In the qualitative phase we conducted nine key informant interviews and two focus groups (N=30) with Native American youth attending a federal boarding high school and their professional support staff. The data was analyzed for emerging themes using grounded methods theory methods to explore youth perceptions and needs about forming healthy dating relationships. Information from this phase was then used to guide the adaptation of an evidence-based program, the *Safe Dates*. During the second phase, we used a pre-test and immediate post-test design to evaluate program response and outcomes. While 42 Native youth participated in the nine session program, data analyses was conducted with 29 participants who had matching pre and post test data.

A number of themes emerged during the qualitative phase. These included challenges and needs around dating skills, students' school experience, students' perceived cultural strengths and how they affected attitudes towards relationships. Findings indicated that students in this population are strong and resilient but are also in need of educational, emotional and relational guidance. While not statistically significant due to pilot study limitations in sample size, quantitative outcomes were promising, indicated consistent changes in the right direction and that the adapted program was well received by the participants.

Our findings add to the limited literature regarding programs specifically tailored to the needs of Native American adolescents in general, and specifically in developing effective interventions that promote healthy dating. It adds to our understanding on how to culturally and contextually adapt existing evidence-based interventions to this vulnerable and often underserved population from a strength-based perspective. Our results suggest that taking time to adapt evidence-based programs is an important and necessary step toward effective and engaging program delivery.

CHAPTER 1

INTRODUCTION

Many prevention programs available to American Indian (AI) communities concentrate on the negative aspects of their experiences and often ignore the positive characteristics that AI culture offers. For instance, many research studies have not explored the importance of incorporating AI traditional culture into programming and interventions (Kenyon & Hanson, 2012). Richmond, Peterson and Betts (2008) indicate an urgent need to move toward culturally suitable approaches, to understand and accept different learning styles and to understand what constitutes success of an intervention in terms of AI culture. Many of the challenges faced when conducting research in AI communities include different priorities between researchers and the communities (even when researchers are AI themselves—which they most often are not), distrust due to past negative experiences, limited opportunities to work together, lack of cultural awareness and openness to learning about Native culture, small sample sizes, and limited funding (Clifford, Doran & Tsey, 2013; Scott & Langhorne, 2012).

In addition to understanding the need to move towards culturally appropriate programming and interventions, Howard, Wang, & Yan (2007) highlight the importance of understanding the dynamics of adolescent dating violence to help promote healthy dating relationships and stop dating violence. Historically AI boarding schools have a highly negative role on healthy family relationships for many AI communities. The abuse of removing the Native children from their family under the guise of helping them adjust to US culture was often not recognized by the larger society and only for more recent generations was this practice of having most Native youth attend boarding schools

changed. AI cultural experts argue that much of the challenges around interpersonal violence Native Americans experience today are a continuation of violence experienced during boarding schools (Smith, 2006). It is not surprising that boarding schools often have a strongly negative image in the Native communities even though they often now serve important needs. Given this history, boarding schools try to address past challenges and make special efforts to be very culturally grounded in all programs they offer.

Research shows that AI adolescents that experience problems in interpersonal relationships including dating relationships are at higher risk for suicidal behaviors (Gary, 2005). Further evidence indicates that dating violence is associated with poor mental health and trauma in many Native American females (Evans-Campbell, Lindhorst, Huang, & Walters, 2006). Indeed, AI adolescents are at higher risk for suicidality, low self-esteem, depression, bullying, and substance abuse when compared to other ethnic groups in the United States (CDC, 2012; National Alliance on Mental Illness, 2003). Scott and Langhorne (2012) report that 77% of AI adolescents who had been exposed to physical or verbal violence continued to respond with violence in future relationships. Although survey based research indicates that AI adolescents are at higher risk for dating violence, bullying and suicidality, little is known regarding if and what types of interventions might work for AI youth as few programs have extended their evidence based research to this high need population (Howard, et al., 2013; Gary, 2005).

Purpose of the Study and Overview of Study Design

The purpose of this study was to better understand the context, perceptions and experiences about the youths' dating relationships and adapt and then evaluate the

effectiveness of an evidence-based program that helps AI youth build skills for healthy

dating. The goal was to review, identify and adapt the most fitting program and then

pilot-test the program in a sample of Native American youth residing in Sherman Indian

High School (SIHS). SIHS is a local boarding school that has students from over 40 U.S.

tribes in residence.

To accomplish our goal, a mixed methods study was conducted that started by

exploring the needs, experiences and perceptions about dating relationships among

Native American youth in SIHS. We obtained Loma Linda University Institutional

Review Board approval, and then conducted key informant interviews and focus groups

with SIHS students and staff to explore needs, perceptions and experiences as well as

delivery expectations/limitations. This information was then used to guide the adaptation

of an evidence-based healthy relationship program for delivery and pilot testing at SIHS.

To determine if the culturally adapted program worked, a pre-and immediate-posttest

design was used to evaluate the program delivery to 42 students who received the

program in two cohorts of approximately 20 student participants each. A survey aligned

with the evidence-based program goals and objectives and the cultural adaptations made

was used to evaluate the pilot test. In addition, feedback focus groups were conducted to

allow program participants' experiences with the program to be heard.

Historical Context

The terms American Indian/Native American have been used interchangeably.

However, the National Congress of American Indians officially endorses the term

American Indian (Brave Heart, Chase, Elkins, & Altschul, 2011, U. S Department of the

Interior Indian Affairs, 2013). There are more than 500 different Federally-recognized Tribes and approximately 5.2 million people in the United States who self-identify as AI. Approximately 28% of American Indians are under the age of 18 years old (National Alliance on Mental Illness, 2003; Norris, Vines & Hoeffel, 2010; U.S Department of the Interior Indian Affairs, 2013). Although AI communities are very different in many aspects, AI communities share a common history of trauma that continues to affect them today. Historical losses and historical trauma is not something that only happened many years ago, but it is something that can be best described as experiences originated many years ago which continue to affect AI communities today. These historical traumas and losses have been associated with emotional distress, depression, self-destructive behaviors, anger, and substance abuse in AI adults (Brave Heart as cited in Brave Heart, 2011; Whitbeck, Walls, Johnson, Morrisseau, & McDougall, 2009). Whitbeck et al. (2009) suggested that if historical losses are always present in adult caregivers, these losses may also be present in their children and therefore affect their development. Consequently, it is important for any program working with AIs to understand their historical and current experiences**.**

Significance of the Study for Social Work

This project is important to the field of social work because it contributes to the field by improving our understanding of how to support the formation of healthy dating relationships among Native American adolescents and thus potentially help break existing inter-generational cycles of relationship violence. We expect that by attempting to be more culturally sensitive and by developing programs and services that embrace AI

culture, we could more effectively provide needed services to AI youth. Participants may

benefit from engagement in this project through increased insight and learning how to

build constructive and supportive relationships with peers and future relationships within

a strength-based approach that builds on their Native culture. We aim for students to

increase their knowledge and skills to develop protective factors, build healthy dating

relationships and learn steps to prevent risks associated with dating violence. This work

has the potential to impact the needs of a community that has been underserved. It has the

potential to inform replication for similar communities in which AI adolescents may be

exposed to similar risk factors and risk behaviors. The team also hopes that the program

will continue to be offered at SIHS once proven successful, so that students will continue

to get support to learn how to build healthy dating relationships.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of literature on healthy dating relationships and dating violence. First, it presents a review of risk factors for adolescent dating violence. Second, it presents a review of dating violence studies that explore the effectiveness of evidence-based programs implemented and explores potential programs delivered to AI youth. It further reviews theories which have guided past interventions.

Adolescent dating violence is defined as any physical, sexual and/or emotional abusive behavior in a relationship which may occur electronically or in person (Centers for Disease Control and Prevention, CDC, 2007). Approximately 9% of high school students report being victims of dating violence in a prior year. The risk of becoming involved in physically violent relationships increases for adolescent students who have multiple sex partners (Eaton, Davis, Barrios, Brener & Noonan, 2007). Females are found to be twice as likely as males to report fighting in relationships (Champion, 2008) and report the highest number of incidents occurring during their eleventh grade in high school (Howard et al., 2013; CDC, 2012). Howard et al. (2013) found that physical dating violence in female victims is associated with emotional instability, feelings of hopelessness, sadness, and having considered or attempted suicide. There is further evidence that effects of dating violence often affect future relationships. The level of violence may continue to escalate and many times lead to intimate partner violence (IPV) for some females that experience dating violence as teenagers (Martsolf, Draucker, Stephenson, Cook & Heckman, 2012). IPV results in about 2 million injuries and 1,300 deaths per year (CDC, 2006).

In a retrospective study that included 730 university students 64% of females and 61% of males experienced some form of dating violence as teenagers between the ages 13 and 19. Females reported that they felt pressured into sex by intimidation or physical force between age 16 and 17 whereas more than half of males reported experiences of verbal violence such as name-calling and insults by the age of 15 years (Bonomi et al., 2012). The risk of violence increases for adolescents who experience dating violence during the high school years. It is estimated that verbal abuse experiences increase by approximately 17% while physical violence increases by approximately 8% from high school to the fourth year in college (Smith, White & Holland, 2003). Dating violence is associated with poor mental and behavioral health outcomes (Bonomi et al., 2012). Findings from longitudinal studies show that dating violence female victims experience suicide ideation, depressive symptoms and an increase in drinking while male victims experience an increase in antisocial behaviors, suicidal ideation and substance abuse five years after their dating violence experience (Exner-Cortens, Eckenrode, Rothman, 2013).

Cultural Context of American Indian Communities

AI communities have experienced collective trauma as result of years of oppression, family members being torn apart by involuntary attendance in boarding school that was followed by loss of religious practices relocation, among others. These traumatic experiences have left adults and youth more vulnerable to alcohol abuse, increased levels of abuse and/or violence by family members, poor mental health and behavioral problems (Evans-Campbell, 2008). Whitbeck et al. (2012) found that just as adults are affected by historical trauma and loss, youth are affected as well and have

reoccurring thoughts related to loss. Some studies indicate that many adolescents carry their emotional and behavioral problems to new school settings. As some Native American students leave their reservations they often continue to display the same risky behaviors or emotional problems as they did back home (Scott & Langhorne, 2012).

Although Native American communities are very diverse, some studies suggest that Native American adolescents and adults are exposed to similar risk factors such as emotional instability, hopelessness and violence (LaFromboise, Albright, & Harris, 2010; Stumblingbear-Riddle & Romans, 2012) that may contribute to unhealthy relationships. As a result Native American youth are at higher risk for dating violence but few have explored how a cultural strength-based approach might be used to address this complex issue.

Risk Factors for Dating Violence

In general, risk factors for dating violence in male adolescents may vary by age and ethnicity. However, prevalent risk factors include the use of drugs or alcohol, group fighting, peer aggression, witness of inter-parental violence, a history of victimization, a misconception about sexual relationships, rape myth acceptance, and a history of physical dating violence (Reingle, Jennings, Lynne-Landsman, Cottler, & Maldonado-Molina, 2013; Reyes & Foshee, 2013) and exposure to poverty (DeGruy et al., 2012). Psychosocial risk factors include feelings of sadness of hopelessness, a history of suicide attempts, substance abuse, and exposure to risky behaviors (Howard, Wang& Yan, 2007). The risk of engaging in violent relationships also increases for those who witness violence in their family or neighborhoods. Previous research indicates that adolescents

who had witnessed violence and indicated low levels of respect were more likely to engage in violent relationships or commit violent acts (DeGruy, Kjellstrand, Briggs & Brennan, 2012). Similarly, neighborhood violence and the belief that friends were the perpetrators of dating violence was linked with higher rates of dating violence among boys who were sexually active (Reed, Silverman, Raj, Decker, & Miller, 2011). Student males in the 9th grade are 1.7 time less likely than older male students to report violence in a relationship. Boys are found to underreport incidents of violence and may only report when medical attention is needed (Howard, Wang & Yan, 2007).

Risk factors for dating violence in females include alcohol use, illicit drug use, promiscuous behavior, being a member of a minority group (Champion, 2008), physical attractiveness, (Leenaars, Dane, & Marini 2008), history of interparental physical violence, unstable living arrangements, and early pregnancies (Manseau, Fernet, Hébert, Collin-Vézina & Blais, 2008). Results from a cross-sectional study that included 845 students from 7th to 12th grades indicate that 35 % of female participants that consumed alcohol before the age of 13 were more likely to display violent behaviors and suicide attempts (Swahn, Bossarte, & Sullivent, 2008). Females who were sexually active and had multiple sex partners were more likely to experience dating violence (Eaton et al., 2007). Psychosocial risk factors for dating violence in females include poor self-esteem, high levels of depression and poor decision-making (Scott & Langhorne, 2012).

Protective Factors for Dating Violence

In general, protective factors for dating violence in High School males include high educational achievement, social bonding in schools and parental awareness

(Titzmann, Raabe & Silbereisen, 2008; Reingle et al., 2013). Findings in other studies indicate that low levels of acculturation, family pride and family support can serve as protective factors for dating violence in some cultures. However, the opposite can be true for cultures that experience racism or individuals who experience bullying (Smokowski & David-Ferdon, 2009). Youth who are less exposed to violence in their home communities are less likely to engage in dating violence. Less violence in neighborhoods appears to be connected with higher parental engagement, neighborhood organization, less access to illegal drugs, and/or crime thus reducing experiences of violence (Champion, Foley, Sigmon-Smith, Sutfin & DuRant, 2008). Protective factors for dating violence in females include school accomplishments, parental supervision and self-efficacy (Pu et al., 2013). Pu et al. note that self-confidence, appropriate parenting and stressing cultural pride can also serve as protective factors.

The large number of adolescents that experience dating violence either as perpetrators or victims is highly concerning especially as the effects of dating violence are often felt in future relationships and often even escalate (Martsolf et al., 2012). Dating violence victim/perpetrator roles many times change as response of living conditions or experiences that involve outside stressors (positive or negative). Further evidence indicates that most perpetrators have also been victimized at one time or another (Champion, 2008).

Research on Healthy Relationship Programs with the General Population

One of the ways to prevent dating violence is by developing programs to help youth develop skills for healthy dating relationships (CDC, 2007). A number of programs

have been developed and evaluated to be evidence-based practices to address unhealthy dating relationships among youth. Among programs most frequently cited to promote healthy relationships are *Expect Respect* (Rosenbluth, 2004) and *Safe Dates* (Foshee & Langwick, 2004).

    Expect Respect Support groups were designed to promote healthy relationships among at-risk youth in middle school and high school by allowing participants to share their experiences, build support groups and learn skills for healthy relationships thus reducing violence in future relationships. Research findings indicate participants experience less acts of violence, an increase in healthy relationship skills and conflict resolution skills at post-test when compared to their counterparts (Ball, et al., 2012). However, some of the most important limitations of the *Expect Respect Support group* are the lack of attention given to culture/ethnicity, participant's unique experience and socio-economic status issues (Kerig, 2010).

    Safe Dates was implemented as a primary and secondary prevention program to address emotional, physical and/or sexual abuse in a relationship. The program is intended for males and females ages 13 to 17 years old. *Safe Dates* has been implemented in school settings across the United States and other countries (SAMHSA, 2006). Follow-up results from a *Safe Dates* evaluation which included 1700 participants in eight and ninth grades from different schools showed a 25% reduction in emotional abuse perpetration, 60% reduction in sexual violence perpetration and 60% reduction of violence toward the dating partner when compared to control schools. *Safe Dates* was effective in reducing emotional abuse in primary prevention, and sexual and emotional abuse in secondary prevention in the treatment group when compared to the control

group (Foshee et al., 1998). Foshee et al., (2005) continued earlier research and found that the positive results from this program were maintained by the participants three years after participation.

The Fourth R: Skills for Youth Relationships program was implemented with high school students to target dating violence by addressing healthy relationships, sexual health and substance use. A 2.5-year follow-up study, which included randomized assignment of 1,722 students across 20 public schools in Canada, indicated dating violence rates was 2% higher in the control schools when compared to the intervention schools. Dating violence for male participants in the intervention schools was 5% lower than in the control schools whereas the female participants dating violence rate was similar across conditions (Wolfe et al. as cited in Brown University Child & Adolescent Behavior Letter, 2009).

Summary

A review of the literature suggests that there are many underlying issues that contribute to adolescent dating violence. Dating violence is not limited to a specific gender and regardless if the individual takes the role of the victim or perpetrator; both appear to experience emotional and behavioral negative consequences. The majority of the studies to support healthy relationships aimed to reach youth in middle and high school settings and used a pre-test and post-test control group design. Most of the programs targeted youth from the mainstream culture and did not speak about implementation with other cultures/ethnicities, which is noted as a major limitation. Our proposed study attempts to address these shortcomings by integrating Native American

culture into healthy relationship programming. To address this limitation and evaluate the implementation of an evidence-based program-*Safe Dates*- for AI adolescents attending an AI boarding school that data showed experienced high rates of relationship violence in its student body.

Research on Healthy Relationship Programs with American Indians

Hagen (2012) stated that years of involuntary separation from family, a history of neglect and abuse have limited the amount of family values, norms and cultural support inherit between family members and communities to youth. As a result, many younger Native American generations have suffered as many of them lack positive family and parent role models. To help adolescents form healthy relationships in middle school and high school, Hagen reviewed the Discovery Dating curriculum (2012). Hagen (2012) explained the curriculum had two purposes, to help adolescents learn how to make healthy decisions and to learn how to implement them. Results regarding building healthy relationships among Native American youth looked promising but as of yet have not been published.

With cultural teachings in mind, Scott and Langhorne (2012) conducted a baseline assessment to identify the risk and protective factors among AI/NA girls ages 10-12 in an AI boarding school. During the assessment, a BeLieving in Native Girls (BLING) 24-session curriculum was implemented. Program was based on the *Transtheoretical Stages of Change* and the *Social Learning Theory,* and the curriculum was based on *Be Proud! Be Responsible!* and *Circle of Positive Choices* (National Indian Women's Health Resource Center as cited in Scott & Langhorne, 2012). Sessions in the program were

adapted into a learning style proven to be effective in Native American communities as appropriate and covered topics of anatomy and sexual health, racism, communication and interpersonal relationship skills, substance abuse, sexually transmitted diseases, and mental wellness. Baseline data indicated that half of the participants did not feel safe in their home community, a need to improve critical thinking and problem solving skills, and 47% of the girls were at high risk for major depression. Findings also suggested that girls in the study were at high risk of dating violence, high levels of depression and sexual risks behaviors. Program evaluation results have not been published as of yet.

Kerig (2010) stated many of the dating violence programs currently developed present with limitations in research. For example, most dating violence programs do not address cultural diversity issues and many of the program guides do not explain how to adapt such programs to different ethnic populations. Additionally, the effectiveness of prevention programs for Native American communities has been hindered due to the lack of funding, access to services and implementation of culturally insensitive programs that too often ignore Native American strengths (Kenyon & Hanson, 2012). Vagi et al. (2013) emphasized that effective dating violence prevention programs should address multiple factors that contribute to dating violence including past suicidality, self-harm behaviors and other types of violence perpetration.

Many Native American adolescents have already been exposed to factors that contribute to bullying, dating violence and/or suicidality. It is therefore important that any program that aims to address dating violence in AI youth somehow touch on these issues when delivering the program (Cornelius, Sullivan, Wyngarden & Milliken, 2009). Furthermore, Richmond et al. (2008) emphasized the importance of collaborating with

Native American communities to effectively implement dating prevention program and stressed the importance of being open to feedback from community stakeholders and youth, among others. In being open to change during evaluation and implementation, one can gain more insight on how to work with other cultures to learn about violence in relationships and how to adapt programs effectively.

Theoretical Underpinnings

Although addressing theoretical frameworks for current interpersonal violence prevention programs is beyond the scope of this study, it is important to briefly present an overview of the frameworks that may help us understand, anticipate or explain how unhealthy dating relationships develop in adolescence. The *Social Learning Theory* explains that behaviors are learned through observation and children will imitate the behavior of adult role models. Behavior is then maintained through reinforcement (Bandura as cited in Scott & Langhorne, 2012; Shorey, et al., 2008; Wekerly & Wolfe, 1999). Some studies indicate that a history of family violence increases the possibility of an individual later becoming involved in a violence relationship as either a perpetrator or a victim (Simons, Simons, Lei, Hancock & Fincham, 2012; Fang & Corso, 2007). The *Feminist Theory* recognizes violence in relationships as a gender specific problem and emphasizes that the context of violence is a result of inequality and that any type of self-defense acts in response then may lead to violence. From a *Feminist Theory* perspective, the males are considered the perpetrators of violence while the females are considered victims (Dobash & Dobash as cited in Wekerly & Wolfe, 1999) even though over time pattern and roles may reverse. The *Attachment theory* suggests children form

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relationships based on past experiences of relationships with caregivers. Children then

know caregivers as the "secure base" from which they explore and form other

relationships (Ainsworth as cited in Mayseless, 1991). *Attachment theory* suggest

adolescents choose partners to engage in dating relationships based on their past

experiences and ideas about relationships during childhood (Shorey, et al., 2008; Wekerly

and Wolfe, 1999).

Summary

A review of the literature suggests that by supporting youth to develop healthy

relationship skills, they are more likely to overcome cycles of violence they may be at

risk for. If they then develop healthy dating relationships, they are more likely to reduce

current and/or future violence. Evidence-based studies reviewed were developed to target

risk and protective factors in the mainstream culture and would need to be adjusted to fit

other cultures, more specifically the Native American culture in our case. In addition, the

majority of the studies did not serve Native American youth and used a pre-test and post-

test design. Only *Safe Dates* and *The Fourth R: Skills for Youth Relationships* used 2-3

year follow-up evaluations. While there are a couple of healthy relationship programs

targeted to Native American youth no program results are yet available and repeated

efforts to learn more about their program content or get a copy of the curriculum for our

purposes were unsuccessful. We also found that protective and risk factors for dating

violence appeared to be slightly different for male and females; however both groups are

at high risk for engaging in unhealthy dating relationships. In addition, Native American

youth may be at higher risk for relationship violence as result of historical trauma and

lack of studies with Native American communities. Taking into account these findings, we culturally adapted one of the evidence-based healthy relationship programs, the *Safe Dates* program, to focus on the students' personal and cultural strengths and decided to deliver some mixed gender but also some male and female only sessions to address gender specific issues identified.

CHAPTER 3

METHODOLOGY

This chapter describes the methods utilized to culturally adapt and pilot-test our healthy dating relationships curriculum with Native American youth attending Sherman Indian High School. This chapter presents the research design along with a description of our target population and justification of why this sample was chosen.

Research Design

Overview: The impetus for the conduct of this pilot-program during came from needs identified in the annual monitoring survey that Sherman Indian High School (SIHS) students complete. This need for a healthy relationship program for the students was further supported by the experiences and observations of school administrative and other staff. Because of this the school was very willing to allow the team to have access to students, school staff and campus.

This pilot study utilized a mixed methods design and was completed in two phases: In Phase 1 we conducted qualitative research to explore youths' dating experiences and how culture fits in the dating related risks and protective factors. We also explored *Safe Dates* potential for program adaptability and pilot-testing at the SIHS. In the qualitative phase we conducted key informant interviews (KIIs) and focus groups (FGs) with students to better understand the context, perceptions and experiences for forming relationships, dating and possible dating violence. While saturation drove our final sample size, we conducted theoretical sampling to allow many perspectives on the issues to inform our work. For instance, we talked to younger/older female and male

youth as well as some of their teachers and home-living staff that take care of them and know them well. We conducted nine KIs and two FGs. These interviews utilized a semi-structured outline to assure consistency of questions. Key informant interviews were themed to identify commonalities and recurrent themes; this information was then used to create an outline for the validation focus groups. All interviews (KIs and FGs) were audio taped, transcribed verbatim and then analyzed using grounded theory methods (Rubin & Babbie, 2011). Two members of the team conducted first line coding in the same set of transcripts to identify codes and sub-codes. We met as a team to discuss our analysis of the data and emergent themes, made modifications until we agreed to a shared codebook. Then we conducted second line coding using this codebook and engaged in investigator triangulation by presenting our findings to the primary investigator who acted as the independent third reader. We made additional modifications until we reached an agreement for a final codebook. Once the data was coded we queried it for contextual systematic analyses. Once we wrote up the emerging theses we used direct quotes to demonstrate our interpretation in the words of our respondents.

Also, during Phase I, a further review of evidence-based interventions promoting healthy dating relationships and reducing dating violence was conducted. The team then used the information gathered in this first qualitative phase to guide the adaptation and delivery of the healthy dating program to the context of Sherman Indian High School. In efforts to make this pilot study relevant and culturally sensitive, the team also used information from the Native STAND curriculum, a Native culture-based life skills development curriculum that was already being offered in this School. Of note, the primary purpose of the Native STAND program was much more general and did not

include specific health relationship information. We therefore felt justified using cultural elements of the Native STAND curriculum to adapt our healthy   dating/relationship curriculum.

Once the initial sessions were adapted to SIHS, Phase II consisted of conducting a pretest and immediate-posttest of the resulting curriculum using a survey and qualitative feedback focus groups. Groups consisted of 2 cohorts with 42 students total, 23 students in one group and 19 students in the second group, to determine if we were successful in replicating results with this population. The adapted survey included questions on demographics, dating and attitudes about dating, signs of healthy relationships, conflict management/conflict resolutions skills, causes and consequences of dating violence, coping skills, anger management skills, communication skills, self-esteem, self-advocacy, depression, and knowledge (See Appendix A). Given generally low reading levels, questions were projected to a canvas and read aloud to ensure all students completely understood the survey and completed the survey in a timely manner. Surveys were coded with a unique identifier and secured in a locked cabinet in Loma Linda University to ensure anonymity. Refreshments were provided for students who completed the survey. At the conclusion of the program, students who completed 90% (N=39) of the program received a $10 incentive (gift card) and also received certificates of participation in appreciation of their participation.

Research Questions and Hypotheses

The purpose of this study was to better understand the context, perceptions and experiences for forming dating relationships and possible dating violence in Native

American youth and explore if an evidence-based program was effective in promoting healthy dating relationships in SIHS students. This study's research questions and hypotheses are as follows:

Qualitative Question 1: What are the cultural contextual factors to consider guiding the adaptation of an evidence-based program for Native American youth residing in Sherman Indian High School? (See Chapter four for qualitative findings).

Quantitative Question 2: Is an adapted evidence-based program effective in promoting healthy dating relationships (awareness, self-efficacy, knowledge, acceptance and consequences of dating abuse and signs of healthy dating) in youth attending Sherman Indian High School? (See chapter six for quantitative results).

Research Hypothesis: Students who participate in the healthy dating relationship pilot-program will have increased awareness and change their attitudes toward healthy dating as measured by the attitudes about dating, knowledge about healthy relationships and self reported communication and relationship skills.

Null Hypothesis: Students who participate in the healthy relationship pilot program will not changes in awareness and attitudes about healthy dating as measured by the attitudes about dating, knowledge about healthy relationships and self reported communication and relationship skills.

Sampling

In both phases of the study a convenience sample of participants was recruited from Sherman Indian High School located in Riverside, CA. Participants were included in the study if they were between 14 and 18 years old, resided in Sherman Indian High

School (SIHS), provided consent and were able to read or speak English. The study included both males and female students who self-identified as Native American. Participants who did not meet the above inclusion criteria or if they reported an inability to understand the consent process were excluded from the study. Students were invited to participate in the program if they expressed an interest to learn about building healthy relationships as well as students were exposed or have been exposed to violence in current or previous relationships.

SIHS provides education to Native American youth from over 40 different tribes and provides education annually for over 300 students from 9th to 12th grade. School starts in mid-September; however, the last wave of accepted students came in October, 2013. The school's diversity brought increased insight into the context, perceptions and experiences about dating relationships. It was our hope that this group resembled the needs of youth in other communities not attending SIHS.

Procedures

Before any work could be conducted in the school, the MSW student and research assistant first underwent FBI clearance to be allowed to work with SIHS students. Once cleared, the MSW student and research assistant volunteered as teacher's assistants at the school to become familiar with the students in the school and Native American culture, thus getting to know some of the students and gaining entry and trust to conduct the study. Human subjects procedures are described in more detail later but briefly, once a clear plan for the study was developed and it was reviewed by the school site and Loma Linda University for relevancy and quality of the procedures, at the beginning of the

school year, that plan for the program was mailed to the parents and guardians of the students. Assent/consent forms explained who was sponsoring the study, why the study is being conducted, the risks, discomforts and benefits, the participant's rights, and whom to contact if participants have questions or concerns. Aligned with SIHS procedures students' parents were provided with passive consent forms to allow their students to participate in programming and evaluation of resulting programming. The parents who did not wish to have their students participate in the programming activities were given the opportunity to notify the school. The FGs were then announced in the school to recruit students. Interested students participating in FGs were informed that their participation was completely voluntary and they could withdraw from FG or services at any time. The informed consent process was conducted by an individual from the research team, which included the academic Principal Investigator, MSW student or one of the two IRB trained research assistants. All individuals obtaining consent were IRB certified. The interviews were conducted by the MSW social work student and a trained research assistant. Participants' acknowledgement of the consent process and continued engagement with the study by participation in interviews, FGs and programming was considered passive consent. Students were also informed that their participation and feedback during focus groups would be recorded and transcribed verbatim to identify themes. The interviews utilized a semi-structured outline to assure consistency of questions.

Key Informant Interviews and Focus Groups

Nine KIIs were conducted, in the months of November and December, 2013. Key informant interviews lasted between 12 minutes and 35 minutes. Examples of the questions were: "What skills would be important for students to develop while they are here?" "How do you see the relationships between students?" "Do kids talk about not being accepted or not by groups?" "Do you see any recurring behaviors that concern you?" "What are some of the students' strengths?" KIs and FGs Interviews were conducted in a safe, private environment assigned by the school. Once the KIIs were completed and explored for emerging themes we conducted validation focus groups. Two FGs were conducted during the month of December, 2013. FGs lasted between 60 to 90 minutes. The groups consisted of male and female student participants between ages 15 and 18 years old. The groups were asked a series of basic questions about their life and experience as a student at Sherman Indian High School. Examples of the questions were: "What are some skills or things you think are important while you are at school for you to get better at or develop?" "Are there some things you feel you miss out because you are here and not with family?" "Can you identify with someone in the school to make a connection to take the role of a parent?" "How easy is it making friends here in the school?" "What makes it hard to be here (school)?" "How are relationships like dating here?" "Tell us about relationships between girls or boys?"

The resulting qualitative data (audiotapes were transcribed verbatim) was coded by two independent coders using Grounded Theory methods. A codebook was developed and validated in coding meetings by an outside coder. Once a codebook was developed and verified using constant comparison methods and group verification all transcripts

were coded and themed. Information was then used to adapt the chosen curriculum and a survey that was aligned with curricular content and the cultural adaptations developed for program evaluation purposes.

Pilot Testing

The program was delivered during the Friday sessions of a daily voluntary Spanish class. Students who did not want to participate in a session were allowed to work on other school projects and had the option to join the program later. Baseline data was collected in the month of December, 2013. Pretest survey was completed with 94% (n=37) out of 42 eligible students. Programming occurred in the months of February and March with a 90% average participation. 90% of students out of the 42 students in the two groups who completed the baseline surveys also completed posttest immediately after service delivery. The remaining 10% of students either decided to not participate in the program, no longer attend the school, or chose not to participate in the posttest. Out of the 37 students who participated, 75% were females. 78% of the students identified as Native American alone, and the other 21% identified as Native American mixed with another race.

Protection of Human Subjects

This study was approved by Loma Linda University (LLU) Institutional Review Board (IRB). Participants were given the opportunity to ask questions and express any concerns prior and during participation in the study. Individuals were allowed to take as much time as they needed to discuss and decide on whether or not to participate.

Participants were explained several times that their participation in these studies was entirely voluntary and they could choose to stop participating at any time during the study.

Breach of confidentiality was a risk in this study for some participants as they could have shared personal information during the course of the FGs with the group facilitator and other students. However, such disclosures were not made by participants. In efforts to minimize this risk and ensure participants' confidentiality; including protection of passive consent, preventive steps were taken such as providing clear explanations about what to expect and how individuals identity would be protected. Private office locations or empty classrooms were assigned by the school to conduct the interviews. Entry/Pre-Surveys and Exit/Post-Surveys were kept anonymous, numbered identification were used to link survey data as needed. Data collection required little personal identifying information from the participants. All answers were kept confidential and did not include any names on questionnaires. FG participants were explained and asked to maintain confidentiality.

CHAPTER 4

QUALITATIVE FINDINGS

This chapter addresses our qualitative findings and answers qualitative research question one: "What are the cultural factors to consider guiding the adaptation of the selected evidence-based program for Native American youth residing in Sherman Indian High School?"

Findings

Participants Characteristics

There were a total of 30 participants in the KIIs and FGs. KI participants included school staff, home living staff, teachers and tutors. Participants included six females and three male participants in the KIIs and twelve females and six males for the FGs. FGs participants were between the age of 15 and 18 years. In regards to school grades, the FG participants were diverse and they reported to be a mixture of 9th-12th grade students. Many of them reported to be in a relationship. The qualitative data from the FGs and KIIs indicated a number of emerging themes. We use direct quotes to demonstrate themes.

Emerging Themes

Theme 1. School experience/being disconnected from family:

> *"I was scare even though my dad does come often to visit. I got used to it because I had all my friends here, that no matter how many times I wanted to go home they kept bringing me back up here."*

> *"It was hard to get away from home the first year. I was 13 years old, small, I was going away from home, it was kind of sad. I wanted to go home, but I faced my fears and stayed over."*

Even though students often initially were scared and felt lost, without close

parental contact, and possibly in part to rebel against the often forced stay at SIHS,

students often felt they had no rules and felt free to explore and test boundaries and

school rules: *"I felt like a rebel.*" Indeed, for many students being here helped them lead

to more risk taking.

Attending a new school comes with many mixed feelings for students. Most of the

students were hopeful that their experience in a new school would be positive, fun and

students had positive expectations. Many students see this transition as an opportunity to

change their image or personality: **"This is the time to make a new person out of you."**

This search to change their image or personality often leads them to risky behaviors.

Additionally, students reported the transition from home to school is not always easy.

Students often miss their families and friends back home, experience homesickness and

worry constantly about the family and friends they have left behind.

> *"You have students who are homesick a lot more, you can tell they are very clingy and will follow certain staff a lot."*

Theme 2. Students' challenges

Students experience challenges in areas related to life experiences, relationships,

school and mental health that often affect their adjustment to school and continued

development. Although challenges in these areas were identified, the perceived

challenges were slightly different between the school staff and students' perception.

School staff reported students' negative past experiences as added challenges because

they determined the students' level of adjustment and response to school rules and staff.

In addition to adjusting to a new school environment, previous life experiences was also

seen to contribute to challenges when interacting with others and developing new relationships. On the other hand, students were highly aware of challenges that affected them in terms of relationships. Although, students did not express how these challenges affected their adjustment, it was clear there was a need to help students gain skills to manage their challenges and emotions effectively.

> *"Students are really bright but because of the lack of parental guidance, supervision, guidance of an actual family member they aren't doing well."*

> *"Some of them are not raised with how to deal with emotions. A lot of them don't know how to spell… I think a lot of the issues here could be avoided if they just knew how to express themselves to staff or to each other."*

> *"My older sister has a phone but me and her don't talk no more for like family reasons. And the other family I have not been talking to either. But I feel really bad for it because I cannot talk to my grandma."*

Students deal with feelings of loss and grief frequently. Loss and grief is not only seen as family losses, it is also experienced as friends leave or do not return the school.

> *"At times I do want to go home and at times I have other people here and it is like if I leave I am leaving them. But at the same time you got friends too and I already left them."*

> *"At times I do want to go home and at times I have other people here and it is like if I leave I am leaving them. But at the same time you got friends too and I already left them."*

For those students who have experienced a loss in the family, they shared that it has been a challenge to continue with school activities, homework and good grades with no support or minimal support provided to overcome it.

> *"I sing all the time and it is because it keeps my mind off a lot of stuff. It helps me out to get through these days. Sing, sing, sing, sing."*

Theme 3. Students' relationship with school staff and others

> *"I do have a couple in class and they are so attached. They are so there for each other and no one else. They are in another world. Yes, they do talk to other people, but is mainly the two. Their world is the two of them. They do not do a lot of (school) work. On the other hand I do have another couple who do their work together and sometimes they come into the classroom and help each other."*

> *"…They are intense, deeply jointed at the hip relationships."*

Some staff mentioned concerns regarding students becoming too involved in close couple relationships – even in class– often at the expense of a richer social life and their education. These students appeared to be highly aware of relationship dynamics and patterns of communication and behavior. They explained that nonverbal communication indicates whether a couple is getting along or having problems. They further explained signs that indicated problems in a relationship. The majority agreed that spending too much time with a partner is often seen by other students as a sign of a controlling relationship and an area of concern because it leads to social isolation. Key informant interviews also expressed concerns regarding this behavior in couples.

> *"One wants to talk to their friends and once you actually get to talk to them they would be like he told me not to talk to you blah, blah, blah. You can't spend time with them."*

> *"They take break ups really seriously because they can't really say I don't want to hang around this person because they go to school together and they will have to eat with them and they will see them outside."*

Some students appear to easily connect with others while other students appear to isolate themselves and only connect with staff. This behavior was concerning because it may contribute to students' social isolation and depression: *"I think they see the clique and they think they do not fit in…I think a lot of them think they don't belong to*

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anything." Students appeared to form strong friendships and expressed those friendships

help them overcome challenges in the school.

> *"Best experience of my life. This is my 2ⁿᵈ home. I don't what to graduate but I do want to graduate. You know it is like they say you come as stranger, make friends and leave as family."*

Some students depend on staff members to meet their emotional and economical

needs. Home living staff often spends more time with the students and plays many roles.

However, there are areas of disconnection on how to fill the void no matter how much

both groups attempt to address students' needs. Students showed conflicting views

regarding their relationship with staff and home living staff. Cultural barriers were

discussed among KI; however, students' perception was slightly different.

> *"Sometimes they'll come in and they are not accustomed to talking to people"*

> *"You have students that they arrive here with preconceive notions, dependent upon the background you may have students that have had poor relationships with their mom or grandmother, so they do want to come in necessarily be told what to do by a female staff"*

> *"I talk to everybody on campus in a friendly way but they do not really see what I'm struggling through"*

> *"Everybody here like the staff it is still you parents and they will catch you and no matter where you go you will still get the consequences for it"*

Theme 4. Students' strengths

Despite the students many needs and challenges, all participants agreed that

students have many strengths that help them manage their challenges in this school

setting. All of them agreed that students learn to be independent and responsible at an

early age. Many of them already come in with a set of skills while others learn skills as

they continue to development skills here. More importantly, students' culture was seen as a source of strength.

> *"I think being at Sherman, we build character, yourself. It is also hard because some guys come from South Dakota and all over the U.S. for maybe a semester, some don't come back. But that also builds your character. Getting you ready for college, being away from home, manage your time, make your own bed. One of the skills I learned here at Sherman was just like kind of talking to people and being that positive role model for everybody else. Being out there, helping everybody, being a leader, that's how I would put it."*

As students are learning to be independent, they frequently receive support from adults around them. Many students seek emotional support and guidance from home living staff and are able to identify a home living staff as a parental figure. As is the case in teens in general it appears that in dealing with family problems or relational problems, students often seek support from their friends before asking an adult for support. Although seeking support and advice from friends first is appropriate in this stage of development, it also contributes to staffs' perception of the students' inability to communicate their emotions effectively or to deal with problems in a relationship. The qualitative data gathered from the KIIs and FGs interviews indicated that the students in this population are strong and resilient but also are in need of educational, emotional and relational guidance.

Summary

The participants' perception of their challenges, relationship patterns and school experiences is unique to their experience in this boarding school. These students bring their past experiences and familial relationship experiences with them to the boarding school. Some of them reported taking additional responsibilities or recurrent concerns about their family living situation. For example, students indicated sadness or sorrow

when they are unable to talk to family members due to family history problems. Other times, students attempt to take additional roles in the family in attempts to support their parents. Despite the differences in tribes and location, students in this study reported experiencing feelings of sadness and homesickness associated with being away from family or friends. These students often experience feelings of loss and grief associated with the loss of a family member or friends. Many of them have been separated from a parent due to legal or other family problems. Loss is also experienced as students are physically separated from their friends because of attendance to the boarding school or because students often leave the school and do not return. These findings are similar to Whitbeck et al., (2009) adolescents who reported daily recurrent thoughts of historical loss. Although, in our study historical loss was not specifically explored, our youth shared recurrent thoughts related to loss and perceived loss as an inevitable part of school life. Although these reported challenges and experiences may appear to be similar to experiences and challenges from students in other boarding school in the general population, for these students it may add to the already negative past experiences and negative role on healthy family relationships related to boarding schools.

Despite differences in gender participation in our study, findings in this study are similar to Scott and Langhorne's (2012) baseline assessment in a boarding school which indicated an acute need for behavioral health services. The perception between school staff and students regarding the level of support needed to address students' mental health needs and challenges was incongruent in this study. Students main challenges noted were lack of coping and conflict resolution skills, behavioral issues, school adjustment issues, family and relationship problems and emotional needs. Students' risky behavior was

noted as physical and verbal aggression as it related to dating, bullying, fighting or the use of alcohol. Alcohol use was understood as a way to "self-medicate" or "numb" their problems because many of the youth are not used to talk about their emotions or lack coping skills. Many students appeared to withdraw when confronted with family or dating relationship problems.

Many of the students reported to be in a relationship. These students were highly aware of relationship patterns and potential indicators of a problematic relationship. There were able to differentiate whether a dating couple was getting along or had problems. The students are highly observant of nonverbal communication as indicator that a couple may be having problems. However, it was difficult to indicate additional signs of an unhealthy relationship. Many of the challenges presented in this school setting were seen as a contributor factor for students need to date and dating decisions.

The most important theme from the study was the perception of students' strengths. All participants in this study agreed that many, if not all, students already come to the school with a set of skills which are important to overcome their many challenges. Additionally, students continue to develop more skills that continue to help them prepare for a life after high school. Within the context of their culture, students' traditions, beliefs and strengths contribute to their resilience and many students are able to succeed when interacting with others within the school. However, due to different cultural expectations in the mainstream culture, these students are often considered to lack communication skills or "freeze" when talking to people outside the school.

In addition to the daily challenges in the life these teenagers, they are challenged with additional factors in the educational setting and mainstream culture. In the school

setting, they do not have the needed academic resources or support to be completely

successful in school. This concern was reflected throughout our KIIs and FGs

conversations. There is limited communication and support between school

administrative personnel, school programs and home living programs which in turn

affects the level of support the students are able to receive. It is the hope that in attempts

to better support the students and help them be successful in this and other setting, these

different entities would unite to support the students they serve.

CHAPTER 5

ADAPTATION

During the adaptation phase, the team studied the Safe Dates curriculum for relevancy to the needs indicated in Sherman Indian High School. Adaptations were made during the course of program implementation. The team met weekly to discuss adaptations of the lessons. Lessons were reviewed by the members of the team to ensure that our program addressed the needs identified by the school while guaranteeing fidelity of implementation. To ensure fidelity to the model, the team tracked adaptations implemented during each session, inquired feedback from students regularly, wrote detailed notes on what lessons learned from each session.

The Safe Dates curriculum provided tips for altering the activities to shorten the sessions or slightly modify activities. We eliminated a session on overcoming gender stereotypes from the Safe Dates program because KII results had not indicated a high concern in this area. Lessons in the Safe Dates program included defining caring relationships, defining dating abuse, why do people abuse?, how to help friends, helping friends, how we feel, how we deal, equal power through communication, and preventing dating sexual abuse. Concurrently, the team used the Native STAND curriculum to guide the adaptations for our pilot-program in culturally appropriate manner. The Native STAND was an evidence-based program already being offered in the school that draws in cultural teachings from many Native American tribes. Lessons adapted from Native STAND curriculum included information on communication styles, how and who to speak to about dating abuse, verbal/non-verbal communication, influence of culture in youth's perspective and decisions about dating, substance abuse, and relationship skills.

The team adopted the Native STAND's Transtheoretical Model (Stages of Change) as the team hoped that the healthy dating relationships program would lead to an increased in self-awareness, skills, improvement in knowledge, and self-efficacy among youth who completed the program. The information in the Native STAND curriculum helped guide adaptations to incorporate topics of concerns indicated from the KIIs and FG results. Additionally, adaptations were also made to address KIIs and FGs concerns about dating, respect, decision making, and working in small groups.

General adaptations in the healthy dating relationships program included the use non-gender specific names to reflect the school's culture and include same-sex relationships, updated facts about dating abuse to reflect statistics on Native American communities to make information relevant to students, adjusted case scenarios to provide visuals by posting pictures to

help students who are visual to understand the material, and modified the setting in case scenarios to make it representative of the school setting. Teaching methods as result of our FGs feedback included engaging the students in small group discussions, role plays and games to promoted awareness regarding cultural beliefs, expectations of behavior and perception of forming dating relationships. Furthermore, students explored traditional ways to view qualities of an abusive relationship and healthy relationships and the team explored the students' strengths. The team frequently inquired for feedback from students to provide the program in a culturally sensitive manner and make sure students' needs would continue to be addressed. We posted a "feedback poster" by the door to allow students to provide feedback without feeling pressured during the meetings.

We introduced team building activities to promote trust, cooperation and team spirit among participants in our program. We empowered students to form their own rules for the program. Before the start of every session, we reviewed the rules and allowed the students to adjust the rules, if needed. A goal in our program was to engage the students into learning about healthy dating relationships in a fun and interesting manner. Therefore, we decided no homework would be assigned during the program. We also adjusted the times for each session to allow time between activities to incorporate our adaptations, as needed. We wanted students to feel empowered to discuss their perception of dating and forming relationships. Therefore, we promoted a safe environment to promote sharing of ideas and respect. Because the goal of our program was to help youth build healthy dating relationships, the team agreed to address the topics of attention-seeking behaviors, boundaries, personal hygiene, and self-respect in the first lessons to encourage students to start thinking about qualities they wanted in a partner and increase self-awareness. These topics were added to the curriculum because they had been identified during our KIIs as students' needs and concerns in the school.

> *"You see a lot of couples and it's very normal, you know to see couples early in the morning, in the halls….Just hugging each other, just being um very affectionate towards each other"*
>
> *"There is a lot of couples, again because they want that affection… I know a lot of them wait for their parents to send them money or anything. Especially the boys do not do laundry as the other ones."*

"I think the lifestyle of students when they come to Sherman it opens their eyes to more things because some of them are from based off reservations; experimentation is a big thing with them."

In subsequent sessions, adaptations continued to be made to address topics of concern for the school, such as bullying, both in person and in cyberspace. The final product of the healthy dating relationships adapted pilot-program consisted of nine lessons that focused on attitudes and behaviors associated with dating abuse as well as developing protective factors to increase self-awareness, skills, improvement in knowledge, and self-efficacy.

Table 1
Adaptations

Original Program	Native STAND	Focus group adaptations
Session 1: Defining Caring Relationships. Students are introduced to the program. Students consider the following: "How would you like to be treated in dating relationship" and "how would you like to treat others in a dating relationship"	No adaptations	Incorporated characteristics of self-respect and personal hygiene into the activities. We also introduced a discussion on self-respect and boundaries to address attention-seeking behaviors and how those may contribute to choosing a partner or affect interactions with a potential partner (KII concerns) within the context of their culture and school
Session 2: Defining Dating Abuse. During discussions of scenarios, review of statistics and an activity, students clearly define what dating abuse is and identify harmful behaviors that may become abusive.	Facts about dating abuse were modified to reflect statistics on Native American youth to make information relevant to students Say "No" to what? Activity was modified to help students identify risky/not risky behaviors. Students were encourage to discuss which behaviors promoted healthy dating and influence of their culture in their decision	Names in the activities were changed to use non-gender specific names to reflect the school's culture and include same-sex relationship (KIIs reported high numbers of same sex relationships and students being open about their sexuality).
Session 3: Why do People Abuse? Through group discussions and the review of scenarios,	No adaptations	No adaptations

students identify the causes and
consequences of dating abuse

Session 4: How to help friends Through a decision-making exercise, a dramatic reading and the introduction of the "Friends Wheel", students will learn why it is difficult to leave an abusive relationship	Discussion: Understand how culture may influence a youth's perspective in reaching out for help in an abusive relationship. Discussion and activities on when to speak up to help a friend being abused. Introduction to signs of healthy dating	We introduced activities to help students develop skills to seek support from friends or staff members as result of KIIs concerns of students' inability to talk to adults.
Session 5: Helping Friends Through stories, role playing and group discussion, students practice skills for helping friends who are or may be victims of abuse or confronting friends who are abusive partners.	No adaptations	Students reported they preferred small group discussions.
Session 6: How we feel, how we deal Through the use of a feeling activity and a discussion of hot buttons, students learn how to recognize and effectively handle their emotions, practice effective communication so it does not become abusive behavior	Activities: Communication styles- assertive, aggressive and passive communication. Verbal/Non-verbal communication Communication in your culture	Activities were introduced as result of KIIs concerns that many students were unable/unwilling to identify or express feelings. Feelings charades Build up their "feelings" vocabulary
Session 7: Equal power through communication Students learn the four SAFE skills for effective communication and conflict resolution and practice these skills in a variety of role plays	Practiced effective communication to maintain healthy relationships and resolving conflict peacefully through effective communication. Encouraged discussion on how communication styles are defined by culture	Role-plays were modified to include areas of concern identified previously: bullying, ditching, silent treatment, leaving out, teasing and gossiping and relationship issues. Modifications allowed an opportunity to see all students work more on their communication skills. The more quiet students did great when paired up with another student when compared to facilitator leading the role play and not all of students participated.
Session 8: Preventing sexual abuse Through taking a quiz, group discussion, and exercises, students learn about the issue of dating sexual abuse, student	Activities: Learn and practice three refusal techniques Practice effective communication skills to fight pressure from dating partner or	Helped students to continue to practice communication skills and increase self-awareness of their culture on dating decisions and behavior (KIIs reported concerns)

continue to practice effective communication skills and learn ways on how to protect themselves and/or their dating partner	friends Discussions: Can you think of any situation where it would be especially important (or hard) for you or a member of your community to stand up for yourself? Communication styles, cultural expectations regarding communication, behavior and roles	Discussion: Does your culture, family or community have any rules or expectations about how females and males should communicate with one another?
Session 9: Program review and immediate posttest		
Session 10: Appreciation lunch and certificates		

CHAPTER 6

OTHER RESULTS

In this chapter, demographic results of the pilot-program are presented, including descriptive statistics and t-test analysis. A total of 37 students completed the pretest and a total of 34 students completed the posttest. However, these numbers do not represent the same group of students. Given that this is a boarding school, many of the students move between home and the school. In addition, several students went home before the end of the program. As result, several of the students did not have matched pre and post-test data. Participants were not required to answer every question and some participants chose not to complete the surveys. This resulted in a total matched pre-posttest data of 29 respondents. Pre-testing occurred during the month of December, 2013 and post-testing occurred immediately at the end of service delivery in the last week of March, 2014. The objective was to increase areas of knowledge, self-efficacy to be in a healthy relationship, communication and negotiation skills, and general attitudes about healthy versus unhealthy dating.

Demographics

Table 1 lists demographics for the group. The student ages ranged from 14 to 18 years, with the mean age being 15.89 (SD = 1.84). Eight students did not complete the pretest and five students did not complete the posttest. Out of the 37 students who completed the pretest, 5 students were in 9th grade (13.5 %), 14 in 10th grade (37.8 %), 14 in 11th grade (37.8 %), and 4 in 12th grade (10.8 %). Seventy-five percent of students were females and 73% out of all student participants identified as "straight." The word

"straight" was used instead of heterosexual to help students understand and identify their sexual preference/identity. Students who reported dating constituted 89.2 % of the total participants. 69.4 % of students reported they have dated since school started this year and 37.5 of the total of students started dating at age 15. These percentages are relevant since data collected during KIIs suggest that dating is a serious ongoing concern for the youth who live far away from home. The majority of students (89 %) reported that being Native American was a major part of their identity and 97.3 % (n = 37) were proud of their American heritage. Table 1 above illustrates demographics for the participants.

Table 2
Demographic Characteristics

Demographics	N	%	Dating	N	%
Age (N=37), Mean=15.89, SD = 1.84					
14	3	8.1	Ever been on a date		
15	11	29.7	Yes	4	10.8
16	12	32.4	No	33	89.2
17	9	24.3	Age started dating		
18	2	5.4	13 years or younger	9	28.1
Grade			14 years	6	18.8
9th grade	5	13.5	15 years	12	37.5
10th grade	14	37.8	16 years	1	3.1
11th grade	14	37.8	Decline to answer	4	12.5
12th grade	4	10.8	Dates since school started at SIHS		
Gender			Never dated	5	13.9
Male	9	25	1-2	20	55.6
Female	27	75	3 or more	5	13.9
Decline to answer	1		Haven't dated since school started	6	16.7
Sexual orientation			Decline to answer	1	
Straight	27	73	Proud of Native American heritage		
Bisexual	10	27	Strongly agree	9	73.0
Family lives in a reservation			Agree	27	24.3
Yes	11	29.7	Disagree	1	2.7
Tribal language spoken at home			Native American is a major part identity		
Strongly agree	9	24.3	Strongly agree	16	43.2
Agree	13	35.1	Agree	14	37.8
Disagree	12	32.4	Disagree	5	13.5
Strongly disagree	3	8.1	Strongly disagree	2	5.4

Descriptive Analysis

Descriptive Victimization Variables

As a means to measure participants' exposure to dating violence, five items were adapted from the *Safe Dates* psychological dating violence victimization scale (Foshee, 1996). Participants were asked how often a partner has "insulted you in public" "kept you from spending time with your friends and family" "brought up something the past to hurt you" "made you describe where you were every minute of the day" "threatened you to start dating someone else." The higher the number in responses indicated a greater psychological victimization. Three items were adapted from the *Safe Dates* physical dating violence victimization scale (Foshee, 1996). Participants were asked how often a partner has "pushed, kicked, slapped, grabbed, or choke you" "said it was your fault that you had been hit and promised you it would not happen again (and it does)" and "threw

Table 3
Dating Violence Victimization (n =26)

Violent Behaviors	Very often		Sometimes		Seldom		Never	
	M	F	M	F	M	F	M	F
Pushed, kicked, slapped, or choke you	0(0%)	0(0%)	1(3%)	2(7%)	3(11%)	3(11%)	2(07%)	15(57%)
Said it was your fault that you had been hit	0(0%)	1(3%)	0(0%)	2(7%)	1(3%)	1(3%)	5(19%)	16(61%)
Threw an object at you to hit you	0(0%)	0(0%)	1(3%)	1(3%)	1(3%)	0(0%)	4(15%)	19(73%)
Psychological harm								
Insulted you in public	1(3%)	0(0%)	0(0%)	2(7%)	2(7%)	1(3%)	3(11%)	17(65%)
Kept you from spending time with your friends and family	1(3%)	0(0%)	3(11%)	0(0%)	3(11%)	6(23%)	2(7%)	14(53%)
brought up something the past to hurt you	1(3%)	1(3%)	1(3%)	2(7%)	3(11%)	6(23%)	1(3%)	11(42%)
Made you describe where you were every minute of the day	0(0%)	1(3%)	0(0%)	0(0%)	2(7%)	0(0%)	4(15%)	19(73%)
Threatened you to start dating someone else	0(0%) 1(3%)		0(0%) 1(3%)		1(3%) 2(7%)		5(19%) 16(61%)	

an object at you to hit you." The higher the number in responses indicated a greater physical victimization. Of the 26 respondents, one male and seven females were verbally aggressive to someone they dated. Of the 26 respondents, one male and two females were physically aggressive to someone they dated. The majority of respondents did not report psychological victimization or physical victimization.

Pilot-Study Outcome variables

Acceptance of Dating Abuse

Table 4 lists the three items from the acceptance of prescribed norms (Foshee, 1996) that were used to measure dating violence norms. A four-point Likert scale was used and students were asked to respond from *Strongly agree* to *Strongly disagree*. The higher the mean score indicates the less the acceptance of dating abuse. A *t* test for dependent samples was used to measure the difference between the students' pretest and posttest responses. A significant difference between the paired means was noted at the .05 level ($t = -2.268$, df = 28, $p = .031$) in "It is OK for a boy to hit a girl, if she hits first" response. The difference between the paired means is not statistically significant at the .05 level for the other two questions, "Someone who makes their partner jealous deserves

Table 4
Acceptance of dating abuse (n = 29)

Variables	Pre-test		Post-test		
	M	SD	M	SD	p
Someone who makes their partner jealous deserves to be hit	1.59	.136	1.93	.164	.961
It is OK for a boy to hit a girl, if she hits first	1.31	.101	1.52	.118	.031
Sometimes someone deserves to be hit in a dating relationship	1.52	.137	1.55 .106		.769

to be hit" ($t = 1.625$, df = 28, $p = .115$) and "Sometimes someone deserves to be hit in a dating relationship" ($t = .297$, df = 28, $p = .769$).

Perceived Consequences of Dating Abuse Variables

Table 5 shows the three items from the perceived consequences of dating violence scale (Foshee, 1998) that were used to measure the perceived negative consequences of dating abuse. Pre and post-intervention test mean scores for the perceived negative consequences of dating abuse are listed. A four-point Likert scale was used and students were asked to respond from *Strongly disagree* to *Strongly disagree.* The higher the mean score the greater perceived negative consequences of dating abuse. A *t* test for dependent samples was used to measure the difference between the students' pretest and posttest responses. Although students' responses increased slightly from pretest to posttest, the difference between the paired means is not statistically significant at the .05 level for the three questions, "If I hit my partner, he/she would break up with me" ($t = -1.367$, $df = 28$, $p = .182$), "If I hit my partner, I would be arrested" ($t = -1.270$, $df = 28$, $p = .214$) and "Negative consequences happen to people who are violent to their dating partner" ($t = .902$, $df = 27$, $p = .375$).

Table 5
Perceived consequences of dating abuse (n = 29)

Variables	Pre-test		Post-test		
	M	SD	M	SD	p
If I hit my partner, he/she would break up with me	3.03	.906	3.28	.797	.182
If I hit my partner, I would be arrested	2.83	.928	3.07	.799	.214
Negative consequences happen to people who are violent to their dating partner	3.54	.637	3.43	.634	.375

Self-Efficacy Variables

Table 6
Self-efficacy (n = 29)

Variables	Pre-test		Post-test		
	M	SD	M	SD	*p*
I can talk to an adult about dating/sex	2.86	.789	2.79	.774	.626
I can talk to an adult about alcohol/drugs	3.28	.841	3.14	.841	.403
I can have a thorough discussion	3.22	.698	3.37	.492	.294
I can confront someone who is abusive	2.92	.891	3.15	.732	.161
I can say "no" without feeling guilty	3.00	.961	3.37	.629	.048

Five items were adapted from Native STAND survey to measure participants' self-efficacy. A 4-point Likert scale was used and participants' response choices ranged from *Strongly agree* to *Strongly disagree*. The higher the mean score indicated an increased in participants' self-efficacy. A *t* test for dependent samples was used to measure the difference between pre and post-intervention responses. Three items indicated an improvement between pre-intervention when compared to post-intervention mean scores. Although students' responses increased slightly from pretest, the difference between the paired means is not statistically significant at the .05 level for the following questions, "I can talk to an adult about dating/sex" ($t = .493$, df = 28, $p = .626$), "I can talk to an adult about alcohol/drugs" ($t = .849$, df = 28, $p = .403$), "I can have a thorough discussion" ($t = 1.072$, df = 26, $p = 294$) and "I can confront someone who is abusive" ($t = 1.44$, df = 25, $p = .161$). A statistically significant difference at the .05 level ($t = -2.078$, df = 26, $p = .048$) was noted on "I can say "no" without feeling guilty" item. Table 6 illustrates the pre and post-intervention test mean scores for participants' self-efficacy.

Perception of Signs of Healthy Relationship Variables

A higher mean indicated an improvement in the participants' perception of signs of a healthy dating relationship. Seven questions were adapted from the Native STAND survey (2012-2013) to measure participants' perception of signs of a healthy dating relationship. Responses were rated in a 4-point Likert scale from *Strongly agree* to *Strongly disagree*. Results indicated that participants increased their perception of signs of a healthy dating relationship for three measures, "One partner acts jealous or possessive" (1.62) at pretest when compared (1.66) at posttest, "One partner criticizes or puts the other one down" (1.36) at pretest when compared (1.43) at posttest, and "One partner ignores the other partner's feelings" (1.48) at pretest when compared (1.67) at posttest. Although results were not statistically significant, they do indicate increased awareness. No other differences in scores were noted. Table 7 lists the pre and post-intervention test mean scores for the group of participants.

Table 7
Signs of a Healthy Relationship (n = 29)

Variables	Pre-test		Post-test		
	M	SD	M	SD	p
One partner acts jealous or possessive	1.62	.494	1.66	.614	.769
One partner criticizes or puts the other one down	1.36	.559	1.43	.504	.573
One person threatens to hurt themselves or their partner if the relationship ends	1.24	.435	1.24	.435	1.00
During an argument, one does not allow the other person to leave	1.66	.721	1.52	.574	.255
Both partners bring out the best qualities in each other	3.83	.384	3.66	.553	.169
Both of you feel close to each other and are willing to trust each other with personal information	3.76	.435	3.72	.528	.787
One partner ignores the other partner's feelings	1.48	.580	1.67	1.922	.641

Knowledge of Dating Abuse Variables

Table 8 lists the pre and post-intervention test answers for participants'

knowledge of characteristics of dating abuse. As a means to measure participants'

knowledge, four items were adapted from the Native STAND survey (2012-2013).

Participants' responded with a "Yes" or "No" to the following statements, "Dating abuse

is used to manipulate someone" "Dating is used to gain control over someone"

"Emotional abuse is acting in an intimidating way" "Conflict occurs in all relationships."

Results indicated that of the 29 respondents, there was a 13.8% increase in students'

knowledge regarding "dating abuse is used to manipulate someone" and "dating abuse is

used to gain control over someone" at posttest. Posttest results also indicated that 20.7%

students agreed that "emotional abuse is acting in an intimidating way" when compared

to pretest results while 2(6.8%) of students declined to answer. However, results

indicated 24(82.7%) students did not think "conflict occurs in all relationships" at pretest

when compared to 23(79.3%) at posttest.

Table 8
Knowledge (n =29)

Variables	Pretest		Posttest		
	Yes (%)	No (%)	Yes (%)	No (%)	Decline to answer
Dating abuse is used to manipulate someone	19 (65.5)	10 (34.4)	23 (79.3)	6 (20.6)	0
Dating abuse is used to gain control over someone	19 (65.5)	10 (34.4)	23 (79.3)	6 (20.6)	0
Emotional abuse is acting in an intimidating way	16 (55.1)	11 (37.9)	22 (75.8)	5 (17.2)	2 (6.8)
Conflict occurs in all relationships	24 (82.7)	5 (17.2)	23 (79.3)	6 (20.6)	0

CHAPTER 7

DISCUSSION

Native American students in this boarding school setting represent a small sample of Native American youth in the US but given the historical context experience unique needs. Students brought with them a unique set of challenges from their home environments that further affected their adjustment to the unique setting of a boarding school. Although many of the students are able to find a parental figure, many others do not "open up" and are unable to express their emotions and needs effectively. Most responses during our qualitative phase reflected our professional staff key informant's concerns with students' lack of communication and coping skills. Some students were perceived as "resistant" "withdrawn" or unable to express themselves. As is the case in teens in general it appears that in dealing with family problems or relational problems, students often seek support from their friends before asking an adult for support. Although seeking support and advice from friends first is appropriate in their stage of development, it contributes to staff's perception of students' inability to communicate their emotions effectively to deal with problems in a relationship. Students attend this boarding school for a number of reasons, such as legal or family problems, previous family attendance, or "to get away." Despite the many probably "good" reasons for attending, these students have to become independent at an early age and most feel they are successful in doing so. Although many of the challenges reported during our KIIs and FGs appear to be similar to the challenges of those students in other boarding schools in the general population, we must remember that these challenges exemplify a set of unique challenges that are intensified by past negative experiences in boarding schools

and the boarding schools' negative role on healthy family relationships for many Native American communities.

Our series of workshops to promote healthy dating relationships was aimed to address many of the challenges presented, in addition to dating. Our goal was to implement the program focusing on the strengths of the students' culture. The program was provided as result of the concerns and needs expressed by school staff and students' needs. Indeed, it became clear that we needed to modify the program to make it relevant and culturally appropriate to the needs of our Native American target audience. Thus, the adaptation phase became critical. During the adaptation and implementation process, we collaborated with our Native advisory staff often and sought input from a Native American researcher and students, resulting in a number of critical changes. As a result, despite this population that is often seen as less than engaged, especially with "outsiders" the implementation was received well and participants want to see the program continue. They also provided further feedback for us to consider in future programming activities.

Although results from pre-post-interventions were not statistically significant, as one might expect from a pilot feasibility study where power is a major limitation, participants' perceptions did indeed changed consistently in the desired direction. As stated, the team did not expect expected the quantitative results to be statistically significant, but we did want to help students to increase awareness of what it would mean to be in a healthy dating relationship, keeping in mind that the skills learned during our program will translate to relationships with family and friends.

As indicated in Table 3, percentages for the group changed in their acceptance regarding dating, physical, or psychological victimization. At follow-up, participants

were less supportive of the use of violence in a dating relationship and more aware of the consequences of dating violence. As indicated in Tables 6, 7 and 8, students indicated an increased awareness of signs of a healthy dating relationship and increased knowledge on dating abuse. Students' self-efficacy skills improved as they reported feeling more confident to have a thorough discussion about their relationship with their dating partner, confront someone who is abusive and being able to say "no" without feeling guilty. Throughout the sessions, the team engaged the students in discussions and role plays on how to reach out for help and how to talk about dating violence or drugs to adults in the school or back home. However, results of students' self-efficacy to talk to an adult about dating, drugs or alcohol indicated the opposite anticipated outcome.

Results from our study are consistent with previous results from prevention program such as *Expect Respect* (2012) and *Safe Dates* (1998) which indicated an increase in students' skills for healthy relationships. Our students were less supportive, less acceptant of dating violence and more aware of negative consequences of dating violence. Furthermore, our students showed an increased in self-efficacy and knowledge of skills for healthy dating.

Given our small sample size, gender and grade level were not considered in assessing differences between pre and posttest mean scores. Future program evaluations need to explore the role of age and gender in this complicated issue—especially as our qualitative data suggests that younger participants may engage in more risky behaviors than older youth. During our qualitative phase, as older participants reflected on their experiences in this boarding school they shared they had felt a sense of freedom and found themselves testing limits, rules and school boundaries during their first years of

attendance. Now older, they "changed their ways" and learned how to "trust themselves and other people to not do anything dumb." This perception was discussed in relation to dating as well as other behaviors in the school. Sixty-nine percent of participants in our group disclosed dating 1-3 times since school started. We therefore conclude that the healthy relationships pilot-program provided opportunities for students to build skills in a safe and supportive group environment.

We initially feared that our survey was too lengthy but found that the way we adapted and pilot tested it, that it was well received and clearly understood, further leading credence to the observed changes and to its future utility for research. Adaptations of the existing measures helped students complete pre-posttest without feeling overwhelmed and helped students with low reading levels to understand and complete pre-posttest.

Limitations

Several limitations of this study should be noted. Although the qualitative phase allowed us to reach an unusual level of understanding on the issues, results are by definition limited to the population under study and thus not generalizable (Rubin & Babbie, 2011). Our study is limited to our participants' personal understanding of their experiences. Native American communities are very diverse. SIHS represents students come from many Native American tribes in the United States and Alaska. Therefore, given the many tribes that are represented in SIHS, adaptability will not be easy in a different setting. Our FGs were based on personal disclosure that is always affected by trust and cultural norms issues surrounding disclosure and communication. However,

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while at first being reluctant to engage, students appeared to become comfortable and fully engaged in the program after the first few lessons and the post implementation feedback focus groups were indeed lively and provided rich data.

A limitation in the quantitative phase is our small matched sample size; therefore statistically significant results were not forthcoming. Giving the ebb and flow of student live at SIHS several students joined the class late and others left early—thus limiting the sample size further. Although, the program was received well and participants reported they had benefited from the program, our quantitative results indicated a small change in their perception, knowledge and skills for healthy dating. Similarly with *Expect Respect* (2012) findings, a further limitation of our pilot study is that it involved too short a time frame to observe outcomes in actual dating behaviors and we relied on interim outcomes such as perceptions, attitudes and self efficacy for outcomes. Another limitation in our quantitative phase was that the majority of the participants did not disclose experiences with dating violence while taking the pre-post evaluation. However, experiences of dating violence were apparent during the implementation phase. Future replication of the program will need to figure out how to encourage participants to trust enough to report experiences from the beginning.

Implications for Social Work

While our pilot study has with a number of limitations, the results highlight the utility taking the time to culturally address unique concerns and needs in this population. The fact that the students' perception of their needs was slightly different from those of the school staff and home living staff indicates a need to continue to work towards

understanding students' perception and the experiences they bring with them. We should continue to make efforts to support youth to help them be academically successful as well as master life skills.

In regards to future research, it is critical for service providers to be mindful and understand the population they plan to work with. In the future, as social workers seek to incorporate more and more evidence-based programs in their practice, they should nevertheless assume program are "ready to go" and seek – even limited time to make sure to make modifications to ensure programs are culturally appropriate for the target community they serve. In this case—of youth from the Native American communities—it was even more critical to do so as they are already quite disconnected from service providers that are too often not from their own communities. This is especially important when past research experiences have been limited due to different interests between researchers and Native American communities and funding has been limited (Clifford, Doran & Tsey, 2013; Scott & Langhorne, 2012). In the process of getting to know the population and in effort to interact and understand the community's needs, researchers could work on building better working relationships while learning valuable information that will help with the adaptation and delivery of such services. Additionally, by being open to feedback and building relationships, people could potentially be more receptive to programs.

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Appendix A

Survey Adapted from Safe Dates. © 2004, 2010 and Native STAND 2012-2013

STUDENT ID _____   **DATE_____**

1. How old are you?

13 years   14 years   15 years   16 years   17 years   18 years   18+years
   O   O   O   O   O   O   O

2. What grade are you in?

9th grade   10th grade   11th grade   12th grade
   O   O   O   O

3. I identify myself as: female   male
                                            O   O

4. Which of these best describes your sexual orientation?

Straight   Bisexual   Gay/lesbian   Unsure   Refuse to answer
   O   O   O   O   O
Other (please specify): _____

5. I am (mark all that apply):

O Native American   O Hispanic   O White   O Hawaiian/Pacific Islander

O Mixed (2 or more races)   O Black   O Asian   O Other

6. What is the name of your tribe? -
_____

7. Do you live on a reservation?   O Yes   O No

8. Please answer the following questions about your involvement with your Native American culture and religion

	Strongly Agree	Agree	Disagree	Strongly Disagree
8a. My family speaks our tribal language at home.	O	O	O	O
8b. Being Native American is a major part of my identity.	O	O	O	O
8c. I am proud of my Native American heritage.	O	O	O	O
9a. Have you ever been on a date?	O Yes		O No	

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9b. At what age did you start dating?

13 years or younger	14 years	15 years	16 years	17 years	18 years	Decline to answer
○	○	○	○	○	○	○

9c. Since you started school at Sherman Indian High School, how many people have you dated?

Never dated	1	2	3	3+	haven't dated in the last 5 months
○	○	○	○	○	○

	Strongly agree	Agree	Disagree	Strongly disagree
10a. I can talk to my parents or an adult about dating and/or sex.	○	○	○	○
10b. I can talk to my parents or an adult about alcohol and/or drugs.	○	○	○	○
10c. Emotional abuse can be just as serious as physical abuse.	○	○	○	○
10d. If one person ignores the abuse it will go away over time.	○	○	○	○

Are the following signs of a healthy dating relationship:	Strongly agree	Agree	Disagree	Strongly disagree
11a. One partner acts jealous or possessive	○	○	○	○
11b. One partner criticizes or puts the other one down	○	○	○	○
11c. One person threatens to hurt themselves or their partner if the relationship ends	○	○	○	○
11d. During an argument, one does not allow the other person to leave	○	○	○	○
11e. Both partners bring out the best qualities in each other	○	○	○	○
11f. One partner forces the other into any physical activity, even kissing	○	○	○	○
11g. One partner controls the way the other thinks, acts, or feels	○	○	○	○
11h. Both of you feel close to each other (not just physically) and are willing to trust each other with personal information.	○	○	○	○
11i. You and your partner follow traditional gender roles (ex: boys act tough, girls are sensitive)	○	○	○	○
11j . One partner ignores the other partner's feelings.	○	○	○	○

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Please indicate when you had a disagreement with someone, how often you did the following:	Most of the time	Some of the time	Not much of the time	Never
12a. Hung up the phone on them	O	O	O	O
12b. Told the person how I felt	O	O	O	O
12c. Avoided talking about the problem	O	O	O	O

Please indicate when you had a disagreement with someone, how often you did the following:	Most of the time	Some of the time	Not much of the time	Never
12d. Asked questions so that I could get the whole story	O	O	O	O
12e. Stomped off during the argument	O	O	O	O
12f. Acted like nothing was wrong	O	O	O	O
12g. Listened to their story	O	O	O	O

How much do you agree with the following statements:	Strongly agree	Agree	Disagree	Strongly disagree
13a. If I hit my partner, he/she would break up with me.	O	O	O	O
13b. If I hit my partner, I would be arrested.	O	O	O	O
13c. Negative consequences happen to people who are violent to their dating partner.	O	O	O	O
13d. Someone who makes his/her partner jealous on purpose deserves to be hit.	O	O	O	O
13e. Sometimes someone deserves to be hit by their Dating partner	O	O	O	O
13f. It is OK to insult someone (name calling, yelling, Screaming) when he/she makes the other person mad	O	O	O	O
13g. It is OK for a boy to hit a girl when she hits him first.	O	O	O	O

Since you started school, how often did you do the following when you were angry at someone:

	Most of the time	Some of the time	Not much of the time	Never
14a. Asked someone for advice on how to handle it.	O	O	O	O
14b. Tried to calm myself down before talking to the other person.	O	O	O	O
14c. Told the person I was angry.	O	O	O	O
14d. Yelled and screamed insults at the person I was mad at.	O	O	O	O
14e. Walked away to take time by myself to calm down.	O	O	O	O
14f. Kept it inside.	O	O	O	O
14g. Thought about hurting the other person.	O	O	O	O

Since you started school, how often did you do the following when you were angry at someone:

	Most of the time	Some of the time	Not much of the time	Never
14h. Got physical with the other person (throwing things, Hitting, etc.)	O	O	O	O
14i. One partner's response to anger is uncontrollable	O	O	O	O

During the last 5 months, when you had a disagreement with someone, you:

	Most of the time	Some of the time	Not much of the time	Never
15a. Realized there was a problem and talked to them.	O	O	O	O
15b. Let them know what was important to me.	O	O	O	O
15c. Tried to find a solution that worked for both of us.	O	O	O	O
15d. Asked the person what they were feeling.	O	O	O	O
15e. Gave the person the silent treatment.	O	O	O	O
15f. Both of you can talk freely with one another	O	O	O	O

Please indicate if you agree or disagree	Strongly agree	Agree	Disagree	Strongly disagree
16a. I feel that I am a person of worth.	O	O	O	O
16b. I feel that I am a failure.	O	O	O	O
16c. I feel that I have a number of good qualities.	O	O	O	O
16d. I feel that I do not have much to be proud of.	O	O	O	O
16e. I take a positive attitude toward myself.	O	O	O	O
16f. On a whole, I am satisfied with myself.	O	O	O	O
16g. I wish I could have more respect for myself.	O	O	O	O
16h. I feel useless at times.	O	O	O	O
16i. At times, I feel I am no good at all.	O	O	O	O
16j. I am able to do things as well as most other people.	O	O	O	O

In the past year, have you ever:	Strongly agree	Agree	Disagree	Strongly disagree
16k. Felt so sad and hopeless almost every day for **2 WEEKS** in a row?	O	O	O	O
16l. Seriously though of killing yourself?	O	O	O	O
16m . Made a plan how to kill yourself?	O	O	O	O
16n. Tried to kill yourself?	O	O	O	O

In the **past WEEK** how often have you felt:	Strongly agree	Agree	Disagree	Strongly disagree
16o. Depressed	O	O	O	O
16p. Lonely	O	O	O	O
16q. Cried and could not stop crying	O	O	O	O
16r. Sad	O	O	O	O
16s. Happy	O	O	O	O
16t. Confident	O	O	O	O
16u. Excited about life	O	O	O	O

Mark one answer for each	Yes	No	I don't know
17a. Dating abuse is used to manipulate someone	O	O	O
17b. Dating abuse is used to gain control over someone	O	O	O

Mark one answer for each	Yes	No	I don't know
17c. A sign of emotional abuse is someone acting in an intimidating way	O	O	O
17d. Dating abuse does not include the use of cell phones, e-mail, text messages or social	O	O	O

networking like Facebook

	Yes	No	I don't know
17e. Conflict occurs in all relationships	O	O	O
Are the following red flags of an abusive relationship:	**Yes**	**No**	**I don't know**
17f. Insulting a partner	O	O	O
17g. Spending time with a partner	O	O	O
17h. Telling a partner how to act or wear	O	O	O

Please indicate if you agree or disagree	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**
18a. I am positive that I can have a thorough discussion about my relationship with my partner	O	O	O	O
18b. I am positive I can confront someone who is abusive in a dating relationship	O	O	O	O
18c. I am confident that I can say "no" to my partner without feeling guilty	O	O	O	O

19. Have you ever been verbally aggressive with someone you dated?	O Yes		O No
20. Have you ever been physically aggressive with someone you dated?	O Yes		O No

How often has a boyfriend/girlfriend or friend:	**very often**	**sometimes**	**seldom**	**never**
21a. Ever pushed, kicked, slapped, grabbed or choked you	O	O	O	O
21b. Ever said it was your fault that you had been hit and promised you that it would not happen again (and it does)	O	O	O	O
21c. Ever threw an object at you to hit you	O	O	O	O
21d. Ever insulted you in public	O	O	O	O
21e. Ever kept you from spending time with your friends or family	O	O	O	O
21f. Ever brought up something from the past to hurt you	O	O	O	O
21g. Ever made you describe where you were every minute of the day	O	O	O	O
21h. Ever threatened to start dating someone else	O	O	O	O

THANK YOU VERY MUCH for taking the survey