

Quantitative Measurement to Assess Teen Dating Violence

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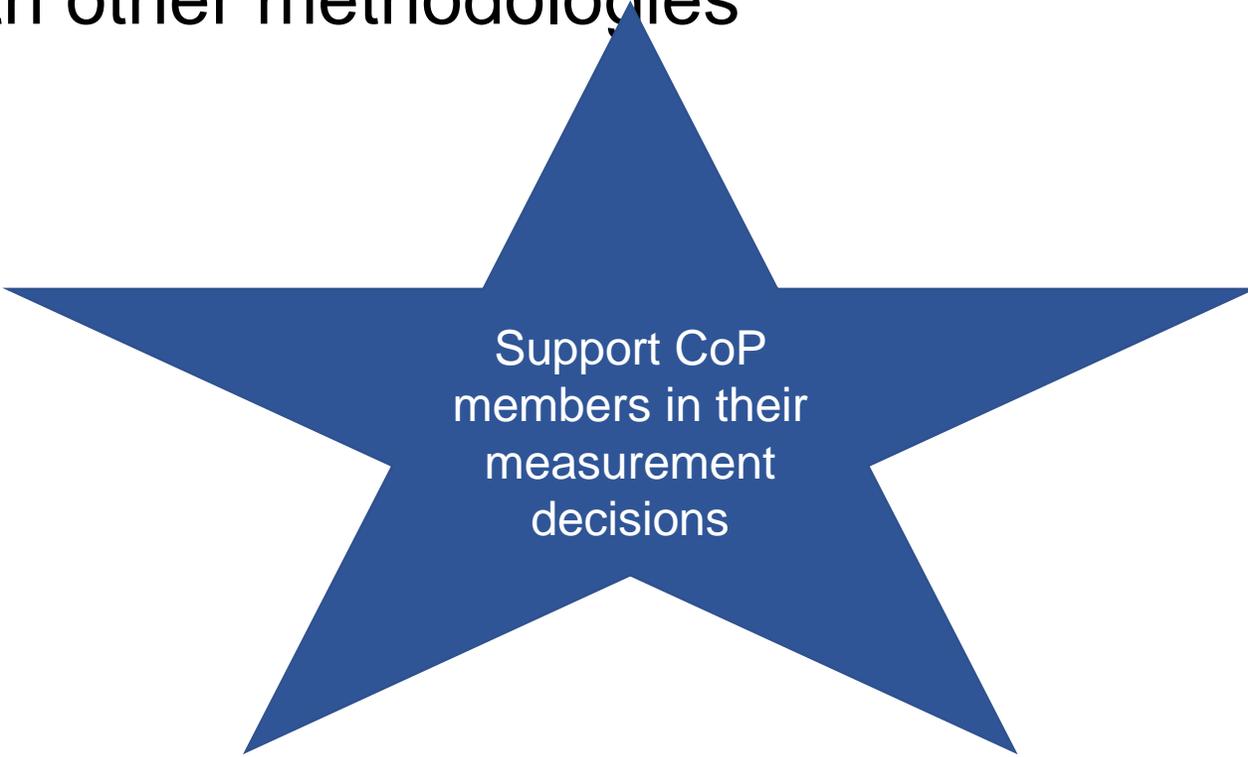
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Community of Practice Webinar

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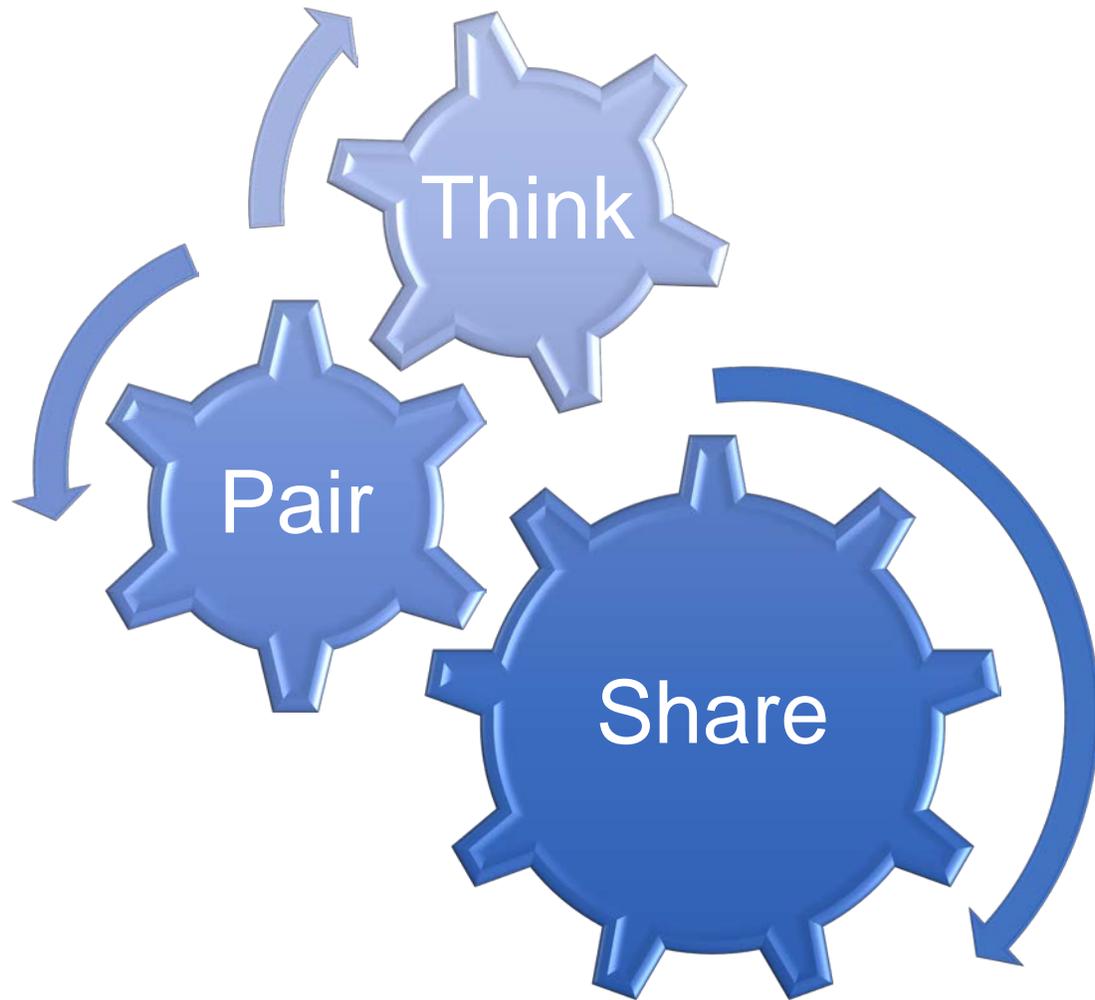
Topics

- Considerations when choosing a measure
- Review of potential survey measures
- Capturing program changes with other methodologies
- Discussion



Support CoP
members in their
measurement
decisions

1. Choosing a Measure



What does the word 'measurement' mean to you as part of an intervention research project?

What do you think are important things to consider when choosing a measure?

Measurement in Intervention Research

Goal = detect change in the outcomes that are important for our intervention

What are the key components of our intervention?

What outcomes are most important?

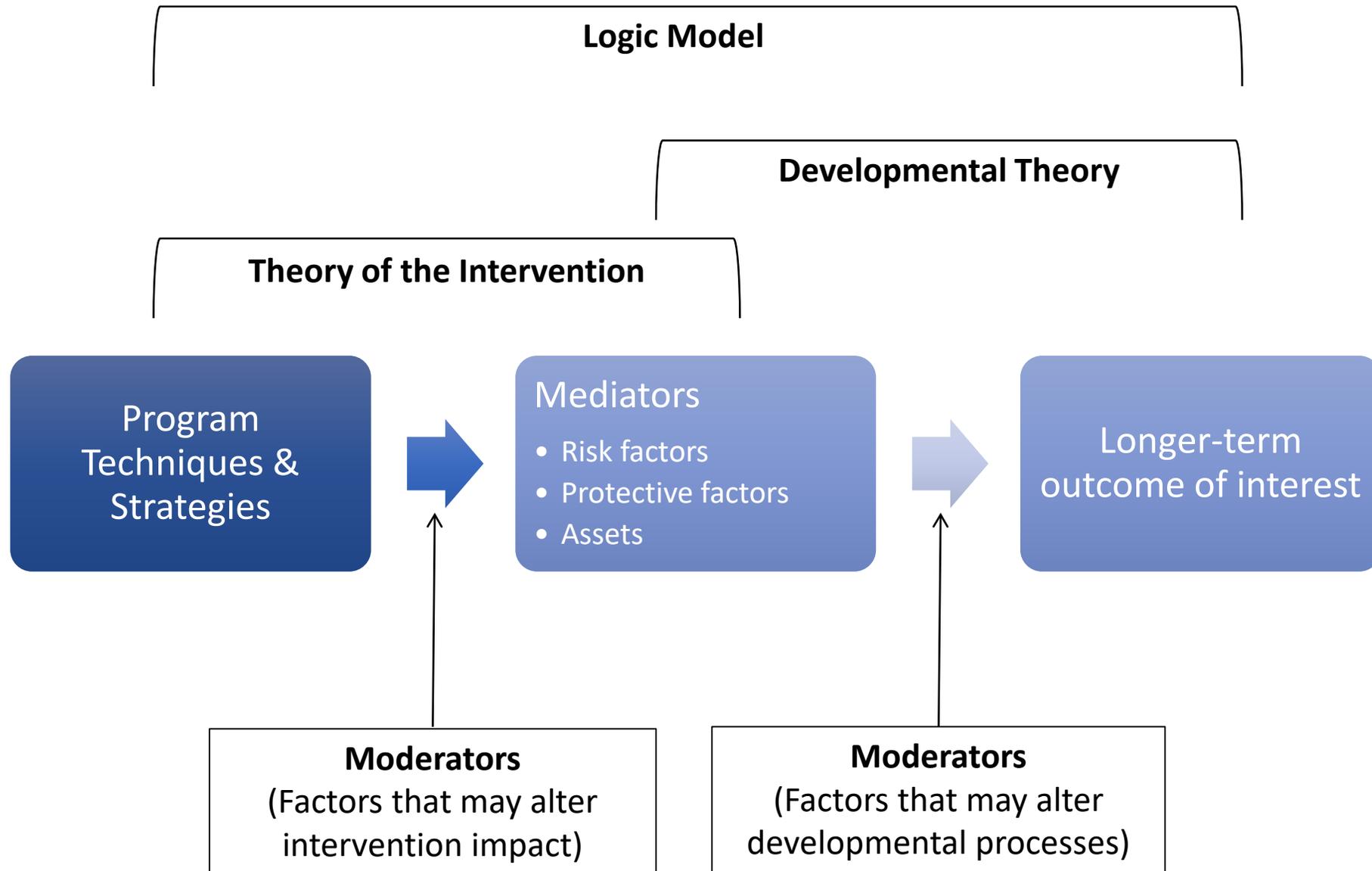
Who is our target population?



What are the
key
components
of our
intervention?

Before thinking about which measures to choose for your project, it is important to have a well-defined **logic model.**

- ✓ *This allows us to match assessment tools to intended outcomes*



Module 1: Healthy Relationships

- Session 1: Program Introduction and Rapport Building*
- Session 2: Values and Building Empathy*
- Session 3: Emotions, Self-Care and Mindfulness*
- Session 4: Conflict Resolution and Healthy Relationships*
- Session 5: Consent and Communication*
- Session 6: Healthy Decision Making and Boundaries*

Module 2: Sexual Health

- Session 7: Human Sexuality*
- Session 8: Introduction to Anatomy & Puberty*
- Session 9: Birth Control*
- Session 10: Sexually Transmitted Infections*
- Session 11: Consent*

Theory of the intervention

Module 3: Gender

- Session 12: Gender Socialization*
- Session 13: Gender and Sexual Diversity*
- Session 14: Gender in the Media – Masculinity*
- Session 15: Gender in the Media – Sexism*
- Session 16: Gender-Based Violence & Sexual Assault*

Module 4: Advocacy & Leadership

- Session 17: Introduction to Human Rights*
- Session 18: Exploring Privilege and Oppression*
- Session 19: Being an Active Bystander*
- Session 20: Making Change in Your World*

Module 1: Healthy Relationships

- Differences between healthy, unhealthy and abusive relationships
- Consent and personal boundaries
- Effective conflict resolution
- Coping skills
- Empathy and emotion expression

Module 2: Sexual Health

- Sexual and reproductive health
- Healthy sexuality (e.g. reproductive anatomy changes during puberty, making informed decisions)

Module 3: Gender

- Sex and gender
- Cultural and social messages of masculinity, femininity, and sexual orientation
- Media portrayals of traditional gender scripts
- Emotional literacy
- Violence and power

Module 4: Advocacy & Leadership

- Inclusivity
- Social support systems
- Gender equity
- LGBTQ+ rights
- Social equality and justice
- Bystander behavior and activism

Outcomes

Improved communication skills in dating and sexual relationships

Maintained intimate friendship quality

Improved sexual health knowledge

Improved comfort with sexuality

Improved critical thinking about traditional masculine gender role norms

Increase in gender-equitable attitudes/reduction in adherence to traditional masculine gender role norms

Improved violence attitudes and awareness

Increased willingness to seek help

Increased active, positive bystander intervention in response to peer violence/abuse

Outcomes

Improved mental well-being

Improved sexual health outcomes (e.g., lower risk of STIs and unplanned pregnancies)

Reduced violence perpetration

Developmental theory



What are the
key
components
of our
intervention?

- ? Will we measure all of the outcomes specified in the logic model, or a selection?
- ? Are we interested in measuring short-term/medium-term (i.e., more proximal) or longer-term (i.e., more distal) outcomes?
- ? If we are interested in longer-term outcomes and we are collecting data at three or more time points, are there potential *mediators* that we are interested in assessing?
- ? Are we interested in different responses to the intervention for different groups of participants? If yes, we will need to think about potential *moderator* variables to collect.

Key Concept: Base Rates

- Prevalence (at pre-test) of a behavior in the study population
- Important because it tells us how big our sample needs to be to capture change in the behavior, given the base rate

Example

If ~50% of our sample is dating, and ~20% of our study population experiences physical teen dating violence at pre-test and we had a sample of 500 youth, that would mean ~50 youth would report physical teen dating violence at baseline. Depending on our study design, we would have to consider whether this sample was big enough to capture change in this outcome.



Outcomes are derived from our **logic model.**

? *But, what if more than one outcome?*

Key Concept: Primary & Secondary Outcomes

- **Primary** outcome -> outcome that you consider to be the most important in your study
- **Secondary** outcomes are additional study outcomes, that for example might add additional evidence for change in the primary outcome

Example

You may want to detect change in teen dating violence perpetration (a behavior), but you know you likely won't have the sample size to detect statistically significant change. Thus, you would want to choose a different primary outcome (e.g., attitudes). You might still measure perpetration as a secondary outcome, especially because for this funding stream, it is an important indicator across all projects.





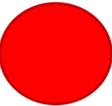
Important to choose a measure that matches the context of your study population.



Key Concept: Adaptation

May need to adapt a measure to fit your context

▶  Proceed carefully and thoughtfully

-  **Making the formatting of the measure more appropriate for audience**
Changing words that don't change the meaning of the item (e.g., teen -> youth)
-  **Deleting sub-scales from the overall measure**
Changing the item order
-  **Deleting items**
Revising wording in a way that changes the meaning of an item

Measure Quality

1. Reliability

- ▶ How consistent are the items on this measure?

2. Validity

- ▶ Does the measure actually assess what it is supposed to?



Reliable
Not Valid



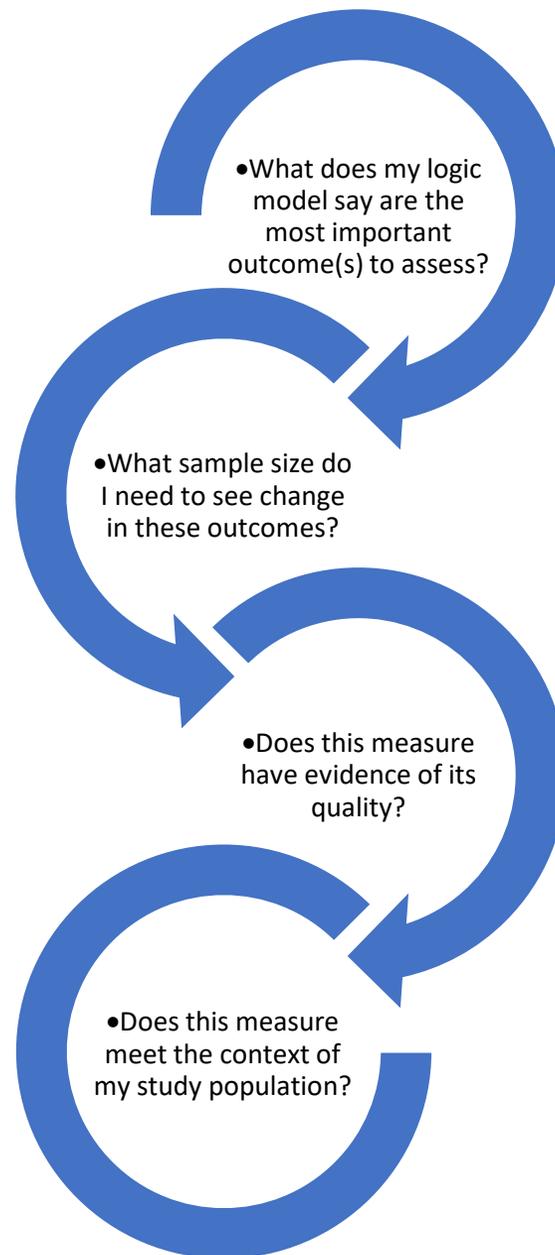
Low Validity
Low Reliability



Not Reliable
Not Valid



Both Reliable
and Valid



2. Potential Measures

Selection Process

- Started with a previously published review of teen dating violence (TDV) measures (Exner-Cortens et al., 2016a, 2016b)
 - Updated this review with any new measures that were published since the review was completed
- Critically reviewed these articles for inclusion focusing on quality and content coverage
 - Also added additional measures from ongoing evaluation studies

Selection Process



Limited evidence of measure quality (e.g., internal consistency reliabilities only, no measure testing but used in past intervention research studies)



Promising evidence of measure quality (e.g., reliability and validity evidence examined in one smaller study, limited validity evidence but used frequently in past intervention research studies)



Strong evidence of measure quality (e.g., reliability and validity evidence examined in multiple studies or in large sample, multiple types of validity evidence assessed)

Knowledge

Attitudes/Beliefs/Norms

Heteronormativity
Outdated
language
Self-report

Behavioral Intentions

Behaviors



Teen Screen for Dating Violence – TDV Knowledge Sub-scale (TSDV)



Dating Violence Awareness Scale (DVAS)

DVAS Knowledge Items

In your opinion, what percentage of students will experience the following forms of violence before they graduate from high school? Please indicate % for **female** and **male students**.

	Female students	Male students
Sexual violence		
Emotional/verbal violence by a romantic partner		
Physical violence by a romantic partner		
Cyber violence by a romantic partner		

Depending on focus of project, could just ask among all students or youth.



Attitudes About Aggression in Dating Situations (AADS)



Acceptance of Violence Scale (AVS)



Dating Abuse Awareness Scale (DAAS)



Acceptance of Couple Violence (ACV)

DAAS Attitude Items

Below is a list of experiences people might have in a dating relationship. Please rate each of the following actions towards a **girlfriend or boyfriend** as not abusive, a little abusive, somewhat abusive, very abusive or extremely abusive.

	A little abusive	Somewhat abusive	Very abusive	Extremely abusive
Name calling or insulting them	2	3	4	5
Telling them they're ugly or stupid	2	3	4	5
Making fun of them in front of other people	2	3	4	5
Telling them what to do all the time	2	3	4	5

Dating partner;
sexual partner;
others?

ACV Attitude Items

Do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
A boy angry enough to hit his girlfriend must love her very much.	1	2	3	4
Violence between dating partners can improve the relationship.	1		3	4
Girls sometimes deserve to be hit by boys they date.			3	4
A girl who makes her boyfriend jealous on purpose deserves to be hit.	1		3	4

Someone angry enough to hit their dating partner must love them very much.



Teen Screen for Dating Violence – Support Seeking sub-scale (TSDV)



Bystander Behavior Intentions Scale (BBIS)



Help Seeking Intentions Survey (HSIS)

HSIS Behavioral Intentions Items

How likely would you be to talk to the following people, if you had any of the problems listed below?

	Parent	Teacher	Friend	Sibling/ Cousin	Counsellor or other professional	Police officer	No one	Other (specify)
A problem with a boyfriend/girlfriend hurting you physically								
A problem with boyfriend/girlfriend hurting you sexually								
A problem with a boyfriend/girlfriend hurting you verbally emotionally								

Dating partner; sexual partner; others?

Add categories as relevant for your youth population

BBIS Behavioral Intention Items

How likely are YOU to do something to try and stop what's happening if a **male friend or peer** (someone your age) is:

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
Making rude or disrespectful comments about a girl's body, clothing, or make-up.	1	2	3	4	5
Spreading rumors about a girl's sexual reputation, like saying "she's easy".	1	2	3	4	5
Fighting with a girl where he's starting to cuss at or threaten her.	1	2	3	4	5



Conflict in Adolescent Dating Relationships Inventory (CADRI)



Cyber Dating Violence Inventory (CDVI)



Violence faite aux Filles dans les Fréquentations à l'Adolescence (VIFFA)



Recent Fearful Dating Experiences (RFDE)



Friends Protecting Friends Bystander Behavior Scale (TakeCARE)

CADRI Behavior Items



The next set of questions asks about experiences you might have had in your current or most recent dating relationship. Fill in the bubble that corresponds to your best estimate of how often these have happened with your current or most recent dating partner during the past 6 months.

Have you done any of the following to a dating partner in the past 6 months? Don't count it if you did it in self-defense.

In the past 6 months...

	Never	Once	More than Once
I threw something at them	1	2	3
I kicked, hit, or punched them	1	2	3
I slapped them or pulled their hair	1	2	3
I pushed, shoved, or shook them	1	2	3

CDVI Behavior Items

Have you done any of the following to a dating partner in the past 6 months? In the past 6 months...

	Never	Once	More than Once
I wrote things via SMS/mail/Facebook just to make him/her angry	1	2	3
I brought up something bad that he/she had done in the past via SMS/mail/Facebook	1	2	3
I threatened to end the relationship via SMS/mail/Facebook	1	2	3
I accused him/her of flirting with someone else via SMS/mail/Facebook	1	2	3

Update to make relevant to youth context

TakeCARE Behavior Items

Please select which of the following situations you have encountered in the **past 3 months** in the “encountered situation” column. For situations you have encountered, please also select in which situations you intervened.

	Encountered Situation	Intervened in Situation
Saw a friend & their partner in a heated argument		
Suspected a friend had been sexually assaulted		
A friend looked drunk or high and was being taken to a bedroom at a party		
Saw a friend grabbing or pushing their partner		

RFDE Behavior Items

	Strongly Disagree	Mostly Disagree	Somewhat Disagree	Somewhat Agree	Mostly Agree	Strongly Agree
Your date made you feel unsafe	1	2	3	4	5	6
You felt ashamed of the things your date did to you	1	2	3	4	5	6
You tried not to tell your friends because you were afraid of what your date would do if you told	1	2	3	4	5	6
Your date made you feel like you had no control, no power, and no voice	1	2	3	4	5	6

Update term to make appropriate for your youth context



Use of Healthy Relationships Skills

How often have you used each of these skills in the past month...

- (a) trying to understand and respect the other person's feelings and needs;
- (b) using calm, nonviolent ways to deal with disagreements;
- (c) respecting the other person's boundaries;
- (d) communicating feelings and needs clearly and respectfully;
- (e) making decisions that you know are good for you in relationships.

Dating History

When assessing for dating violence behaviors, it is important to ask about dating history, to make sure that only people who have dated are asked these questions. One question to use to screen for this is:

“Have you ever had a dating relationship? A dating relationship is defined as the kind of relationship where you like a person, they like you back, and other people know that you are together. This does not have to mean going on a formal date.”

You can alter the words in this screener to match your youth population and context.

Opportunity: Common Questions

During the past 12 months, how many times did **someone you were dating or going out with** force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)

During the past 12 months, how many times did **someone you were dating or going out with** physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)

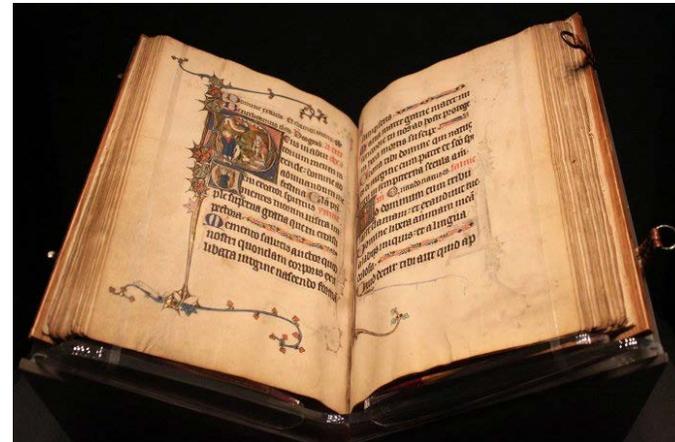
During the past 12 months, how many times did you do the following to **someone you were dating or going out with**: force them to do sexual things that they did not want to do? (Count such things as kissing, touching, or physically forcing them to have sexual intercourse.)

During the past 12 months, how many times did you do the following to **someone you were dating or going out with** (*don't count it if you did it in self-defense*): physically hurt them on purpose? (Count such things as hitting, slamming into something, or injuring with an object or weapon.)

3. Other Methodologies

Mixed Methods

- Quantitative data are an important part of reporting for this funding pool
- Quantitative data alone only give us part of the picture



Other Common Methodologies

- Focus groups
- Semi-structured interviews





Photo-Based Program Evaluation

- Using visual media to identify changes experienced in the program
 - Share these changes with policymakers and other key stakeholders
 - Youth become partners in the evaluation



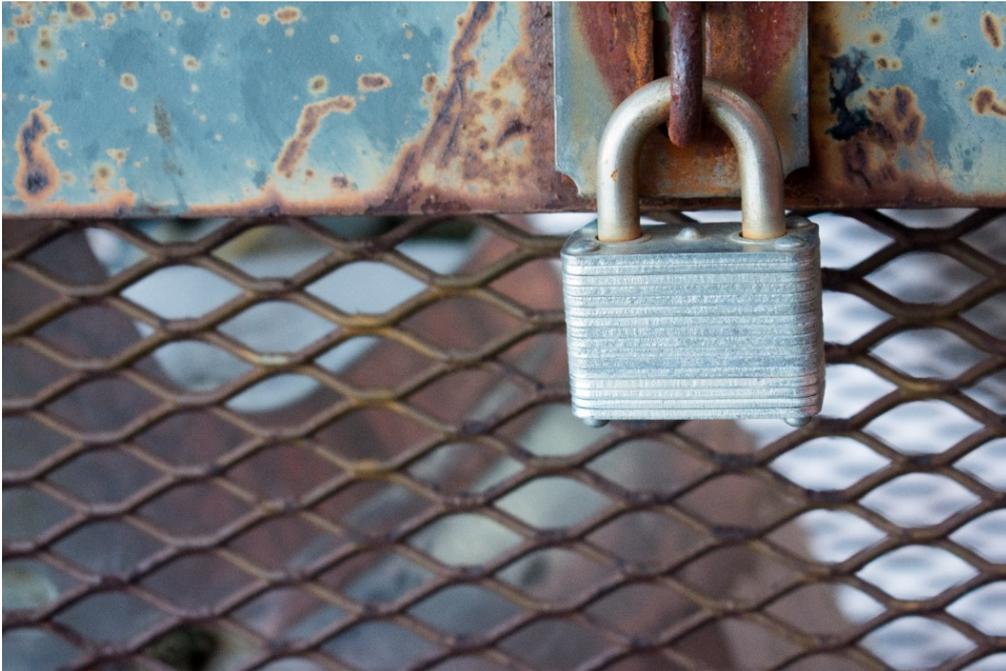
Photo-Based Program Evaluation

- Conducted a photo-based evaluation with 6 guys in Spring 2018
- Took photos to represent what being a guy in their world meant before and after WiseGuyz



[Art by Lønfeldt](#)

Before WiseGuyz – “Locked In”



This photo represents how before WiseGuyz, guys can feel like they need to comply to a system to be masculine. It can be very difficult to break out of the system, almost like a lock. Without assistance, you can be stuck in and forced to not be themselves - Sky

After WiseGuyz – “Clarity”



This photo shows clarity and detail, representing guys' ideas about masculinity. They understand that they do not need to conform to standards as applied to them, but [are] able to be their unique selves. As well they can take their knowledge and spread it to others - Sky

4. Q & A

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Thank you!