



Outcomes from a Targeted Dating Violence and HIV/STD Prevention Program for Girls

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Dating Violence and Sex Risk



- Dating Violence Victimization linked to:
 - Lack of condom use
 - Multiple sex partners
 - Pregnancy
- Gender
 - Boys had more sexual risk taking early in high school but girls had higher risk by 12th grade
 - More than half of girls testing positive for an STI or HIV report experiencing dating violence
- Dating violence should be integrated into sexual health and pregnancy prevention programs

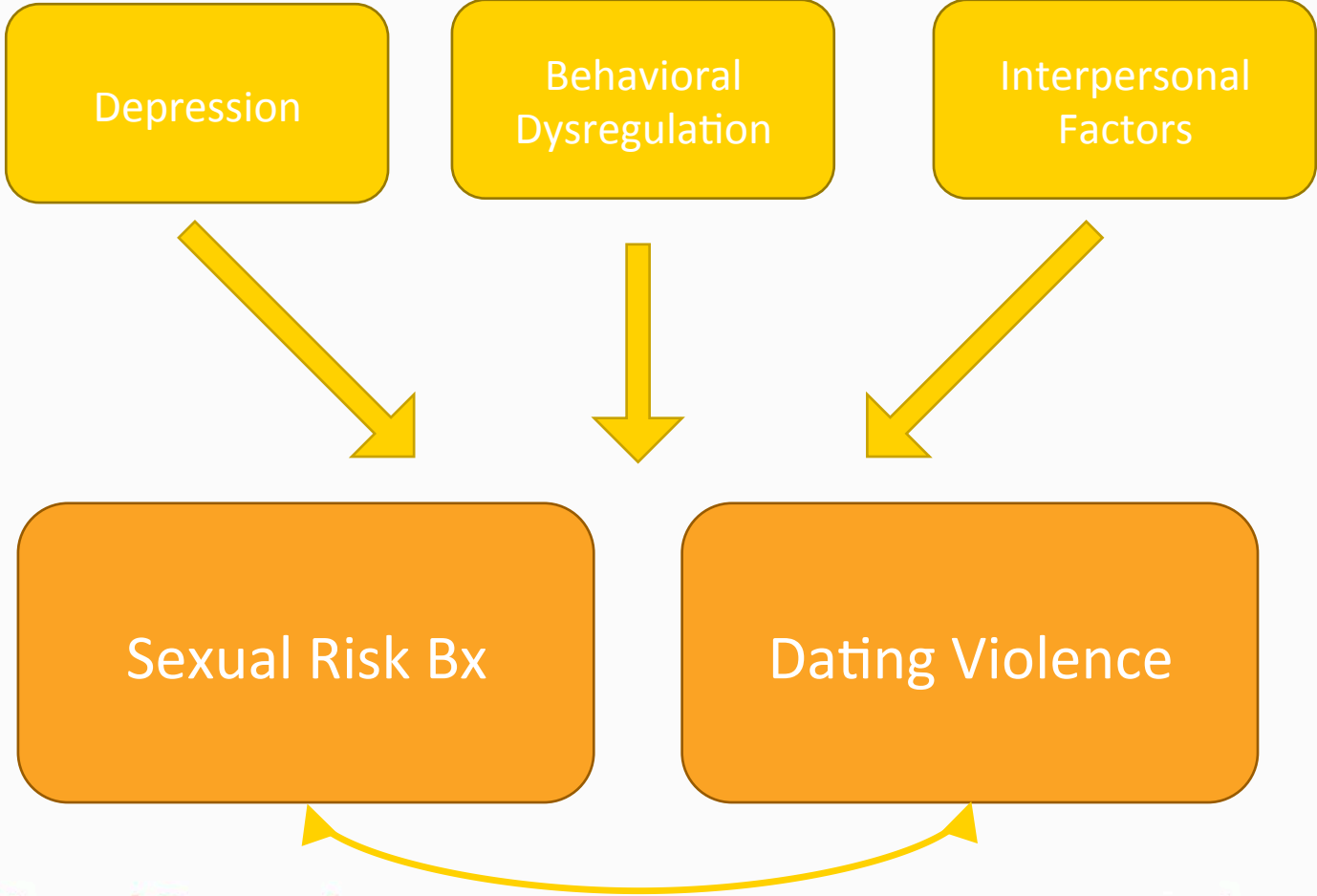


Prevention Gap

- Most programs...
 - Target DV alone
 - Primary prevention
 - School-based
 - Mixed gender
- Goal
 - Develop skills-based program for high risk girls that addresses the co-occurrence of relationship violence and sexual risk taking.
 - Focus on both victimization and perpetration



Prevention Targets





Phase I Study



- Develop Date SMART Skills and Knowledge-Only interventions
- Focus groups
 - Content, language, games
- Open trial
 - Timing, refining recruitment, ACASI, # sessions

Group Sessions



	Skills	Knowledge-Only
Session 1	<ul style="list-style-type: none"> • Healthy v. Unhealthy Relationships (brainstorm) • Dating Violence Behaviors • HIV/STD Facts (part 1) • Thoughts→Feelings→Behaviors • SMART Problem Solving 	<ul style="list-style-type: none"> • Healthy v. Unhealthy Relationships (list) • Dating Violence Behaviors • HIV/STD Facts (part 1) • Identifying Relationship Role Models
Session 2	<ul style="list-style-type: none"> • Dating Violence Safety Planning (brainstorm) • Self-Checks • Cognitive Restructuring/Thinking Errors 	<ul style="list-style-type: none"> • Dating Violence Safety Planning (list) • Dating Violence in the Media • Gender Roles
Session 3	<ul style="list-style-type: none"> • Affect Management (ANGER and JEALOUSY) • Emotional Thermometer • Identifying and Avoiding Triggers • Opposite Action (Part 1) • Mindfulness and Self-soothing (part 1) 	<ul style="list-style-type: none"> • Identifying Peer and Relational Aggression • Cyberbullying • Online Safety • Alcohol Facts

Group Sessions



	Skills	Knowledge-Only
Session 4	<ul style="list-style-type: none"> • Affect Management (DEPRESSION) • Changing Unhealthy Thoughts • Opposite Action (Part 2) • Mindfulness and Self-soothing (Part 2) • Evaluating Relationships/Partner Selection • Communication Skills (Part 1) 	<ul style="list-style-type: none"> • Mental Health Symptoms and Disorders • Marijuana Facts • Facts and Risks of Other Drugs
Session 5	<ul style="list-style-type: none"> • Communication Skills (Part 2) • Sexual Communication • Condom Skills/Practice • Identifying Sexual Values 	<ul style="list-style-type: none"> • Body Image • HIV/STDs (part 2) • Condom Steps (handout)
Session 6	<ul style="list-style-type: none"> • HIV/STD Testing • Social Support • Personalized Skills Plan • Relationship Values Discussion 	<ul style="list-style-type: none"> • HIV/STD Testing • Family of Origin • Handling Violence at Home • Role Models
Booster/Review	<ul style="list-style-type: none"> • Skills Review • Values/Integrity/Empowerment 	<ul style="list-style-type: none"> • Facts Review • Role Models



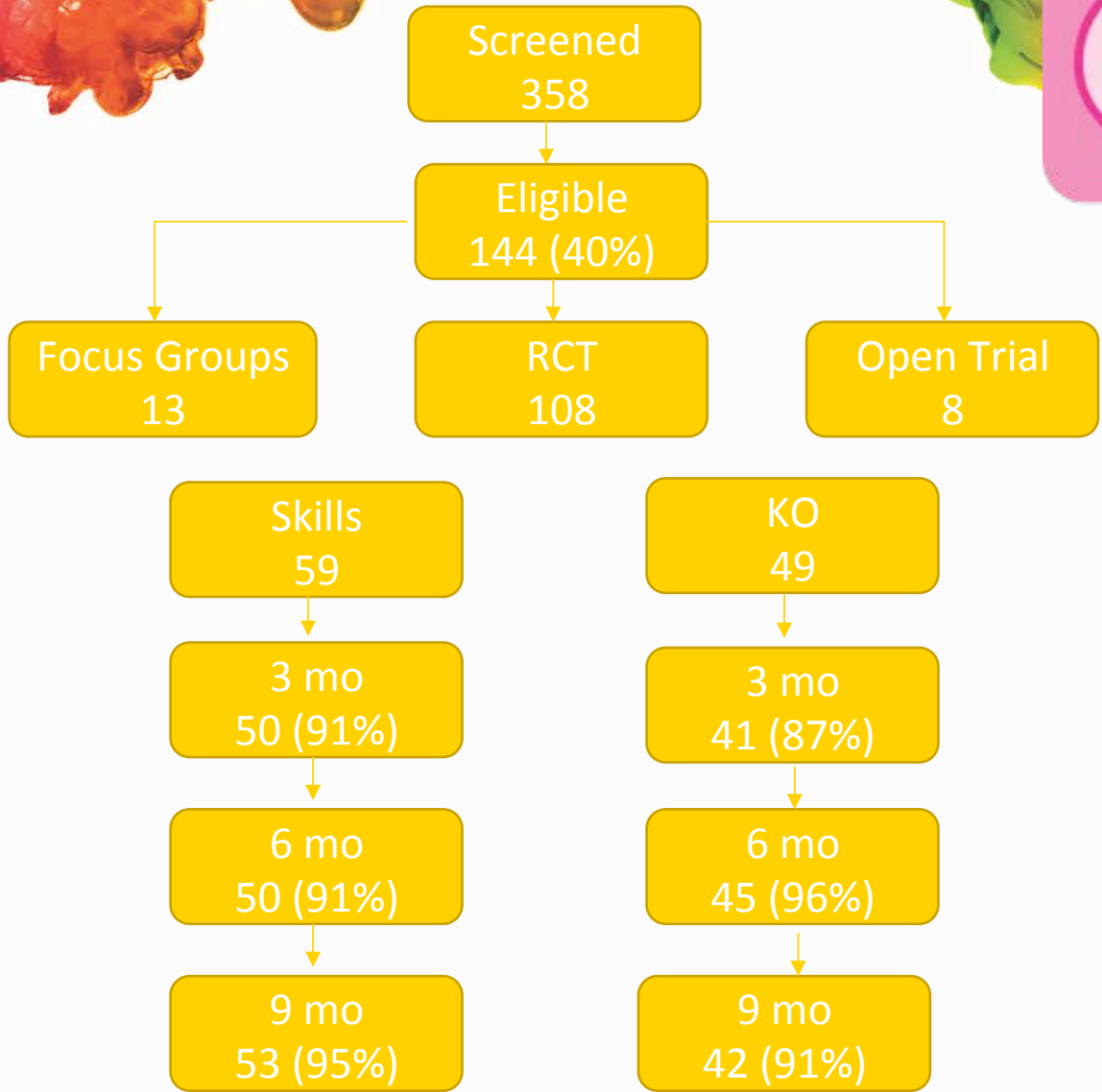
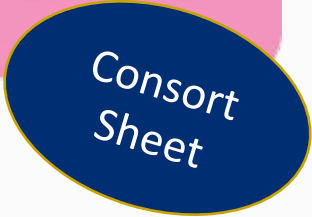
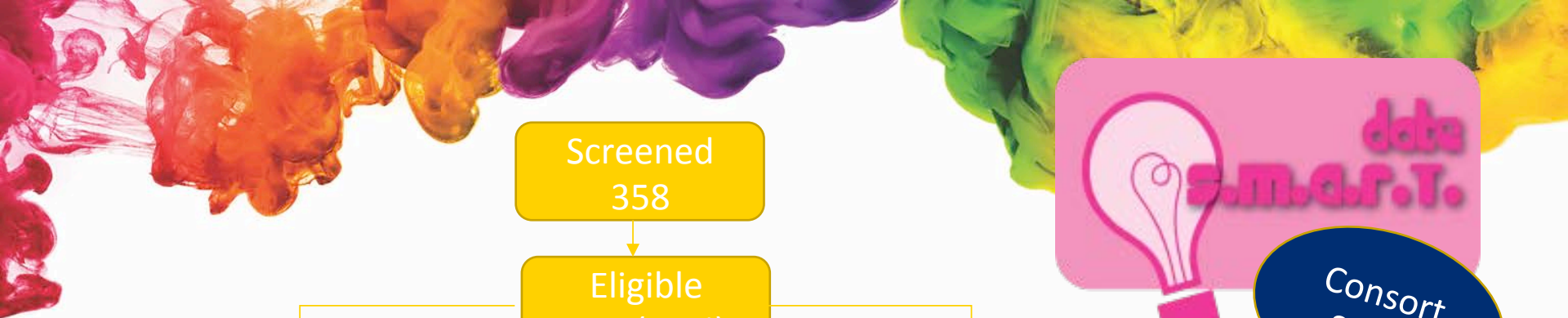
Phase II Study

- RCT
 - Compare Date SMART Skills Group to Knowledge-Only Group
 - 6 group-based sessions (with one booster)
 - Weekly, 2 hours in length.
 - Off school grounds
- ACASI and TLFB at baseline, 3, 6, and 9 months.



Sample

- 108 high-risk adolescent females
 - History of physical dating violence identified in school-based screening (CADRI; Wolfe et al, 2001)
- Urn randomized to:
 - Date SMART Skills group (n = 59)
 - Knowledge-only group (n = 49)
- Dating violence severity and history of sexual activity were balanced across arms





Intervention



- **Fidelity**
 - Structured manuals
 - Facilitator training to competence – post-doctoral trainees and clinicians
 - Rated adherence > 20% of sessions per arm
 - Adherence to content > 90%
 - Performance > 90% “very well”
- **Attendance**
 - Participants attended 4.98 out of the 6 core sessions
 - 83% attended the booster

Baseline Demographics



	Skills	Knowledge	t/χ^2
Age, mean (SD)	15.75 (.90)	15.76 (.99)	$t = .05$
Race			
American Indian or Alaskan Native	6 (10%)	3 (6%)	$\chi^2 = .57$
Asian	0 (0%)	3 (6%)	$\chi^2 = 3.72$
Black	22 (37%)	16 (33%)	$\chi^2 = .25$
White	12 (20%)	12 (25%)	$\chi^2 = .27$
Other Race	27 (45%)	23 (47%)	$\chi^2 = .02$
Ethnicity (% Hispanic)	29 (48%)	25 (51%)	$\chi^2 = .04$
Father figure in Home	32 (53%)	35 (71%)	$\chi^2 = 3.36$
Free or reduced price lunch	49 (82%)	39 (80%)	$\chi^2 = .44$

Baseline Characteristics



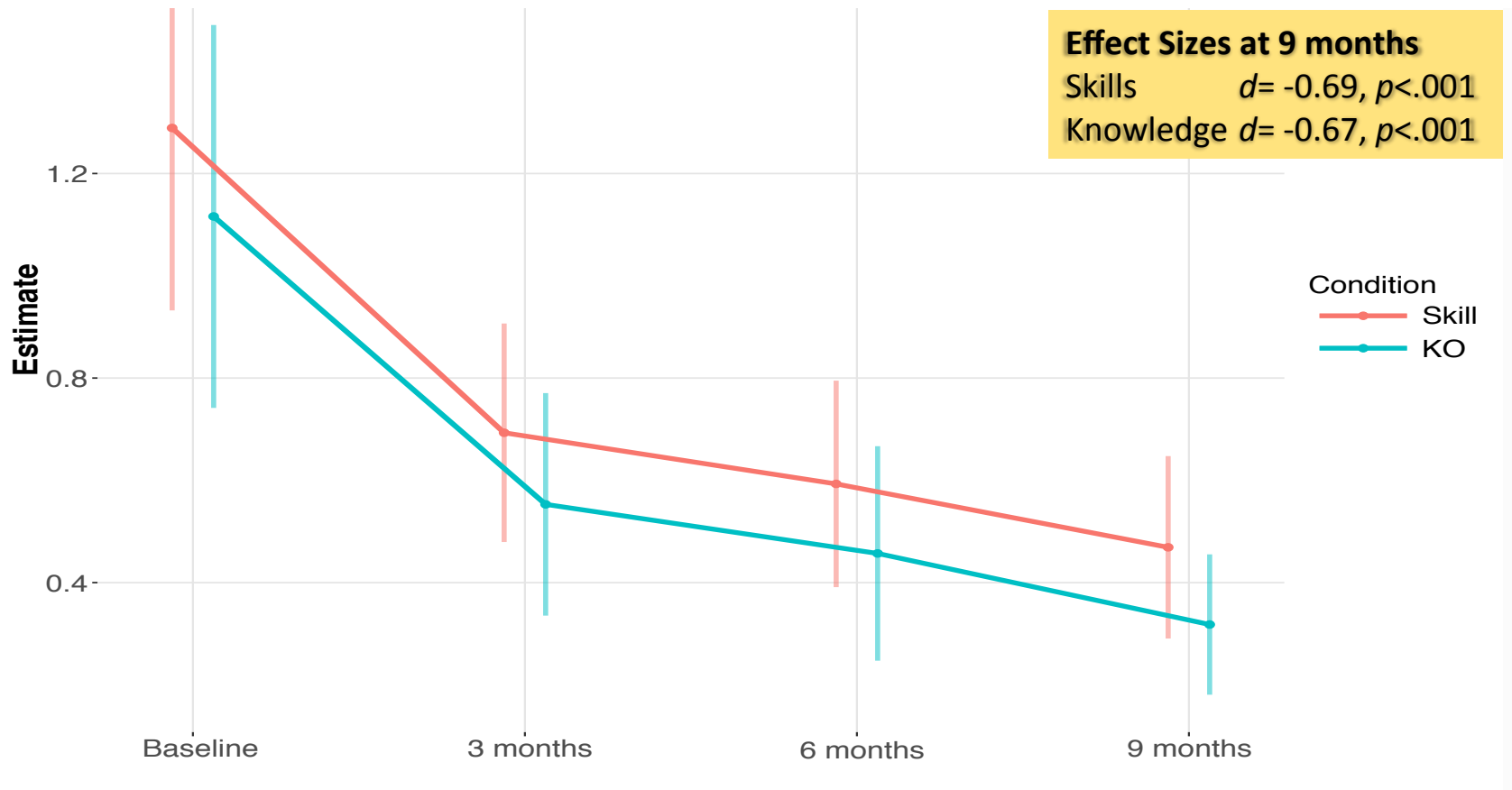
	Skills	Knowledge	p
Mental Health			
Depression (BDI –II)	16.98 (11.82)	15.02 (9.36)	t = -.94
PTSD (UCLA-RI PTSD Severity Score)	27.16 (15.84)	18.70 (14.18)	t = -2.57*
Risk Behavior			
Had vaginal sex (lifetime % yes) (ARBA)	28 (47%)	20 (41%)	$\chi^2 = .46$
Used condom at last sex (% yes, among sexually active participants)(ARBA)	16 (57%)	15 (75%)	$\chi^2 = 1.27$
Shortened Peer Delinquency Scale (% yes)	52 (87%)	43 (88%)	$\chi^2 = .10$
CADRI – DV perpetration score	1.45 (1.30)	1.29 (1.27)	t = -.54
CADRI – DV victimization score	1.39 (1.27)	1.17 (1.21)	t = -.77



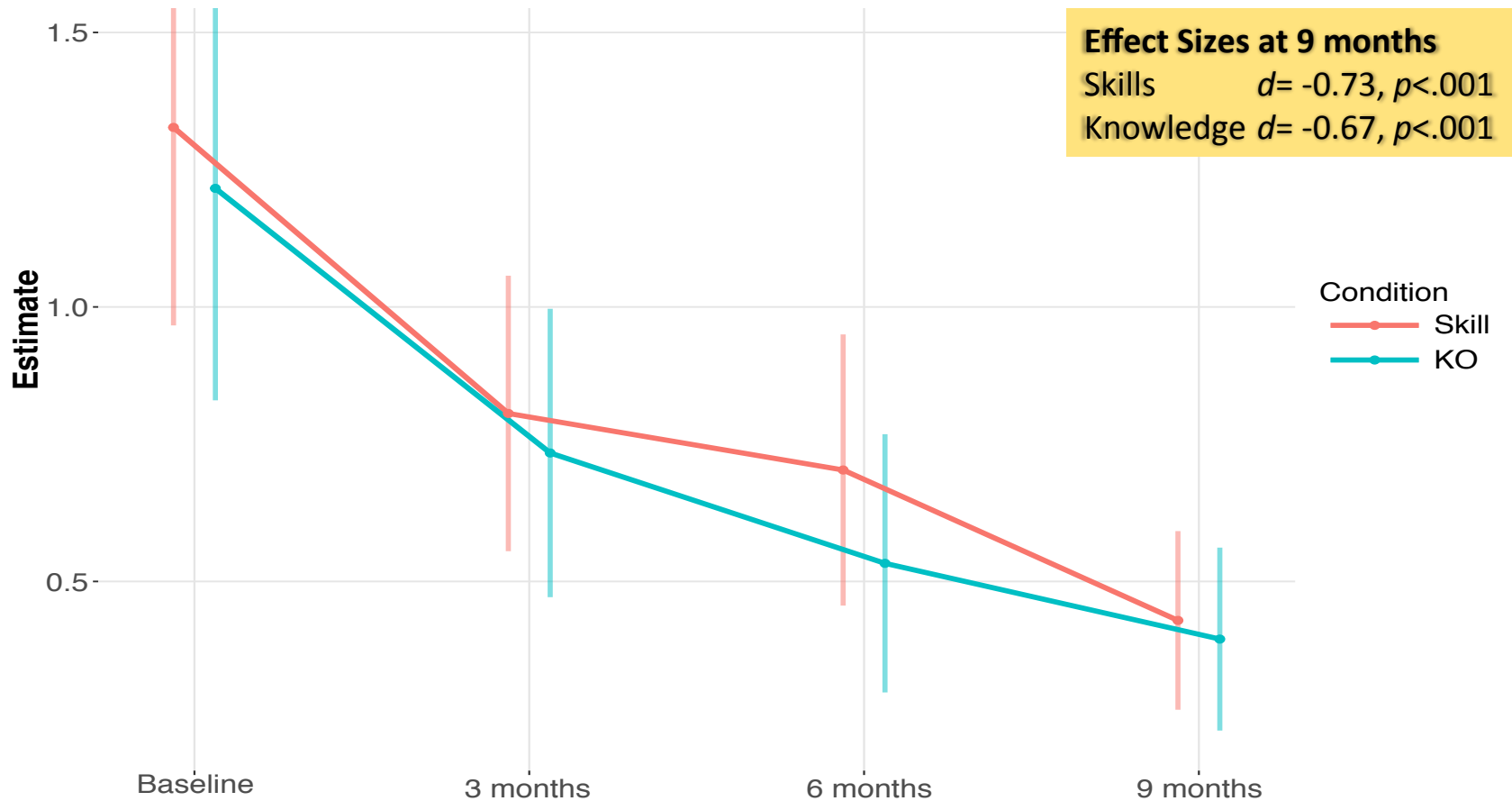
Data Analyses

- Intervention efficacy (intent to treat)
 - Between and Within Group Effects using MPLus with robust standard errors
- Effect size estimates
 - Ordinal data – Odds Ratios
 - Scale data – Standardized Difference Scores (d)
 - Count data – Rate Ratios
- Missing data – multiple imputation
- Inverse probability of treatment weighting (IPTW) was used to obtain unbiased estimates of average treatment effects

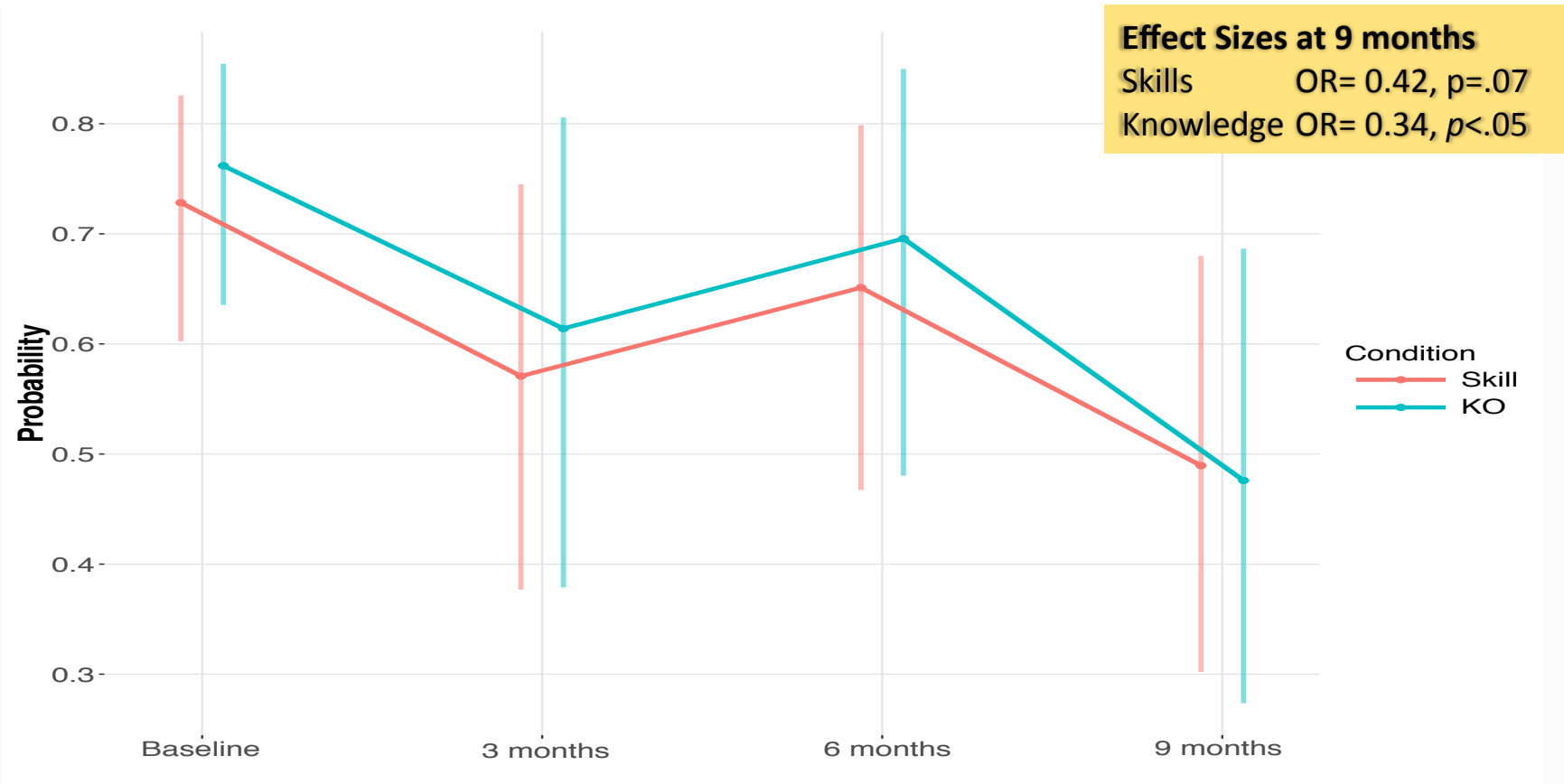
CADRI Victimization



CADRI Perpetration

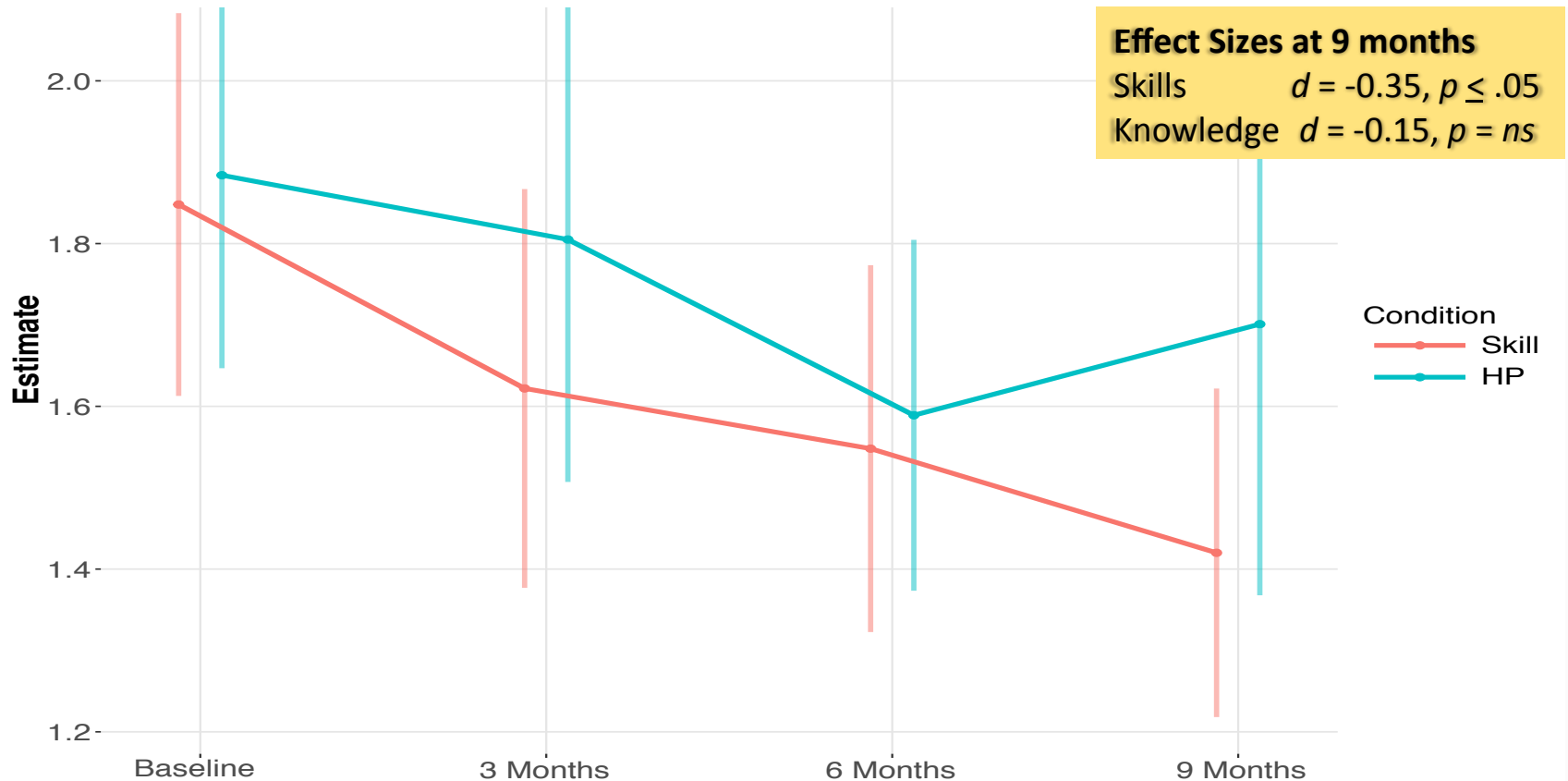


Unprotected Sex



Self-Efficacy for Condom Use

1=very sure – 4=couldn't do it





Conclusions



- Able to recruit and retain a sample of DV-exposed adolescent girls to participate in a 6 weekly, after-school groups and 1 booster session
- Both groups reduced dating violence and sexual risk **behaviors** among high risk girls at 9 month f/up
 - Consistent on all measures of DV (CADRI, TLFB, SNIT, ARBA)
- No between group differences on target behaviors

Limitations and Considerations



- Small RCT
- Knowledge-Only condition NOT a control
 - Why?
- Skills may matter!
 - # days in violent relationship
 - # break-ups, duration to break-ups
 - Maintenance effects



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