



2009

HELPING YOUTH DEVELOP RELATIONSHIP SMARTS UGA Cooperative Extension Impact Report

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2009 Relationship Smarts Impact Report

INTRODUCTION

Relationship education is developmentally relevant and timely for youth because they are just beginning to have and understand romantic relationships. While some youth may have witnessed and learned about positive couple interactions from good models, many may have witnessed only poor models of couple relationships. Research has shown that educational programs on healthy relationships and marriages can help youth develop positive communication and conflict-management skills and reduce their risk for intimate partner violence and teen pregnancy. The decision-making and relationship-building skills youth can learn through this programming can also spill-over into other relationships (e.g., parent-child, teacher, peer, co-worker) as well.

WHY IS YOUTH-FOCUSED RELATIONSHIP EDUCATION IMPORTANT?

Relationship education is vital for adolescents because of the large impact of romantic relationships and their influence on adolescent development and future relationships. Education can have a lasting effect on adolescent's attitudes and behaviors concerning the formation of healthy relationships and can also serve to prevent dating violence and at-risk sexual behavior.

Prevalence of dating among teens

The high prevalence of dating among adolescents reinforces the importance of relationship education. Adolescence is a time where teenagers are beginning to explore romantic relationships. Their experiences in relationships provide a context for adolescents to rethink who they want to become in the future as well as help adolescents form who they are within their romantic relationships. Thus, adolescence is a crucial time in the life span for learning about relationships. Youth-focused relationship education instills a foundation of knowledge, skills, attitudes and behaviors associated with healthy relationships that can be utilized in the future.

Did You Know?

- 25% of 12-year olds report having had a romantic relationship in the past 18 months; by age 18, the percentage increases to more than 70% (Carver et al., 2003)
- In one study, about 72% of students in 8th and 9th grade report "dating" (Foshee, 1996a).
- 24% of teens say they feel pressure to have a boyfriend or girlfriend (Teenage Research Unlimited report, 2006)
- 72% of tweens (ages 11-14) say boyfriend/girlfriend relationships usually begin at age 14 or younger (Teenage Research Unlimited, 2008)
- 76 % of females and 69% of males 18 years old have experienced a romantic relationship in the last 18 months.

Teen dating violence

Adolescents report dating abuse more often than any other age group. Well over 20% of adolescents experience not only physical abuse, but psychological abuse from a dating partner. Dating abuse among adolescents begins gradually, often starting with teasing and name calling. Adolescents think of these behaviors as "normal" parts of a relationship. While these behaviors may seem innocuous at first, they can escalate, leading to more serious abuse, such as rape and physical assault (National Center for Injury Prevention and Control, 2006). Females between the ages of 16 and 24 experience the highest rates of intimate partner violence (Rennison & Welchans, 2000). Patterns of dating violence behavior often start early and carry through into adult relationships (Forshee, 1996b). Furthermore, teen victims of physical dating violence are more likely than their non-abused peers to smoke, use drugs, engage in unhealthy diet behaviors, engage in risky sexual behaviors, and attempt or consider suicide. (Silverman et al., 2001). Teaching adolescents about healthy relationships can prevent them from the experience of an abusive relationship as well as the many negative consequences and effects from these relationships.

Research shows:

- Approximately 1 out of every 3 adolescent girls in the United States is a victim of physical, emotional or verbal abuse from a dating partner – a figure that far exceeds victimization rates for other types of violence affecting youth (Davis, 2008).
- Females ages 16-24 are more vulnerable to intimate partner violence than any other age group– at a rate almost triple the national average (US Dept. of Justice, 2001).
- 30% of teens in a relationship report worrying about their physical safety (Teenage Research Unlimited, 2006).
- 80% of teens regard verbal abuse as “a serious issue” for their age group, while over 70% say the same is true for physical violence (Teenage Research Unlimited, 2006).
- Approximately 1 in 5 female high school students report being physically and/or sexually abused by a dating partner (Silverman et al., 2001).
- Comparison of rates of Intimate Partner Violence between teens and adults reveal that teenage relationships are at higher risk of intimate partner abuse (Silverman et al., 2001).
- One in five tweens – age 11 to 14 – say their friends are victims of dating violence and nearly half who are in relationships know friends who are verbally abused. Two in five of the youngest tweens, ages 11 and 12, report that their friends are victims of verbal abuse in relationships (Teenage Research Unlimited, 2008).

The connection between teen dating and at-risk sexual behavior/teen pregnancy

Romantic relationships are a primary context in which adolescents learn about their sexuality. Nearly half of all teenagers in grades 9-12 have had sex, with 35% being currently sexually active (Youth Risk Behavior Survey, 2007). Because of a lack of education, some potential risks for adolescents include teen pregnancy and contraction of STI's from unprotected sex. Young people ages 15 to 24 account for one-quarter of the sexually active population in the United States, but nearly 50% of all new cases of STI's (Kirby, 2007). The Youth Risk Behavior Survey (2007) found that among youth currently sexually active, 38% did not use condoms, along with 22% of youth aged 15-18 having combined alcohol and other drugs with sex and 15% having had intercourse with 4 or more individuals. Nearly 4 million new cases of STI's occur each year among teens. As a result, about one-third of all sexually active young people become infected with an STD by age 24 (Kirby, 2007). Furthermore, the United States has the highest rates of teen pregnancy, births, and abortion in the fully industrialized world (The National Campaign, 2008). In 2005, the US teenage pregnancy rate stood at 70.6 pregnancies per 1,000 15-19 year old adolescent girls, a decrease of around 40% since its peak in the early 1990's (Guttmacher Institute, 2006). However, more than 80% of teen pregnancies are unintended (Kirby, 2007). In addition, being sexually active increases the risk for abuse. Approximately 37% of the ADD Health respondents reporting being involved in sexual relationships experienced at least one form of verbal or physical violence victimization, compared with 19% of those reporting relationships with no sexual intercourse (Kaestle & Halpern, 2005).

More findings:

- 85% of adolescents who have had sex report their first sexual experience occurred within a “romantic relationship”, indicating that 15% of first time occurrences did not (Ryan, Manlove, and Franzetta, 2003).
- 24% of adolescents report having their first sexually experience before or in the same month a relationship began and 37% report 1-3 months after relationship began (Ryan, Manlove, and Franzetta, 2003).
- 7% of youth (4% female, 10% male) have had sexual intercourse before age 13 (Youth Risk Behavior Survey, 2007).

In Georgia:

- In 2007 (most recent data), number of teenage pregnancies in Georgia totaled 22,773, equating to a pregnancy rate of 69.2 per 1,000 15-19 year old adolescent girls (GA Dept. of Community Health, 2009a).
- US teen birth rates per 1,000 adolescent girls aged 15-19 have increased in both 2006 (41.9) and 2007 (42.5), following declines from 1991-2005 (from 61.8 to 40.5) (The National Campaign, 2009b).
- In 2006, the Georgia Teen Birth Rate was the 10th highest in the country, at 54.2 per 1,000 adolescent girls (Martin et al., 2009).
- In 2007 (most recent data), number of teenage births in Georgia totaled 18,043, equating to a birth rate of 54.8 per 1,000 15-19 year old adolescent girls. (GA Dept. of Community Health, 2009b).
- Numerous Georgia counties have teenage birth rates exceeding 100 per 1,000 adolescent girls aged 15-19 (GCAPP, 2009)

THE REALTIONSHIP SMARTS PROGRAM

Relationship Smarts is a research-based curriculum that incorporates hands-on activities to focus on skills and knowledge necessary for healthy dating relationships. The curriculum, developed by The Dibble Institute, offers developmentally appropriate information that address identity development, personal goals and values, what healthy (vs abusive) relationships look like, current relationship dynamics, important communication skills, and the promotion of future-orientated thinking about relationships. Table 1 provides descriptions of each lesson included

in the curriculum. The first set of lessons teach youth to understand the nature of romantic relationships and are followed by several lessons that address issues such as dating processes and decisions, communication skills within romantic relationships, and the promotion of future-oriented thinking about relationships. Importantly, the structure of this program very interactive (i.e., discussion focused) and activity based (e.g., games, role playing, drawing, sculpting, listening to music, writing stories) to stimulate thinking, sharing, and processing of the information learned in each lesson.

The main objective of the program is to assist adolescents develop the skills and knowledge necessary to form and maintain healthy, committed romantic relationships and future marriages. More specifically, participating adolescents will improve:

- their knowledge of healthy and unhealthy relationships, their knowledge about healthy dating patterns in terms of using effective approaches to conflict management and communication, and the importance of mutual respect, shared values, and commitment
- their abilities to recognize patterns of unhealthy and abusive relationships in terms of verbal or physical aggression, controlling behavior, and lack of respect between partners
- their levels of self-efficacy in relationships to help them feel empowered to make good choices and stand up for them selves when needed
- their problem solving and communication skills in terms of communicating effectively with partners about their needs and views and resolving conflict in their relationships using effective communication strategies
- their understanding of the choices and behaviors that put their physical and emotional health at risk

Table 1. Relationship Smarts Plus Lessons and Description

Lesson 1: “*Who am I and Where am I Going?*” helps adolescents get in touch with their sense of identity and possible selves. Identity formation is a central task of adolescence that influences and is influenced by experiences in romantic and other close relationships. Emphasis is placed on who the adolescent is within their family, friendship, and dating relationship contexts. The adolescents create a possible selves tree in order to visualize their future self-goals and ways to attain them. The lesson concludes with adolescents addressing ways to stay true to themselves when faced with peer pressure.

Lesson 2: “*Maturity Issues and What I Value*” explores the concept of maturity. It identifies four aspects of maturity—physical, emotional, mental and social—and points out how the latter three don’t happen on their own, but take conscious effort. The lesson then moves on to an activity, “a values auction,” that helps participants identify the values that are important to them.

Lesson 3: “*Attractions and Infatuation*” begins with a “relationship pyramid” schematic that assists teens in thinking about the building blocks of good relationships. Adolescents are helped to visualize the foundation of good relationships that include: common interests, having fun together, talking to each other, and developing a real friendship. In addition, the chemistry of attraction and the nature of infatuation are explored.

Lesson 4: “*Love and Intimacy*” gets teens thinking about the meaning of the words love and intimacy. First, teacher selected pictures from teen magazines are used to help adolescents learn about the differences and connections between love and lust. Next, the three important aspects of mature love—that is, passion, intimacy, and commitment are examined. The last part of the session builds an understanding of intimacy and how it develops.

Lesson 5: “*Principles of Smart Relationships*” provides practical guidance for developing positive relationships. The first part introduces seven principles for “smart” dating. Teens learn that they *can* fall in love with their brain turned on by paying attention to these seven principles. Activities, such as identifying Smart and Not-so-Smart relationship decisions, provide practice for applying these insights to real world teen relationships.

Lesson 6: “*The Low-risk Relationship Strategy: Decide, Don’t Slide!*” explores why people can easily get swept up and involved with poor relationship choices. Too often young people slide into situations instead of making clear decisions with good knowledge about the person they are attracted to. This lesson aims to build skills and awareness for how to take a “go-slow, go-smart” approach toward building relationships and avoiding the sometimes high-costs of sliding. Teens explore, through four different activities, steps to take to really get to know someone they are dating.

Table 1. Relationship Smarts Plus Lessons and Description (Continued)

Lesson 7: “Is It a Healthy Relationship?” offers concrete and practical guidance about how to tell if a relationship is healthy or unhealthy. By trying to answer three essential questions the lesson explores what healthy and unhealthy relationships look like in the real world. A fun sculpting activity aids in visualizing the negative and positive answers to the questions.

Lesson 8: “Breaking up and Dating Abuse” increases teens’ awareness of what abuse looks like in relationships and stresses that abusive relationships are unhealthy and unsafe. Thought provoking activities and an educational video are used to help teens understand the forms abuse takes and ways to avoid or get out of abusive relationships. In addition, adolescents learn that even relationships that are not abusive may need to end, and guidelines are offered for knowing when it’s time to break up, better and worse ways to break up, and steps for moving on.

Lesson 9: “A Foundation for Good Communication” provides students with a strong foundation for effective communication in couple relationships. After considering the positive and negative communication patterns students have learned within their families, the basic elements of listening openly and speaking clearly are reviewed. Ways to engage in problem solving also are covered. The lesson concludes with opportunities to practice important skills for good communication.

Lesson 10: “Communication Challenges” looks more extensively at challenges to good communication and ways to address negative communication patterns in a relationship. Students are introduced to patterns that damage relationships and how to recognize the warning signs of troubled communication. Next students have opportunities to practice different strategies to change negative communication patterns into positive ones.

Lesson 11: “Why Parents’ Relationships Really Matter to Children” aims to build an awareness of how and why a healthy marriage matters. Specifically, teens learn how parents’ relationships matter to children. They also focus on the importance of fathers. Activities are designed so that teens can vividly see things from a child’s eyes and heart.

Lesson 12: “Increasing the Odds of Having a Healthy Marriage Someday” helps teens learn about wise mate selection and reasons why some marriages succeed and others fail. Through activities, they learn why the choices they make in the present can take them down paths that will either lead them towards or away from a successful marriage.

Lesson 13: “Follow Your North Star” provides a final lesson where teens will first review core concepts and then work together to produce a mural summarizing the key insights and information they have learned in this unit. Then, they will begin to work individually on their own “success plans” in session. They will continue and finish these plans outside of class.

WHAT UGA EXTENSION DID IN 2008-2009 TO HELP YOUTH BE RELATIONSHIP SMART

- April 2008, FACS and 4-H agents across 16 counties attended first *Relationship Smarts* 2-day program training; since then, agents in 4 additional counties received program and individualized training. See Appendix A for a map illustrating the counties where FACS and 4-H agents training in the program were located.
- Between July 1, 2008 and July 31, 2009, nearly 631 youth received some component of the *Relationship Smarts* program. Youth ranged from low to high-risk and included middle and high school 4-H and other youth.
- Impact data was collected from 606 participating youth. Overall, participating youth reported increases in knowledge, feeling more confident that they can use the skills learned and plan to use them, and feeling better about themselves.

PROGRAM EVALUATION

The evaluation of the Relationship Smarts Program included an examination of short-term indicators of change in participants’ knowledge and beliefs related to topics covered in each lesson as well as in confidence in their ability to use the skills learned. Participants completed a retrospective pre- and post-test immediately following each lesson to assess changes in knowledge. A brief survey was administered to participants immediately following the end of the program to assess changes in confidence levels and attitudes.

PROGRAM OUTPUTS

In 2009, 646 adolescents across 13 counties participated in at least one of 13 classes of the *Relationship Smarts* program. Table 2 summarizes the counties, program dates and total youth who received each lesson. Classes ranged from 40 to 120 minutes in length, and the breadth of lessons covered and program duration varied. For instance, of the 23 offerings of the program, some only included 1 or 2 lessons from the program (n=4) whereas

others included 4-5 lessons (n=9) or 6 or more lessons (n=10) across multiple classes. Agents who delivered multiple lessons from the curriculum varied in how often they met with the youth (e.g., daily for a week; once or twice per week across 2-4 weeks; once per month for six months).

The lessons that were offered the most were lessons 1, 2, 6, 8, and 9. Lesson 1 (n=537, 83%) helps teens get in touch with who they are and encourages them to consider their possible selves or who they might become in the future. Emphasis is placed on who teens are as individuals within close relationship contexts. Lesson 2 (n=466, 72%) explores the four dimensions of maturity (physical, mental, emotional, and social) and points out how to develop the three latter dimensions. This lesson helps teens identify values that are important to them, especially in a romantic partner. Lesson 6 (n=268, 41%) identifies gradual steps for teens to take in order to really get to know someone with whom they are dating. This lesson aims to provide skills and awareness for how to take a “go-slow, go-smart” approach to building relationships and avoid the sometimes high-costs of moving too fast. Lesson 8 (n=378, 59%) focuses on providing guidance for breaking up as well as strategies to both avoid and address violent or abusive relationships. Lesson 9 (n=309, 48%) builds a foundation for effective communication in relationships and focuses on techniques for handling conflicts and addressing difficult issues.

Table 2. County, Program Dates, Total Youth, and Lesson(s) Presented

County	Program Dates	Total Youth	Lesson													
			1	2	3	4	5	6	7	8	9	10	11	12	13	
Atkinson	6/15/09 -6/22/09	6	3					6								
Candler	6/9/09 – 6/12/09	6	6	6				6		6	6	6				
Candler	8/20/09- 10/8/09	31	31	30				27			29					
Candler	10/22/09 -12/10/09	27	27	2				27			21					
Clayton	2/10/09	8	8													
Clayton	2/19/09	13										13				
Clayton	8/27/09 – 10/31/09	5	2	3	4	4	4	4	4	2	2	5	5	5		
Colquitt	11/6/09- 4/29/09	48	25	18					3		20	17	16			
Crisp	5/1/09 – 5/15/09	18	16	18	16			11				12				
Elbert	10/1/08 – 4/1/09	219	219	219					219		219	219	219	219	219	
Emanuel	2/10/09 – 2/24/09	43	32	32				26				21	21			
Emanuel	4/29/09 – 5/14/09	54	54													
Emanuel	8/21/09- 10/2/09	23	22	23				22			20					
Emanuel	10/19/09- 12/14/09	24	22	23				24			23					
Forsyth	2/16/09 – 3/23/09	7		6	5				4		5	5				5
Glynn	5/6/09 – 5/28/09	11	11	6					4		10					
Glynn	7/9/09- 8/20/09	43	23	10	6				20	9	9					
Glynn	10/1/09- 12/3/09	11	11	11	11	8				10	3	6				
Laurens	7/28/09 – 7/29/09	15		14					14		5	5		5	5	
Liberty	8/17/09- 10/15/09	8	7	8					6	7	6			6		
Turner	1/29/09 – 2/19/09	15	13	13	11	6	14									
Rockdale	1/27/09 to 3/3/09	9	3		4			2		3		4				2
Rockdale	3/10/09 - 4/20/09	2	2		2			2				1				1
Total Youth		646	537	466	53	18	167	268	34	378	309	261	229	224	5	
Total Program Offerings		23	20	17	8	3	12	8	6	14	12	4	4	2	3	
Total Unique Counties		13	11	11	6	3	7	7	5	9	10	4	4	2	2	

THE PARTICIPANTS

Of the 646 youth who participated in at least one Relationship Smarts class, data was collected from 606 adolescents across 12 counties: Atkinson (n=6), Candler (n = 64), Clayton (n=26), Colquitt (n=48), Crisp (n=18), Elbert (n=219), Emanuel (n=144), Forsyth (n=7), Glynn (n=65), Laurens (n=15), Liberty (n=8), and Rockdale (n=11). Participants included youth from middle and high schools (n=183), 4H youth (n=229), church youth groups (n=6), foster care youth (n=56), youth from housing authorities (n=14), teen parents (n=71), youth in boys/girls

clubs (n=43), and youth enrolled in other community programs (n=8). Demographic characteristics of these 606 youth are reported in Table 3. The majority of these youth were female (69%) and in the 8th grade (70%). Most youth (64%) were either 13 or 14 years of age (M= 14.1; SD=1.6). About half (47%) of the youth were African American and 45% were Caucasian. Also, 86% of participants reported that they had been in a dating relationship.

Table 3. Demographic Characteristics of Participants (N=606).

Grade	Frequency	Age	Frequency	Race/Ethnicity	Frequency
5 th -7 th	55 (9.2%)	10-12	46 (7.7%)	White/Caucasian	267 (44.8%)
8 th	414 (69.9%)	13-14	387 (64.2%)	Black/African American	280 (47.0%)
9 th - 10 th	78 (13.1%)	15-16	118 (19.5%)	Hispanic/Latino	24 (4.0%)
11 th - 12 th	45 (7.6%)	17-18	44 (7.3%)	Native American	3 (0.5%)
		19-25	8 (1.5%)	Asian American	3 (0.5%)
				Other	19 (3.2%)

PROGRAM IMPACT

Change in Knowledge: At the conclusion of each lesson, participants were asked to report whether their knowledge, awareness, and understanding of the various topics or skills that were covered in the lesson was (1) poor, (2) fair, (3) good, or (4) excellent before the program and then asked what their understanding was like after the program. Each lesson evaluation included five items and mean before and after scores were computed with higher scores reflecting greater understanding.

Table 4 provides a summary of the participants’ responses across each lesson. For each lesson, participants, on average, reported that their knowledge, awareness, and understanding of the topics improved after finishing the lesson. Typically, at least 65% of the participants reported improvements (i.e., after mean score was great than their before mean score). For example, 100% of students reported that they better understood love and intimacy (Lesson 4) and 94% better understood the principles of smart relationships (Lesson 5). Paired-sample t-test analyses showed that the mean difference score (before vs. after) was statistically significant for each lesson with the exception of Lesson 12. A break-down of responses to each item for each lesson covered are presented in Appendix B-M.

Table 4. Participants’ Reported Change across Relationship Smarts Lessons.

Curriculum Lesson	n	Mean Score (SD)		t-value	% who improved
		Before	After		
1: “Who am I and Where am I Going?”	462	2.64 (0.72)	3.22 (0.63)	17.91**	65%
2: “Maturity Issues/What I Value”	410	2.80 (0.69)	3.38 (0.60)	17.87**	68%
3: “Attractions and Infatuation”	46	2.55 (0.66)	3.49 (0.72)	7.93**	87%
4: “Love and Intimacy”	12	1.88 (0.77)	3.25 (0.80)	5.95**	100%
5: “Principles of Smart Relationships”	141	2.43 (0.63)	3.47 (0.47)	20.25**	94%
6: “The Low-risk Relationship Strategy: Decide, Don’t Slide!”	247	2.61 (0.74)	3.22 (0.67)	12.42**	65%
7: “Is It a Healthy Relationship?”	29	2.75 (0.66)	3.54 (0.47)	5.97**	76%
8: “Breaking up and Dating Abuse”	345	2.57 (0.79)	3.35 (0.66)	18.55**	73%
9: “A Foundation for Good Communication”	281	2.64 (0.71)	3.20 (0.65)	14.62**	66%
10: “Communication Challenges”	37	2.39 (0.73)	3.23 (0.52)	5.98**	70%
11: “Why Parents’ Relationships Really Matter to Children”	209	2.94 (0.89)	3.36 (0.76)	7.40**	40%
12: “Increasing the Odds of Having a Healthy Marriage Someday”	4	3.00 (0.78)	3.90 (0.20)	2.14	75%

Note: See Table 1 for lesson description. Lesson 13 did not include a lesson specific evaluation.

^t $p < .10$, * $p < .05$, ** $p < .01$

Change in Confidence and Attitudes. Of the 631 youth who received some of the Relationship Smarts program, 337 (56%) completed at least 4 lessons (one covering characteristics of healthy vs. unhealthy relationships and one focused on communication strategies) and also completed the *overall program evaluation* survey. This survey was designed to assess perceived changes in how confident they felt in applying the skills learned and various other attitudes and aspirations. Table 5 summarizes the level of confidence that these youth reported after the completion

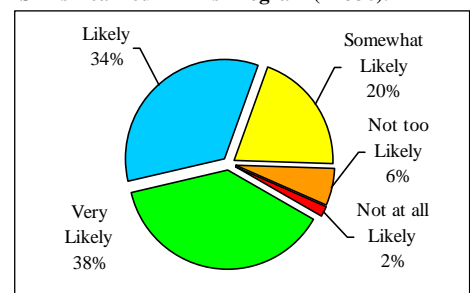
of the program. Overall, the majority of these youth (at least 70%) felt that they were more confident than before the program in establishing healthy relationships. According to one youth, “I could have fun and talk about how I feel.”

Table 5. Youth’s Confidence After Completing Relationship Smarts Program Compared to Before (n=333)

	n	Level of Confidence			
		Less	About the Same	A Little More	A Lot More
1. Having a healthy relationship with family and friends	333	3.9%	27.3%	25.8%	42.9%
2. Being a good and sensitive listener	333	3.0%	26.4%	33.0%	37.5%
3. Handling conflict in a healthy way	331	4.2%	26.9%	34.1%	34.7%
4. Having a healthy dating relationship	328	3.4%	15.5%	31.7%	49.4%
5. Expressing your feelings and sharing what you want from a dating partner.	326	4.3%	25.2%	23.9%	46.6%

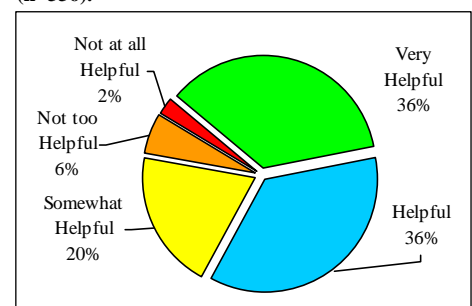
Likelihood of Using Learned Skills. As well, participants were asked how likely they were to use the skills learned in this program. As noted in Figure 1, most of the participants reported that they were likely to use the skills learned: 20% were somewhat likely, 34% were likely, and 38% were very likely. As commented by one youth, “I have learned how to choose the right person in a dating relationship.” Another youth also commented, “I learned the warning signs of a bad relationship.”

Figure 1. Likelihood of Participants Using the Skills Learned in This Program (n=336).



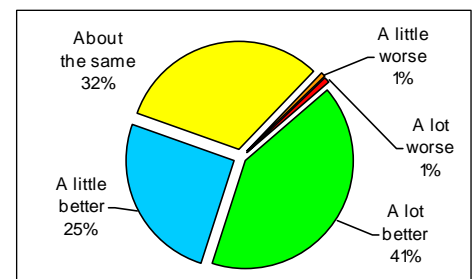
Helpfulness of Program. Participants were then asked how helpful the program was to them. As shown in Figure 2, 92% of the participants felt that this program was helpful to them: 36% helpful, 36% somewhat helpful, and 20% somewhat helpful. One youth commented that “This program has helped me a lot with my anger and temper. I also feel this program will help me develop better skills to control my anger and temper.” Another youth wrote “I feel that it helped me realize the importance of my future and how it is affected by the choices I make now.” Additionally, 65% of the participants reported that they would refer this program to their friends (35% were not sure).

Figure 2. Perceived Helpfulness of the Program (n=336).



Change in Feelings About Self. To determine how participants felt about themselves after the program, they were asked “Compared to before the program, how do you feel about yourself as a person now?” Response options included: (1) I feel a lot better, (2) I feel a little better, (3) I feel about the same, (4) I feel a little worse, and (5) I feel a lot worse. As noted in Figure 3, 66% of the participants felt at least a little better about themselves after the program. One youth, commenting on what she learned, wrote “For me to respect myself and others and not just judge someone.” Another youth noted “I feel that it really did help my personality because I am more self-confident now and have changed.”

Figure 3. Participants’ Feelings about Themselves Now (n=336).

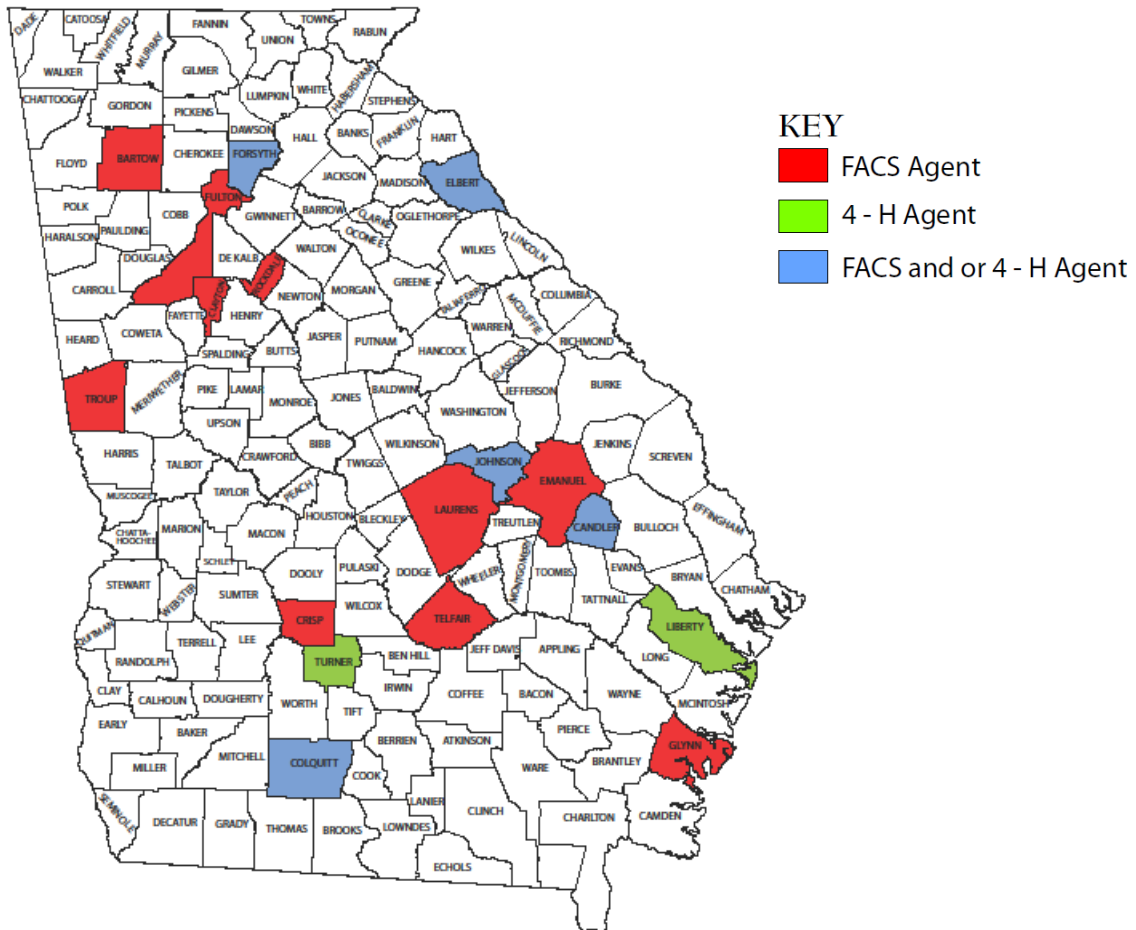


CONCLUSION

A summary of the objectives, outputs and impact of the Relationship Smarts programming is provided in Appendix O. Overall, program participants, on average, reported gaining awareness and understanding of what it means to have a healthy relationship and feeling more confident that they can use these skills and behaviors in their everyday lives. Also, participants felt that the program was helpful to them and they felt better about themselves after participating. Overall, the program appears to have had a positive influence on these youth.

Appendix A

Map of Counties in Georgia with FAC/4-H Agent Trained in Relationship Smarts



Appendix B

Lesson 1: Who am I and Where am I Going?

Summary. Of the 524 who attended Lesson 1, 485 turned in the evaluation form for this lesson. Table B1 summarizes the level of understanding that youth reported having before and after the lesson, and Table B2 presents the mean score change. Most youth felt that their understanding was fair/good before the program and good/excellent after the program. Compared to before the program, the percentage of students whose understanding was “excellent” across each topic covered more than doubled (i.e., ability to prepare for the future and strategies for dealing with peer pressure) or tripled (i.e., ability to identify possible selves and awareness of the effects of comparing themselves with the possible selves of their peers). Overall, statistically significant improvements of knowledge were observed across all areas.

Table B1. Youth’s Knowledge and Attitudes on Lesson 1 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
8.8%	37.4%	42.4%	11.4%	(a) My ability to identify what my possible selves are.	1.9%	11.7%	50.8%	35.6%
6.3%	20.0%	42.2%	31.5%	(b) My awareness of who currently supports me to be the best person I can be.	0.4%	7.4%	36.8%	55.4%
12.1%	28.9%	41.4%	17.6%	(c) My ability to do specific things day-to-day that prepare me for my future.	1.5%	10.4%	46.7%	41.5%
15.0%	23.1%	46.2%	15.8%	(d) My awareness of the importance of comparing my possible selves with those of my friends.	1.9%	14.2%	39.6%	44.4%
13.0%	27.5%	38.5%	21.0%	(e) My strategies for dealing with peer pressure.	2.3%	12.8%	38.4%	46.5%

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 465, (a) after = 463, (b) before= 270, (b) after = 269, (c) before = 273, (c) after = 270, (d) before = 273, (d) after= 268, (e) before = 262, and (e) after = 258.

Table B2. Before and After Mean Change Scores on Lesson 1 Concepts.

	n	Mean Score (SD)		t-value
		Before	After	
(a) My ability to identify what my possible selves are	451	2.65 (0.81)	3.20 (0.72)	17.13**
(b) My awareness of who currently supports me to be the best person I can be.	263	2.98 (0.88)	3.48 (0.65)	9.86**
(c) My ability to do specific things day-to-day that prepare me for my future.	265	2.65 (0.92)	3.29 (0.71)	12.18**
(d) My awareness of the importance of comparing my possible selves with those of my friends.	264	2.61 (0.91)	3.27 (0.77)	11.30**
(e) My strategies for dealing with peer pressure.	253	2.66 (0.96)	3.30 (0.76)	11.70**

Note: n sizes vary due to missing data on either before and/or after responses. Further reduction in n size varies on items b, c, d, and e because items were not included on evaluation form for Elbert County program series (10/1/08- 4/1/09)

^t p < .10, * p < .05, ** p < .01

Sample of comments reflective of what students reported learning

- | | |
|--|---|
| <ul style="list-style-type: none"> • Who my supports are. • What to tell people if they are pressuring you. • Talk to your supports if you need help. • The tree has helped me realize what I need to work on as a person. | <ul style="list-style-type: none"> • Don’t give in to peer pressure. • I learned about myself. • I’ve learned that you need to think carefully about your important values. • Think about who you are inside. |
|--|---|

Appendix C
Lesson 2: Maturity Issues/What I Value

Summary. Of the 453 youth who attended Lesson 2, 428 youth turned in the evaluation form for this lesson. Table C1 summarizes the level of understanding that youth reported having before and after the lesson, and Table C2 presents the mean score change. Most youth felt that their understanding was fair/good before the program and good/excellent after the program. The percentage of students whose understanding was “excellent” across topics including values, maturity and attraction doubled compared to before the program. Overall, statistically significant improvements of knowledge were observed in all areas.

Table C1. Youth’s Knowledge and Attitudes on Lesson 2 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
5.3%	28.7%	47.3%	18.6%	(a) My knowledge of my personal values.	1.2%	10.1%	38.8%	49.9%
9.1%	29.6%	40.6%	20.7%	(b) My understanding of how one’s values and maturity levels affect one’s behavior.	1.5%	9.7%	40.7%	48.2%
6.9%	20.6%	44.5%	28.0%	(c) My knowledge of the type of person that I am attracted to.	1.4%	9.5%	33.2%	55.9%
6.5%	27.4%	37.7%	28.4%	(d) My awareness of the differences between maturity and immaturity.	1.0%	6.3%	32.9%	59.9%
10.1%	33.0%	35.6%	20.2%	(e) My knowledge of social, emotional, and mental dimensions of maturity.	1.9%	7.1%	38.9%	52.1%

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 414, (a) after = 415, (b) before= 416 (b) after = 413, (c) before = 218, (c) after = 211, (d) before = 215, (d) after= 207, (e) before = 218, and (e) after = 211.

Table C2. Before and After Mean Change Scores on Lesson 2 Concepts

	n	Mean Score (SD)		t-value
		Before	After	
(a) My knowledge of my personal values.	404	2.79 (0.80)	3.37 (0.71)	14.55**
(b) My understanding of how one’s values and maturity levels affect one’s behavior.	404	2.72(0.89)	3.37(0.70)	14.99**
(c) My knowledge of the type of person that I am attracted to.	209	2.90(0.87)	3.44 (0.73)	8.65**
(d) My awareness of the differences between maturity and immaturity.	204	2.85(0.90)	3.53 (0.65)	10.73**
(e) My knowledge of social, emotional, and mental dimensions of maturity.	208	2.65 (0.91)	3.42 (0.71)	12.45**

Note: n sizes vary due to missing data on either before and/or after responses. Further reduction in n size s on items c, d, and e due to items not included on evaluation form for Elbert County program series (10/1/08- 4/1/09)

^t p < .10, * p < .05, ** p < .01.

Sample of comments reflective of what students reported learning

- | | |
|---|--|
| <ul style="list-style-type: none"> • Choose good values for yourself. • Everyone’s values are not the same. • How to be attracted to boys; not just eyes or cuteness, but how they are on the inside. • How to be mature. | <ul style="list-style-type: none"> • I have learned the difference between maturity and immaturity. • I love my religion and it is my most important value. • Make your own decisions. • Relationships are very important to me. |
|---|--|

Appendix D

Lesson 3: Attractions and Infatuations

Summary. Of the 47 youth who attended Lesson 3, 47 youth turned in the evaluation form for this lesson. Table D1 summarizes the level of understanding that youth reported having before and after the lesson, and Table D2 presents the mean score change. Most youth felt that their understanding was fair/good before the program and excellent after the program. Compared to before the program, the percentage of students whose understanding was “excellent” across the topics covered more than doubled (i.e., understanding of why a sex based relationship is not stable), or tripled (i.e., difference between infatuation and love and the changing dynamics of relationships). Overall, statistically significant improvements of knowledge were observed in all areas.

Table D1. Youth’s Knowledge and Attitudes on Lesson 3 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
6.4%	36.2%	42.6%	14.9%	(a) My knowledge of the building blocks of a healthy relationship.	0.0%	10.9%	21.7%	67.4%
27.7%	12.8%	25.5%	34.0%	(b) My understanding of why a relationship based on sex is not stable.	8.7%	4.3%	10.9%	76.1%
29.8%	23.4%	34.0%	12.8%	(c) My knowledge of the nature of infatuation, including the “brain chemistry” of infatuation.	4.3%	8.7%	30.4%	56.5%
19.6%	30.4%	30.4%	19.6%	(d) My understanding of the difference between infatuation and genuine love.	6.7%	6.7%	13.3%	73.3%
4.3%	30.4%	45.7%	19.6%	(e) My understanding of how relationships change over time.	4.3%	8.7%	23.9%	63.0%

Note: Because of missing data, valid percents are reported here. Actual n-size for (a,b,c) before = 47 and (d) after= 45. All other n= 46.

Table D2. Before and After Mean Change Scores on Lesson 3 Concepts.

	n	Mean Score (SD)		t-value
		Before	After	
(a) My knowledge of the building blocks of a healthy relationship.	46	2.63 (0.80)	3.57 (0.69)	6.50**
(b) My understanding of why a relationship based on sex is not stable	46	2.63 (1.22)	3.54 (0.94)	5.67**
(c) My knowledge of the nature of infatuation, including the “brain chemistry” of infatuation.	46	2.26 (1.02)	3.39 (0.83)	6.92**
(d) My understanding of the difference between infatuation and genuine love.	45	2.47 (1.01)	3.53 (0.89)	5.48**
(e) My understanding of how relationships change over time.	45	2.78 (0.80)	3.47 (0.84)	4.87**

Note: n sizes vary due to missing data on either before and/or after responses.

t p < .10, * p < .05, ** p < .01.

Appendix E

Lesson 4: Love and Intimacy

Summary. Of the 15 youth who attended Lesson 4, 12 youth turned in the evaluation form for this lesson. Table E1 summarizes the level of understanding that youth reported having before and after the lesson, and Table E2 presents the mean score change. Most youth felt that their understanding was poor/fair before the program and good/excellent after the program. Compared to before the program, the percentage of students whose knowledge was “excellent” across the topics covered more than doubled in some cases (i.e., knowledge of the dimensions of mature love and the problems that may arise if these dimensions are unbalanced) and increased six fold in other cases (i.e., knowledge of the different types of intimacy and the ways to build true intimacy). Overall, statistically significant improvements of knowledge were observed in all areas.

Table E1. Youth’s Knowledge and Attitudes on Lesson 4 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
75.0%	16.7%	8.3%	0.0%	(a) My understanding of Eros and Agape.	0.0%	16.7%	25.0%	58.3%
16.7%	33.3%	33.3%	16.7%	(b) My knowledge of the dimensions of mature love (chemistry, friendship, and trust/commitment).	8.3%	25.0%	25.0%	41.7%
33.3%	25.0%	25.0%	16.7%	(c) My awareness of problems that can occur when the dimensions of mature love are unbalanced.	8.3%	8.3%	41.7%	41.7%
75.0%	8.3%	8.3%	8.3%	(d) My knowledge of the 6 different types of intimacy.	0.0%	18.2%	27.3%	54.5%
50.0%	25.0%	16.7%	8.3%	(e) My understanding of the ways to build true intimacy.	0.0%	25.0%	16.7%	58.3%

Note: Because of missing data, valid percents are reported here. Actual n-size for (d) after = 11. All other n= 12.

Table E2. Before and After Mean Change Scores on Lesson 4 Concepts.

	n	Mean Score (SD)		t-value
		Before	After	
(a) My understanding of Eros and Agape.	12	1.33 (0.65)	3.42 (0.79)	7.24**
(b) My knowledge of the dimensions of mature love (chemistry, friendship, and trust/commitment).	12	2.50 (1.00)	3.00 (1.04)	1.32
(c) My awareness of problems that can occur when the dimensions of mature love are unbalanced.	12	2.25 (1.14)	3.17(0.94)	3.18**
(d) My knowledge of the 6 different types of intimacy.	11	1.55 (1.04)	3.36(0.81)	5.59**
(e) My understanding of the ways to build true intimacy.	12	1.83 (1.03)	3.33(0.89)	5.75**

Note: n sizes vary due to missing data on either before and/or after responses.

^t p < .10, * p < .05, ** p < .01

Appendix F

Lesson 5: Principles of Smart Relationships

Summary: Of the 153 youth who attended Lesson 5, 142 turned in the evaluation form for this lesson. Table F1 summarizes the level of understanding that youth reported having before and after the lesson, and Table F2 presents the mean score change. Most youth felt their understanding was fair/good before and excellent after the program. Compared to before the program, the percentage of students whose knowledge was “excellent” across the topics covered quadrupled in some areas (i.e., awareness of compatibility and knowledge of how to start and continue a conversation with a person they are interested in) and increased nearly six fold in other areas (i.e., ability to recognize smart relationship practices and understanding of and willingness to apply seven principles of smart relationships). Overall, statistically significant improvements of knowledge were observed in all areas.

Table F1. Youth’s Knowledge and Attitudes on Lesson 5 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
9.9%	40.4%	39.7%	9.9%	(a) My ability to recognize smart and not-so-smart relationship practices	0.0%	4.3%	39.0%	56.7%
21.0%	44.2%	29.0%	5.8%	(b) My understanding of the seven principles of smart relationships.	0.7%	6.4%	42.6%	50.4%
14.6%	43.1%	33.6%	8.8%	(c) My willingness to apply the seven principles to my own life.	0.7%	5.0%	41.8%	52.5%
11.1%	35.6%	41.5%	11.9%	(d) My awareness of what makes a person compatible with me.	0.0%	4.3%	41.7%	59.0%
10.4%	37.4%	36.5%	15.7%	(e) My knowledge of how to start and continue conversations with a person I am interested in.	0.9%	4.3%	40.0%	54.8%

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 141, (a) after = 141, (b) before = 138, (b) after = 141, (c) before = 137, (c) after = 141, (d) before = 135, (d) after = 139, (e) before = 115, and (e) after = 115.

Table F2. Before and After Mean Change Scores on Lesson 5 Concepts.

	n	Mean Score (SD)		t-value
		Before	After	
(a) My ability to recognize smart and not-so-smart relationship practices	141	2.50 (0.81)	3.52 (0.58)	15.76**
(b) My understanding of the seven principles of smart relationships.	138	2.20 (0.84)	3.43 (0.64)	18.26**
(c) My willingness to apply the seven principles to my own life.	137	2.36 (0.84)	3.48 (0.62)	15.08**
(d) My awareness of what makes a person compatible with me.	135	2.54 (0.84)	3.50(0.58)	14.41**
(e) My knowledge of how to start and continue conversations with a person I am interested in.	115	2.57 (0.88)	3.49(0.63)	12.06**

Note: n sizes vary due to missing data on either before and/or after responses.

^t p < .10, * p < .05, ** p < .01

Sample of comments reflective of what students reported learning

- Don’t do something because everybody else is doing it.
- Don’t give people you don’t know valuable information.
- How to choose a healthy relationship.
- How to look for a person you will be compatible with.
- How to start a positive conversation.
- I have learned how to choose the right person in a dating relationship.
- You should be smart about your relationships.
- How to recognize smart relationships.

Appendix G

Lesson 6: The Low-Risk Approach to Relationships: Decide, Don't Slide!

Summary. Of the 268 youth who attended Lesson 6, 258 turned in the evaluation form for this lesson. Table G1 summarizes the level of understanding that youth reported having before and after the lesson, and Table G2 presents the mean score change. Most youth felt that their understanding was fair/good before and good/excellent after the program. Compared to before the program, the percentage of students whose knowledge was “excellent” across the topics covered nearly doubled in some areas (i.e., understanding of the importance of compatibility and knowledge of low-risk “deciding” relationship strategies), more than doubled in other areas (i.e., understanding of the risks of getting involved in a relationship too quickly and awareness of the key things to learn about someone with whom they are interested in), and more than quadrupled in the understanding of what it means to know someone. Overall, statistically significant improvements of knowledge were observed in all areas.

Table G1. Youth’s Knowledge and Attitudes on Lesson 6 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
18.0%	33.9%	30.2%	18.0%	(a) My understanding of the risks and consequences of “sliding.”	4.8%	14.1%	39.0%	42.2%
7.7%	28.8%	26.9%	36.5%	(b) My understanding of the importance of compatibility.	3.8%	9.6%	19.2%	67.3%
11.3%	17.0%	35.8%	35.8%	(c) My awareness of key things I should learn about someone that I am interested in.	0.0%	5.8%	19.2%	75.0%
11.1%	35.6%	41.5%	11.9%	(d) My understanding of what it means to know someone.	0.0%	4.3%	41.7%	59.0%
7.5%	22.6%	28.3%	41.5%	(e) My knowledge of low-risk “deciding” relationship strategies.	0.0%	5.8%	23.1%	71.2%

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 245, (a) after = 249, (b) before= 52, (b) after = 52, (c) before = 53, (c) after = 52, (d) before = 53, (d) after= 52, (e) before = 247, and (e) after = 251.

Table G2. Mean Change Scores on Lesson 6 Concepts

	n	Mean Score (SD)		t-value
		Before	After	
(a) My understanding of the risks and consequences of “sliding.”	241	2.48 (0.98)	3.20 (0.84)	11.51**
(b) My understanding of the importance of compatibility.	51	2.92 (1.00)	3.49(0.83)	5.04**
(c) My awareness of key things I should learn about someone that I am interested in.	52	3.00 (0.97)	3.69 (0.58)	4.80**
(d) My understanding of what it means to know someone.	52	3.02(0.98)	3.65 (0.59)	4.82**
(e) My knowledge of low-risk “deciding” relationship strategies.	243	2.61 (0.89)	3.22 (0.74)	10.05**

Note: n sizes vary due to missing data on either before and/or after responses. Further reduction in n size on items b, c, and d due to items not included on evaluation form for Elbert County program series (10/1/08- 4/1/09)

^t p < .10, * p < .05, ** p < .01.

Appendix H

Lesson 7: “Is It a Healthy Relationship?”

Summary: Of the 34 youth who attended Lesson 7, 30 turned in the evaluation form for this lesson. Table H1 summarizes the level of understanding that youth reported having before and after the lesson, and Table H2 presents the mean score change. Most youth felt that their understanding was good before and excellent after the program. Compared to before the program, the percentage of students whose knowledge was “excellent” across the topics covered more than doubled (i.e., understanding of the difference between respectful, healthy relationships and controlling, unhealthy relationships) or more than tripled (i.e., understanding of conditional relationships, relationships based on multifaceted attraction, and ability to identify unmet personal needs that may lead to poor relationship choices.) Overall, statistically significant improvements of knowledge were observed in all areas.

Table H1. Youth’s Knowledge and Attitudes on Lesson 7 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
6.7%	16.7%	50.0%	26.7%	) My awareness of differences between healthy and unhealthy relationships.	6.9%	3.4%	27.6%	62.1%
10.0%	26.7%	30.0%	33.3%	) My understanding of how a controlling relationship differs from a respectful relationship.	0.0%	3.4%	24.1%	72.4%
16.7%	36.7%	33.3%	13.3%	) My understanding of the difference between a conditional and an unconditional relationship.	0.0%	3.4%	44.8%	51.7%
3.3%	33.3%	50.0%	13.3%	) My understanding of the difference between a relationship that has attractions on many levels compared to attraction at only the physical level.	0.0%	3.4%	37.9%	58.6%
13.8%	31.0%	34.5%	20.7%	) My ability to identify unmet emotional, social, mental, or physical needs that can lead to poor relationship choices.	3.4%	6.9%	20.7%	69.0%

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 30, (a) after = 29, (b) before= 30, (b) after = 29, (c) before = 30, (c) after = 29, (d) before = 30, (d) after= 29, (e) before = 29, and (e) after = 29.

Table H2. Before and After Mean Change Scores on Lesson 7 Concepts.

	n	Mean Score (SD)		t-value
		Before	After	
(a) My awareness of differences between healthy and unhealthy relationships.	29	2.97 (0.87)	3.45 (0.87)	2.14*
(b) My understanding of how a controlling relationship differs from a respectful relationship.	29	2.93 (0.96)	3.69 (0.54)	3.75**
(c) My understanding of the difference between a conditional and an unconditional relationship.	29	2.48 (0.91)	3.48 (0.57)	6.37**
(d) My understanding of the difference between a relationship that has attractions on many levels compared to attraction at only the physical level.	29	2.72 (0.75)	3.55(0.57)	6.27**
(e) My ability to identify unmet emotional, social, mental, or physical needs that can lead to poor relationship choices.	29	2.64 (0.99)	3.54 (0.79)	4.58**

Note: n sizes vary due to missing data on either before and/or after responses.

t p < .10, * p < .05, ** p < .01

Appendix I

Lesson 8: Breaking up and Dating Abuse

Summary: Of the 378 youth who attended Lesson 8, 357 turned in completed the evaluation for this lesson. Table I1 summarizes the level of understanding that youth reported having before and after the lesson, and Table I2 presents the mean score change. Most youth felt that their understanding in each area was fair/good before the lesson and excellent after completing the lesson. Compared to before the program, the percentage of students whose knowledge was “excellent” across the topics covered more than doubled (i.e., knowledge of how to respectfully break up with someone and the steps to take to recover from a broken relationship) or more than tripled (i.e., ability to assert oneself at the first sign of disrespect and to identify negative patterns of conflict management). Overall, statistically significant improvements of knowledge were observed in all areas.

Table I1. Youth’s Knowledge and Attitudes on Lesson 8 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
17.4%	37.6%	30.9%	14.1%	(a) My awareness of abusive behaviors in relationships, including knowledge of early warning signs.	1.3%	3.4%	32.2%	63.1%
16.0%	26.0%	40.0%	18.0%	(b) My ability to assert myself at the first sign of disrespect.	0.0%	7.5%	32.7%	59.9%
11.6%	34.7%	38.8%	15.0%	(c) My ability to identify negative patterns of dealing with conflict.	3.4%	4.1%	35.6%	56.8%
16.9%	25.1%	39.4%	18.7%	(d) My knowledge of how to respectfully break up with someone.	1.7%	9.8%	35.4%	53.0%
18.3%	32.5%	30.4%	18.8%	(e) My knowledge of steps to take to recover from a broken relationship.	3.2%	11.7%	40.1%	45.0%

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 149, (a) after = 149, (b) before= 150, (b) after = 147, (c) before = 147, (c) after = 146, (d) before = 343, (d) after= 347, (e) before = 345, and (e) after = 349.

Table I2. Before and After Mean Change Scores on Lesson 8 Concepts.

	N	Mean Score (SD)		t-value
		Before	After	
(a) My awareness of abusive behaviors in relationships, including knowledge of early warning signs.	147	2.41 (0.93)	3.57 (0.63)	15.13**
(b) My ability to assert myself at the first sign of disrespect.	147	2.58 (0.96)	3.52 (0.63)	12.78**
(c) My ability to identify negative patterns of dealing with conflict.	145	2.57 (0.89)	3.48 (0.71)	13.04**
(d) My knowledge of how to respectfully break up with someone.	338	2.59 (0.98)	3.41 (0.71)	15.58**
(e) My knowledge of steps to take to recover from a broken relationship.	340	2.50 (0.99)	3.27 (0.79)	14.83**

Note: n sizes vary due to missing data on either before and/or after responses. Further reduction in n size on items a, b, and c, due to items not included on evaluation form for Elbert County program series (10/1/08- 4/1/09)

^t p < .10, * p < .05, ** p < .01

Sample of comments reflective of what students reported learning

- Don’t stay with someone who abuses you.
- How to identify an abusive relationship.
- I learned how bad an abusive relationship can be.
- How to end a relationship.
- How to escape an abusive relationship.
- There are two types of abuse: verbal and physical.

Appendix J
Lesson 9: A Foundation for Good Communication

Summary: Of the 309 youth who attended Lesson 9, 294 turned in the evaluation form for this lesson. Table J1 summarizes the level of understanding that youth reported having before and after the lesson, and Table J2 presents the mean score change. Most youth felt their understanding was fair/ good before the lesson and good/excellent after completing the lesson. Compared to before the program, the percentage of students whose knowledge was “excellent” across the topics covered more than doubled in all areas including awareness of communication patterns learned while growing up, conflict management techniques such as taking Time Outs and the Speaker-Listener technique, and the ability to facilitate good communication and offer appreciations to build a relationship.

Table J1. Youth’s Knowledge and Attitudes on Lesson 9 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
6.7%	27.7%	48.6%	17.0%	(a) My awareness of communication patterns I learned while growing up.	3.2%	12.0%	44.4%	40.5%
19.1%	29.7%	35.0%	16.3%	(b) My knowledge of when to take a Time Out during an argument.	4.5%	14.3%	44.4%	36.7%
16.1%	27.6%	34.5%	21.8%	(c) My understanding of how to use the Speaker-Listener Technique to talk through a problem.	3.4%	6.9%	35.6%	54.0%
5.8%	34.9%	41.9%	17.4%	(d) My awareness of how to facilitate good communication.	0.0%	12.8%	41.9%	45.3%
5.7%	27.6%	37.9%	28.7%	(e) My ability to listen and offer appreciations to build the friendship in a relationship.	1.2%	5.8%	34.9%	58.1%

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 282, (a) after = 284, (b) before= 283, (b) after = 286, (c) before = 87, (c) after = 87, (d) before = 86, (d) after= 86, (e) before = 87, and (e) after = 86.

Table J2. Before and After Mean Change Scores on Lesson 9 Concepts.

	n	Mean Score (SD)		t-value
		Before	After	
(a) My awareness of communication patterns I learned while growing up.	273	2.77 (0.80)	3.21 (0.77)	9.10**
(b) My knowledge of when to take a Time Out during an argument.	277	2.49 (0.98)	3.14 (0.82)	12.61**
(c) My understanding of how to use the Speaker-Listener Technique to talk through a problem.	85	2.60 (1.00)	3.40 (0.78)	7.88**
(d) My awareness of how to facilitate good communication.	84	2.74 (0.81)	3.32 (0.70)	7.15**
(e) My ability to listen and offer appreciations to build the friendship in a relationship.	85	2.91 (0.90)	3.49 (0.67)	6.28**

Note: n sizes vary due to missing data on either before and/or after responses. Further reduction in n size on items c, d, and e, due to items not included on evaluation form for Elbert County program series (10/1/08- 4/1/09).

^t p < .10, * p < .05, ** p < .01

Appendix K
Lesson 10: Communication Challenges

Summary: Of the 261 youth who attended Lesson 10, 39 youth turned in the evaluation form for this lesson. Table K1 summarizes the level of understanding that youth reported having before and after the lesson, and Table K2 presents the mean score change. Most youth felt their understanding was fair/good before the lesson and good/excellent after the lesson. Compared to before the program, the percentage of students whose knowledge was “excellent” across all topics covered either doubled (i.e., understandings of damaging communication patterns, how to use the WWWF format, and how to avoid negative starts and use gentle starts), tripled (i.e., awareness of the four danger signs in relationships), or quadrupled (i.e., knowledge of how to complain in an effective way).

Table K1. Youth’s Knowledge and Attitudes on Lesson 10 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
17.9%	25.6%	41.0%	15.4%	(a) My understanding of communication patterns that damage relationships.	2.7%	18.9%	43.2%	35.1%
21.1%	34.2%	34.2%	10.5%	(b) My awareness of the 4 danger signs in relationships.	0.0%	13.9%	55.6%	30.6%
18.4%	31.6%	39.5%	10.5%	(c) My knowledge of how to complain in a way that I can be heard.	2.9%	11.4%	37.1%	48.6%
41.0%	28.2%	20.5%	10.3%	(d) My understanding of how to use the WWWF format.	0.0%	13.5%	62.2%	24.3%
7.9%	34.2%	39.5%	18.4%	(e) My awareness of how to avoid negative starts and use gentle starts.	0.0%	5.4%	43.2%	51.4%

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 39, (a) after = 37, (b) before= 38, (b) after = 36, (c) before = 38, (c) after = 35, (d) before = 39, (d) after= 37, (e) before = 38, and (e) after = 37.

Table K2. Before and After Mean Change Scores on Lesson 10 Concepts.

	n	Mean Score (SD)		t-value
		Before	After	
(a) My understanding of communication patterns that damage relationships.	37	2.49 (0.96)	3.11 (0.81)	4.09**
(b) My awareness of the 4 danger signs in relationships.	35	2.37(0.94)	3.20 (0.63)	4.70**
(c) My knowledge of how to complain in a way that I can be heard.	35	2.46 (0.92)	3.31 (0.80)	4.91**
(d) My understanding of how to use the WWWF format.	37	1.95 (1.03)	3.11 (0.61)	7.17**
(e) My awareness of how to avoid negative starts and use gentle starts.	36	2.69 (0.89)	3.44 (0.61)	4.39**

Note: n sizes vary due to missing data on either before and/or after responses.

^t p < .10, * p < .05, ** p < .01

Appendix L
Lesson 11: Why Parents' Relationships Really Matter to Children

Summary: Of the 229 youth who attended the Lesson 11, 219 completed the evaluation form for this lesson. Table L1 summarizes the level of understanding that youth reported having before and after the lesson, and Table L2 presents the mean score change. Most youth felt that their understanding was good/excellent before and excellent after the lesson. In fact, in each area, at least 50% of students reported that they felt their understanding was excellent after completing the lesson. Overall, statistically significant improvements of knowledge occurred in students understanding of ways that parents' relationships affect their children, knowledge of how parental separation and divorce can affect children and awareness of how both mothers and fathers can increase the well-being of their children

Table L1. Youth's Knowledge and Attitudes on Lesson 11 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
0.0%	35.7%	28.6%	35.7%	(a) My understanding of ways that parents' relationships affect their children.	0.0%	7.1%	21.4%	71.4%
0.0%	14.3%	35.7%	50.0%	(b) My awareness of what babies need from their parents.	0.0%	0.0%	14.3%	85.7%
14.3%	0.0%	42.9%	42.9%	(c) My knowledge of how parental separation and divorce can affect children.	0.0%	7.1%	14.3%	78.6%
7.1%	7.1%	28.6%	57.1%	(d) My understanding of what a good father is.	0.0%	7.1%	14.3%	78.6%
6.2%	26.5%	34.1%	33.2%	(e) My awareness of how both mothers and fathers can increase the well-being of their children.	1.4%	13.8%	33.6%	51.2%

Note: Because of missing data, valid percents are reported here. Actual n-size for (e) before = 211, (e) after = 217. All other n= 14.

Table L2. Before and After Mean Change Scores on Lesson 11 Concepts.

	n	Mean Score (SD)		t-value
		Before	After	
(a) My understanding of ways that parents' relationships affect their children.	14	3.00 (0.88)	3.64 (0.63)	3.22**
(b) My awareness of what babies need from their parents.	14	3.36 (0.75)	3.86 (0.36)	2.46*
(c) My knowledge of how parental separation and divorce can affect children.	14	3.14(1.03)	3.71 (0.61)	2.83*
(d) My understanding of what a good father is.	14	3.36 (0.93)	3.71 (0.61)	2.69*
(e) My awareness of how both mothers and fathers can increase the well-being of their children.	209	2.95 (0.91)	3.35 (0.76)	7.06**

Note: n sizes vary due to missing data on either before and/or after responses. Further reduction in n size on items a, b, c, and d due to items not included on evaluation form for Elbert County program series (10/1/08- 4/1/09).

† p < .10, * p < .05, ** p < .01

Appendix M

Lesson 12: Increasing the Odds of Having a Healthy Marriage Someday

Summary: Of the 224 youth who attended Lesson 12, 4 turned in the evaluation form for this lesson. Table M1 summarizes the level of understanding that youth reported having before and after the lesson, and Table M2 presents the mean score change. Most youth felt that their understanding was fair/good before and excellent after the lesson. Compared to before the program, the percentage of students whose knowledge was “excellent” across the topics covered quadrupled in many areas (i.e., understanding of risky marriage choices, ways to have a successful marriage, and why expectations for a great marriage are important) resulting in 100% of the students reporting to feel excellent in these topics. Overall, statistically significant improvements of knowledge were observed in all areas.

Table M1. Youth’s Knowledge and Attitudes on Lesson 12 Concepts.

Before participating in program					After participating in program			
Poor	Fair	Good	Excellent		Poor	Fair	Good	Excellent
0.0%	50.0%	25.0%	25.0%	(a) My understanding of risky marriage choices.	0.0%	0.0%	0.0%	100.0%
0.0%	25.0%	50.0%	25.0%	(b) My knowledge of ways to have a great marriage.	0.0%	0.0%	0.0%	100.0%
0.0%	0.0%	50.0%	50.0%	(c) My awareness of why some marriages succeed and others fail.	0.0%	0.0%	25.0%	75.0%
0.0%	25.0%	50.0%	25.0%	(d) My understanding of why my expectations for a marriage/family are important.	0.0%	0.0%	0.0%	100.0%
25.0%	25.0%	0.0%	50.0%	(e) My knowledge of the success sequence.	0.0%	0.0%	25.0%	75.0%

Note: Because of missing data, valid percents are reported here.

Table M2. Before and After Mean Change Scores on Lesson 12 Concepts.

	n	Mean Score (SD)		t-value
		Before	After	
(a) My understanding of risky marriage choices.	4	2.75 (0.96)	4.00 (0.00)	3.61 [†]
(b) My knowledge of ways to have a great marriage.	4	3.00 (0.82)	4.00 (0.00)	2.45 [†]
(c) My awareness of why some marriages succeed and others fail.	4	3.50 (0.58)	3.75 (0.50)	0.52
(d) My understanding of why my expectations for a marriage/family are important.	4	3.00 (0.82)	4.00 (0.00)	2.45 [†]
(e) My knowledge of the success sequence.	4	2.75 (1.50)	3.75 (0.50)	1.10 [†]

Note: n sizes vary due to missing data on either before and/or after responses.

[†] p < .10, * p < .05, ** p < .01

Appendix N

Overall Program Evaluation Comments

Sample of comments reflective of what students liked best about the program

- Interacting with people. Sharing our feelings and thoughts..
- It gave me ideas of life and mainly how to get better at things.
- It helped me learn signs of a bad relationship and what not to do.
- It helped me be a better friend, sister, and daughter.
- It helped me be confident in myself.
- It teaches you what to be ready for in life.
- Learning about who I am and where I am going.
- I liked everything about the program.
- I liked how it made me smarter about relationships in general and how to look for the right person.
- I liked how we had a lot of open conversations.
- How she allowed us to talk together. It felt good to let someone else know.

Sample of comments reflective of what students liked least about the program

- Not enough time, didn't get enough done.
- Talked about personal issues.
- We didn't do a lot of group things.
- Reading all of those papers and having homework.
- We didn't get to talk about our feelings more
- It ended so quickly.

Sample of comments reflective of how students feel this program has or will help them personally

- Help me live a peaceful life after the army.
- Help me open my eyes.
- Help me to grow in the future situations.
- Help me to have a better relationship.
- Helps you be more confident in yourself.
- I express myself more openly to others now.
- I feel better, like I had people to talk to.
- I feel that in my relationships I will be more clear about my sexual guidelines and what I look for.
- I feel that it helped me realize the importance of my future and how it is affected by the choices I make now.
- I feel that it really did help my personality because I am more self-confident now and have changed.
- I think it will help me with my dating relationships in the future.

Appendix O. 2009 Evaluation Summary of Outputs and Short-Term Impacts

INPUTS	ACTIVITY	OUTPUT	OUTCOMES - IMPACT		
What we invested to develop, deliver & evaluate the program	What we did to carry out the program.	What we yielded and/or who we reached.	The short term results of the program (<i>Learning</i>).	The medium term results of the program (<i>Action</i>).	The ultimate impact of the program. (<i>Achievement</i>)
<ul style="list-style-type: none"> • Funding (e.g., state and county level support; grants) • Staff/Faculty Effort (content specialists, FACS/4H county agents, clerical support) • Partners (e.g., Georgia middle and high schools, communities, agencies, faith-based and social service organizations) • Time (e.g., designing, coordinating, delivering, documenting, evaluating) • Space (e.g., program delivery) • Materials (curriculum, handouts, activity supplies, attendance sheets, lesson evaluations, post evaluations, attendance sheets) 	<ul style="list-style-type: none"> • Training FACS/4H agents on RS+ • Supplemental training and updates on RS+ 	<ul style="list-style-type: none"> • FACS/ 4H agents and community partners in 16 GA counties 	<ul style="list-style-type: none"> • Youth improved in their understanding of <ul style="list-style-type: none"> Their own identity/personal values (65%) Infatuation versus genuine love (87%) Healthy vs. unhealthy relationships (76%) Principles of smart relationships (94%) Signs of dating abuse (73%) Foundations of good communication (66%) Why parents' relationships matter to children (40%) How to have a healthy marriage someday (75%) • Youth felt more confident in <ul style="list-style-type: none"> Using learned skills to have healthy relationships with family and friends (69%) Being a good and sensitive listener (71%) Managing conflict in healthy ways (69%) Having a healthy dating relationship (81%) Expressing feelings and sharing their needs and wants with a dating partner (71%) • 67% of youth felt better about themselves • 92% of youth reported that they were likely to use the skills learned 	<ul style="list-style-type: none"> • Youth increase in their practice of positive communication and conflict management skills • Youth exhibit lowered levels of risky sexual behaviors • Youth avoid or remove self from abusive relationships 	<ul style="list-style-type: none"> • Maintain healthy peer and intimate relationships • Avoid premarital pregnancy • Establish healthy and stable future marriages
	<ul style="list-style-type: none"> • Establish partnerships with schools or other youth organizations where program will be implemented 	<ul style="list-style-type: none"> • Program delivered across 13 counties through middle schools, high schools, youth organizations, etc. Total of 23 programs offered (10 programs included 6 or more lessons). 			
	<ul style="list-style-type: none"> • County agents deliver RS+ program to youth 	<ul style="list-style-type: none"> • 646 youth reached (e.g., middle school, 4H, foster care, teen parents, boys/girls club) through in-school and out-of-school program 			
	<ul style="list-style-type: none"> • Retrospective pre then post test completed after each lesson • Overall program evaluation completed by those attending 4 or more "core lessons" 	<ul style="list-style-type: none"> • 606 youth completed lesson evaluations to document knowledge gained. • 333 youth completed the overall program evaluation to document confidence and skills gained 			
<ul style="list-style-type: none"> • Prepare outcome/impact report for each county as well as a full state report for the year 	<ul style="list-style-type: none"> • 20 county reports prepared for agents to share with community partners, and prospective funders. 				

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