



Evaluation of the “Building Healthy Relationships” Program: Fall 2023 to Fall 2025

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In Spring 2023, Center for Survivors (CFS) adopted a pre/post intervention survey for participants in the Building Healthy Relationships (BHR) Program. Participants complete a pre-test survey (i.e., before beginning the BHR program) which aims to develop baseline scores for participants' ability to (1) identify healthy and unhealthy relationships, (2) promote healthy social norms, and (3) reflect on personal biases and beliefs about who deserves a healthy relationship. The survey includes 26 questions from the Safe Dates curriculum¹ that measure respondent's ability to identify healthy and unhealthy relationships and 5 questions from CFS which asks respondents to rate their ability to identify dating violence and sexual assault, get help for dating violence and sexual assault, and avoid risky. The survey also includes 10 questions from the Bystander Efficacy Short Form (Banyard, 2008)² to assess participant's confidence in performing bystander behaviors for dating violence and sexual assault, respectively. The post-intervention survey repeats the same questions as the pre-intervention survey to measure change in participant's knowledge, attitudes, and behavior over the 10-week intervention period.

From Spring 2023 to Fall 2025, $n = 405$ adolescents participated in the BHR Program; $n = 362$ participants completed a pre- and post-intervention survey (89.4% response rate). Participants who completed the surveys ranged in age from 13-19 years old ($M = 14.74$, $SD = 1.27$) (See Table 1). Most of the participants were female (58.3%) and White (72.9%). Participants were drawn from 9 schools with the greatest concentrations of student participants at Schuyler Public School (14.9%), Shelby-Rising City Public School (14.4%), and David City School (14.4%). Participants ranged in grade level from 8th to 12th grade; 41.4% of participants were in 9th grade.

¹ See <https://crimesolutions.ojp.gov/ratedprograms/safe-dates#1-0>

² Banyard, V.L. (2008). Measurement and correlates of prosocial bystander behavior: The case of interpersonal violence. *Violence and Victims*, 23, 83-97.

Table 1: Descriptive Statistics (N = 362)

Variable	<i>n</i> (%)/ <i>M</i> (SD)
Age	14.74 (1.27) (Range: 13-19)
Gender	
Male	149 (41.2)
Female	211 (58.3)
Non-Binary	2 (0.6)
Race/Ethnicity	
White/Caucasian	264 (72.9)
Hispanic/Latino	57 (15.7)
American Indian/Alaska Native	9 (2.5)
Black/African American	3 (0.8)
Asian	1 (0.3)
Multiracial	19 (5.2)
Other/Unknown	9 (2.5)
School	
Clarkson Public School	39 (10.8)
David City Public School	52 (14.4)
East Butler Public School	41 (11.3)
Fullerton Public School	15 (4.1)
Humphrey Public School	37 (10.2)
Schuyler Community School	54 (14.9)
Shelby-Rising City Public School	53 (14.6)
St. Ed Public School	22 (6.1)
Twin River Public School	49 (13.5)
Grade Level	
8 th	104 (28.7)
9 th	150 (41.4)
10 th	38 (10.5)
11 th	52 (14.4)
12 th	18 (5.0)

Tables 2 and 4 below present the average (mean) scores and standard deviations for a series of questions on the pre-intervention and post-intervention surveys as well as *t*-tests to examine any significant changes in average scores over the course of the intervention (i.e., changes from pre to post survey). Alpha was set at $p < .05$ for *t*-tests: any pair of mean scores with a corresponding *p*-value of $p = .05$ or smaller represents a statistically significant difference in the mean scores with a confidence level of 95% or greater.

To begin, the survey questions from the Safe Dates curriculum ask participants about the degree to which they agree (i.e., 4 = Strongly Agree to 1 = Strongly Disagree) with a series of statements regarding healthy and unhealthy relationships (see Table 2). Table 2 presents the average score on each survey question for the sample pre-intervention and post-intervention as well as the *t*-score and *p*-value; values that changed significantly from pre- to post-intervention are in bold.

Notably, pre-intervention, the majority of the sample strongly agreed ($M = 3.5+$) that they “deserve to be treated with respect by the people they date,” and that “it is important to stop dating abuse soon if you recognize any dating abuse warning signs,” “asking questions is important for resolving conflict,” “there are people who I could talk to if I need help with an abusive dating relationship,” “it’s important to ask a date for verbal consent before doing anything sexual,” “I can choose to treat the people I date in respectful ways,” and “no one ever deserves to be abused by a date” (See Table 2). In comparison, most respondents disagreed or strongly disagreed ($M = 2-$) that “boys always want to have sex, so they can’t be victims of sexual dating abuse,” “bringing flowers to a partner the day after shoving them is a sign that the relationship will improve,” “it’s best not to confront a friend who is being abusive to a date,” “dating abuse usually just goes away over time,” “when a date wears sexy clothes, it means they want to have sex,” “if someone makes their dating partner jealous on purpose, they deserve to be hit,” “most people who tell you they are being abused by a date are not telling the truth,” “sending a dating partner a nude selfie is no big deal,” and “if a date goes into a bedroom with their partner, it means they want to have sex”.

When mean scores pre- and post-intervention were compared, there were significant changes in participants’ average attitudinal scores across 19 statements, and each change was in the intended direction given the intervention. For example, participant’s agreement with the following statements significantly *decreased*: “sharing passwords is a sign of intimacy and trust in a dating relationship,” “there are circumstances when dating abuse is the victim’s fault,” and “boys always want to have sex, so they can’t be victims of sexual dating abuse. In comparison, participant’s agreement with the following statements significantly *increased*: “Expecting people to act a certain way just because of their gender identity is unfair,” “People can choose how they respond to anger,” and “It’s important to ask a date for verbal consent before doing anything sexual”.

Table 2. Mean Scores on Safe Dates Survey Questions for Participants in the Building Healthy Relationships Program Pre-and Post-Intervention and T-tests (N = 362).

	Pre- Intervention		Post- Intervention		<i>t</i> - test	<i>p</i>
	<i>M</i>	SD	<i>M</i>	SD		
Sharing passwords is a sign of intimacy and trust in a dating relationship.	2.79	.81	2.49	.89	5.77	<.001
I deserve to be treated with respect by the people I date.	3.90	.38	3.92	.30	-1.18	.24
There are circumstances when dating abuse is the victim's fault.	2.01	.96	1.56	.85	8.50	<.001
Boys always want to have sex, so they can't be victims of sexual dating abuse.	1.45	.71	1.21	.51	5.63	<.001
It's important to stop dating abuse soon if you recognize any dating abuse warning signs.	3.69	.61	3.71	.67	-.38	.70
Bringing flowers to a partner the day after shoving them is a sign that the relationship will improve	1.95	.86	1.71	.82	4.83	<.001
Expecting people to act a certain way just because of their gender identity is unfair.	2.88	1.00	3.08	1.07	-2.83	.005
It's best not to confront a friend who is being abusive to a date.	1.71	.84	1.69	.88	.33	.74
Asking questions is important for resolving conflict.	3.59	.53	3.61	.57	-.65	.52
The best response to a friend in an abusive relationship is to ask, "Why don't you just leave? "	2.17	.89	1.67	.84	10.66	<.001
People can choose how they respond to anger.	3.29	.71	3.40	.74	-2.50	.01
There are people who I could talk to if I need help with an abusive dating relationship.	3.60	.63	3.65	.65	-1.50	.13
Dating abuse usually just goes away over time.	1.56	.66	1.42	.69	3.20	.002
Abusing a date can cause harm to the abuser.	2.88	.77	2.97	.77	-1.73	.08
Always wanting to know where a dating partner is and whom they are with is a sign of love and caring.	2.47	.85	2.02	.82	9.48	<.001

When a date wears sexy clothes, it means they want to have sex.	1.72	.75	1.36	.60	8.09	<.001
It is abusive to pressure a gay partner to come out when they are not ready to.	3.07	.90	3.33	.93	-4.77	<.001
Gender stereotyping can lead to unfair expectations of dating partners.	3.14	.76	3.43	.73	-6.18	<.001
It would be okay if a dating partner used my phone without my permission.	2.40	.99	2.20	.95	3.82	<.001
If someone makes their dating partner jealous on purpose, they deserve to be hit.	1.31	.67	1.22	.54	2.56	.01
It's important to ask a date for verbal consent before doing anything sexual.	3.77	.57	3.85	.46	-2.27	.02
Most people who tell you they are being abused by a date are not telling the truth.	1.72	.69	1.57	.75	3.41	<.001
Sending a dating partner a nude selfie is no big deal.	1.46	.72	1.32	.62	3.42	<.001
If a date goes into a bedroom with their partner, it means they want to have sex.	1.57	.72	1.33	.61	5.96	<.001
I can choose to treat the people I date in respectful ways.	3.73	.65	3.75	.63	-.57	.57
Abusive partners need the help of their partner to change for the better.	2.59	.90	2.25	.94	6.01	<.001
No one ever deserves to be abused by a date.	3.89	.45	3.89	.43	-.08	.93

Next, the survey asks participants about their ability to identify/get help for dating violence and sexual assault and likelihood of avoiding risky behaviors (i.e., 5 = Extremely Able to 1 = Not at all Able) (see Table 3). Table 3 presents the average score on each survey question for the sample pre-intervention and post-intervention as well as the *t*-score and *p*-value; values that changed significantly from pre- to post-intervention are in bold. Pre-intervention, respondents' average scores regarding identifying domestic violence, identifying sexual assault, getting help for domestic violence, getting help for sexual assault, and avoiding risky behaviors were all 3+ indicating respondents felt moderate/high levels of ability (See Table 3). Post-intervention, *scores across all questions significantly increased* indicating increased perceptions of respondent's ability to identify and get help for domestic violence and sexual assault and avoid risky behaviors.

Table 3. Mean Scores for Center for Survivors' Survey Questions for Participants in the Building Healthy Relationships Program Pre-and Post-Intervention and T-tests (N = 362).

	Pre-Intervention		Post-Intervention		<i>t</i> - test	<i>p</i>
	<i>M</i>	SD	<i>M</i>	SD		
How would you rate your ability to identify dating violence?	3.44	.90	3.88	.91	-7.93	<.001
How would you rate your ability to identify sexual assault?	3.51	1.07	3.90	.98	-6.62	<.001
How would you rate your ability to get help should you or a friend be the victim of dating violence?	3.70	1.00	4.08	.91	-6.80	<.001
How would you rate your ability to get help should you or a friend be the victim of sexual assault?	3.68	1.04	4.04	.93	-5.87	<.001
How likely are you to avoid risky behaviors? (i.e. dating violence, sexual abuse, harming yourself)	3.90	1.04	4.12	.93	-3.92	<.001

Figure 1 visualizes participants' mean scores on the questions about their ability to identify/get help for dating violence and sexual assault and likelihood of avoiding risky behavior before and after the BHR intervention (i.e., 5 = Extremely Able to 1 = Not at all Able). The figure highlights the increases in participants' reported ability to identify/get help for dating violence/sexual assault and avoid risky behaviors.

Figure 1. Mean Scores for Center for Survivors' Survey Questions for Participants in the Building Healthy Relationships Program Pre-and Post-Intervention (N = 362).



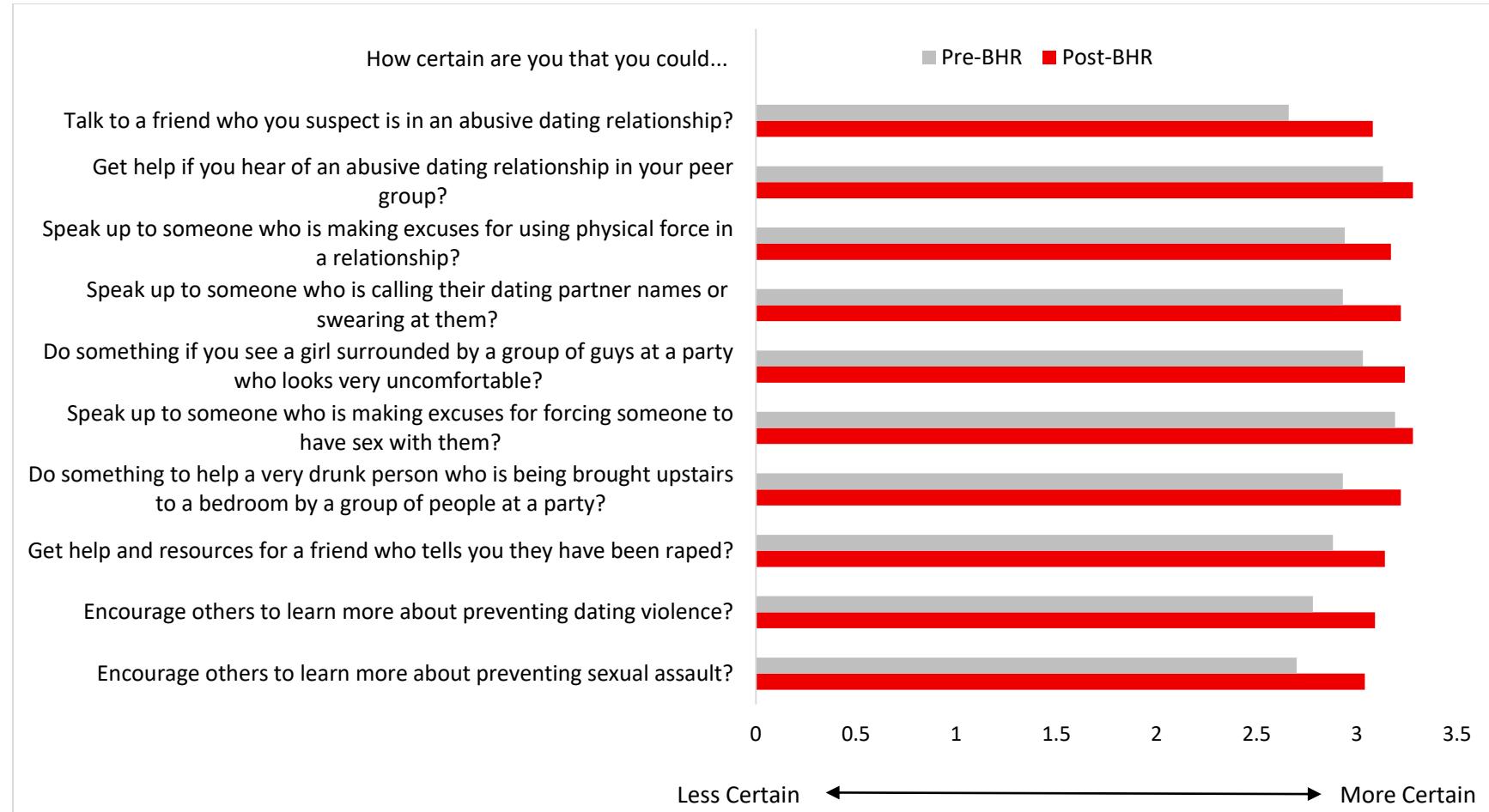
Finally, the survey includes a series of questions from the Bystander Efficacy for Dating Violence and Sexual Assault Short Form which ask participants about their certainty to engage in bystander behavior in they encounter dating violence and sexual assault (i.e., 4 = Very Certain I can Do to 0 = Cannot Do) (see Table 4). Table 4 presents the average score on each survey question for the sample pre-intervention and post-intervention as well as the *t*-score and *p*-value; values that changed significantly from pre- to post-intervention are in bold. Pre-intervention, participants' mean scores regarding most bystander behavior were indicative of "moderate certainty" (See Table 4). Respondents were most certain they could "Do something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party" and "Do something if you see a girl surrounded by a group of guys at a party who looks very uncomfortable". On average, respondents were least certain they could "talk to a friend who you suspect is in an abusive dating relationship" and "encourage others to learn more about preventing dating violence". Post-intervention participants' certainty that they could engage in nine of the ten bystander behaviors significantly *increased*.

Table 4. Mean Scores for the Bystander Efficacy for Dating Violence and Sexual Assault Short Form Questions for Participants in the Building Healthy Relationships Program Pre-and Post-Intervention and T-tests (N = 362)

	Pre-Intervention		Post-Intervention		<i>t</i> - test	<i>p</i>
	<i>M</i>	SD	<i>M</i>	SD		
Talk to a friend who you suspect is in an abusive dating relationship.	2.70	1.00	3.04	.86	-6.19	<.001
Get help if you hear of an abusive dating relationship in your peer group.	2.78	.98	3.09	.86	-5.84	<.001
Speak up to someone who is making excuses for using physical force in a relationship.	2.88	1.01	3.14	.88	-4.68	.001
Speak up to someone who is calling their dating partner names or swearing at them.	2.93	.98	3.22	.86	-5.58	<.001
Get help and resources for a friend who tells you they have been raped.	3.19	.95	3.28	.88	-1.79	.07
Do something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party.	3.03	.95	3.24	.85	-4.13	.001
Speak up to someone who is making excuses for forcing someone to have sex with them.	2.94	1.00	3.17	.90	-4.31	.001
Do something if you see a girl surrounded by a group of guys at a party who looks very uncomfortable.	3.13	.96	3.28	.85	-3.02	.003
Encourage others to learn more about preventing dating violence.	2.66	.96	3.08	.89	-7.66	<.001
Encourage others to learn more about preventing sexual assault.	2.74	.98	3.16	.86	-7.88	<.001

Figure 2 visualizes participants' mean scores on the questions from the Bystander Efficacy for Dating Violence and Sexual Assault Short Form which asks participants about their certainty to engage in bystander behavior in they encounter dating violence and sexual assault before and after the BHR intervention (i.e., 4 = Very Certain I can Do to 0 = Cannot Do). The figure highlights the increases in participants' certainty in performing each bystander behavior.

Figure 2. Mean Scores for the Bystander Efficacy for Dating Violence and Sexual Assault Short Form Questions for Participants in the Building Healthy Relationships Program Pre-and Post-Intervention ($N = 362$).



Comparisons Between Male and Female Respondents

Next, we examined survey responses separately for male and female respondents. Table 5 presents mean scores on the Safe Dates Survey questions with findings showing more significant changes from pre-to-post intervention for females than males. Specifically, for male students, there were significant positive changes for eight of the questions including: "Sharing passwords is a sign of intimacy and trust in a dating relationship," "There are circumstances when dating abuse is the victim's fault." "Always wanting to know where a dating partner is and whom they are with is a sign of love and caring," and "When a date wears sexy clothes, it means they want to have sex." Of note, there was a significant reduction in agreement among males from pre- to post-intervention for the question, "The best response to a friend in an abusive relationship is to ask, "Why don't you just leave?""". In comparison, for female students, there were significant changes for 19 of the questions, and all changes were in the expected direction. For example, female students scores decreased for, "There are circumstances when dating abuse is the victim's fault," "Boys always want to have sex, so they can't be victims of sexual dating abuse," and "Bringing flowers to a partner the day after shoving them is a sign that the relationship will improve." Of the significant changes for males and females, there was overlap in seven questions: "Sharing passwords is a sign of intimacy and trust in a dating relationship," "There are circumstances when dating abuse is the victim's fault," "The best response to a friend in an abusive relationship is to ask, "Why don't you just leave?," "Always wanting to know where a dating partner is and whom they are with is a sign of love and caring," "When a date wears sexy clothes, it means they want to have sex," "It is abusive to pressure a gay partner to come out when they are not ready to," and "Gender stereotyping can lead to unfair expectations of dating partners."

Table 5. Mean Scores on Safe Dates Survey Questions for Male and Female Participants in the Building Healthy Relationships Program Pre-and Post-Intervention and T-tests (N = 360)

	Males (n = 149)						Females (n = 211)					
	Pre- Intervention		Post- Intervention		<i>t</i> - test	<i>p</i>	Pre- Intervention		Post- Intervention		<i>t</i> - test	<i>p</i>
	<i>M</i>	SD	<i>M</i>	SD			<i>M</i>	SD	<i>M</i>	SD		
Sharing passwords is a sign of intimacy and trust in a dating relationship.	2.86	.86	2.70	.79	2.11	.04	2.74	.78	2.34	.94	5.61	<.001
I deserve to be treated with respect by the people I date.	3.85	.37	3.86	.39	-.164	.87	3.92	.38	3.97	.20	-1.53	.13
There are circumstances when dating abuse is the victim's fault.	2.10	1.00	1.85	1.0	3.01	.003	1.95	.93	1.37	.67	8.84	<.001
Boys always want to have sex, so they can't be victims of sexual dating abuse.	1.37	.63	1.25	.57	1.74	.08	1.51	.76	1.18	.46	6.20	<.001
It's important to stop dating abuse soon if you recognize any dating abuse warning signs.	3.60	.73	3.65	.73	-.700	.49	3.76	.50	3.75	.62	.187	.85
Bringing flowers to a partner the day after shoving them is a sign that the relationship will improve	2.13	.86	2.05	.87	1.10	.27	1.82	.84	1.47	.69	5.80	<.001

Expecting people to act a certain way just because of their gender identity is unfair.	2.81	.95	2.98	.98	-1.67	.10	2.92	1.03	3.14	1.13	-2.23	.03
It's best not to confront a friend who is being abusive to a date.	1.73	.86	1.77	.89	-.350	.73	1.71	.83	1.65	.87	.758	.45
Asking questions is important for resolving conflict.	3.62	.50	3.62	.54	-.132	.90	3.57	.55	3.62	.58	-.943	.35
The best response to a friend in an abusive relationship is to ask, "Why don't you just leave?"	2.46	.89	2.01	.90	5.55	<.001	1.97	.84	1.43	.71	9.44	<.001
People can choose how they respond to anger.	3.34	.72	3.40	.75	-.824	.41	3.25	.71	3.41	.73	-2.79	.006
There are people who I could talk to if I need help with an abusive dating relationship.	3.58	.62	3.60	.69	-.435	.66	3.62	.62	3.69	.62	-1.48	.14
Dating abuse usually just goes away over time.	1.66	.69	1.58	.77	1.07	.29	1.48	.64	1.30	.61	3.34	.001

Abusing a date can cause harm to the abuser.	3.11	.65	3.07	.84	.432	.66	2.72	.82	2.90	.94	-2.54	.012
Always wanting to know where a dating partner is and whom they are with is a sign of love and caring.	2.57	.86	2.28	.79	4.41	<.001	2.40	.84	1.84	.80	8.76	<.001
When a date wears sexy clothes, it means they want to have sex.	1.85	.82	1.55	.68	4.13	<.001	1.63	.68	1.22	.49	7.08	<.001
It is abusive to pressure a gay partner to come out when they are not ready to.	2.91	.93	3.14	1.01	-2.66	.009	3.18	.87	3.48	.85	-4.06	<.001
Gender stereotyping can lead to unfair expectations of dating partners.	3.14	.77	3.39	.71	-3.37	<.001	3.13	.76	3.46	.75	-5.34	<.001
It would be okay if a dating partner used my phone without my permission.	2.54	1.02	2.42	.97	1.85	.06	2.29	.95	2.03	.90	3.51	<.001
If someone makes their dating partner jealous on purpose, they deserve to be hit.	1.52	.84	1.36	.65	2.43	.016	1.17	.46	1.13	.44	1.03	.30

It's important to ask a date for verbal consent before doing anything sexual.	3.80	.57	3.78	.52	.377	.71	3.75	.57	3.90	.41	-3.44	<.001
Most people who tell you they are being abused by a date are not telling the truth.	1.85	.69	1.81	.79	.556	.58	1.63	.67	1.39	.67	4.07	<.001
Sending a dating partner a nude selfie is no big deal.	1.52	.74	1.46	.74	1.04	.30	1.41	.69	1.22	.49	3.68	<.001
If a date goes into a bedroom with their partner, it means they want to have sex.	1.60	.74	1.49	.68	1.91	.06	1.54	.70	1.22	.53	6.20	<.001
I can choose to treat the people I date in respectful ways.	3.68	.77	3.64	.76	.64	.52	3.76	.55	3.83	.49	-1.72	.09
Abusive partners need the help of their partner to change for the better.	2.72	.93	2.62	.95	1.23	.22	2.50	.86	2.00	.84	7.09	<.001
No one ever deserves to be abused by a date.	3.82	.56	3.80	.58	.304	.76	3.93	.36	3.95	.25	-.616	.54

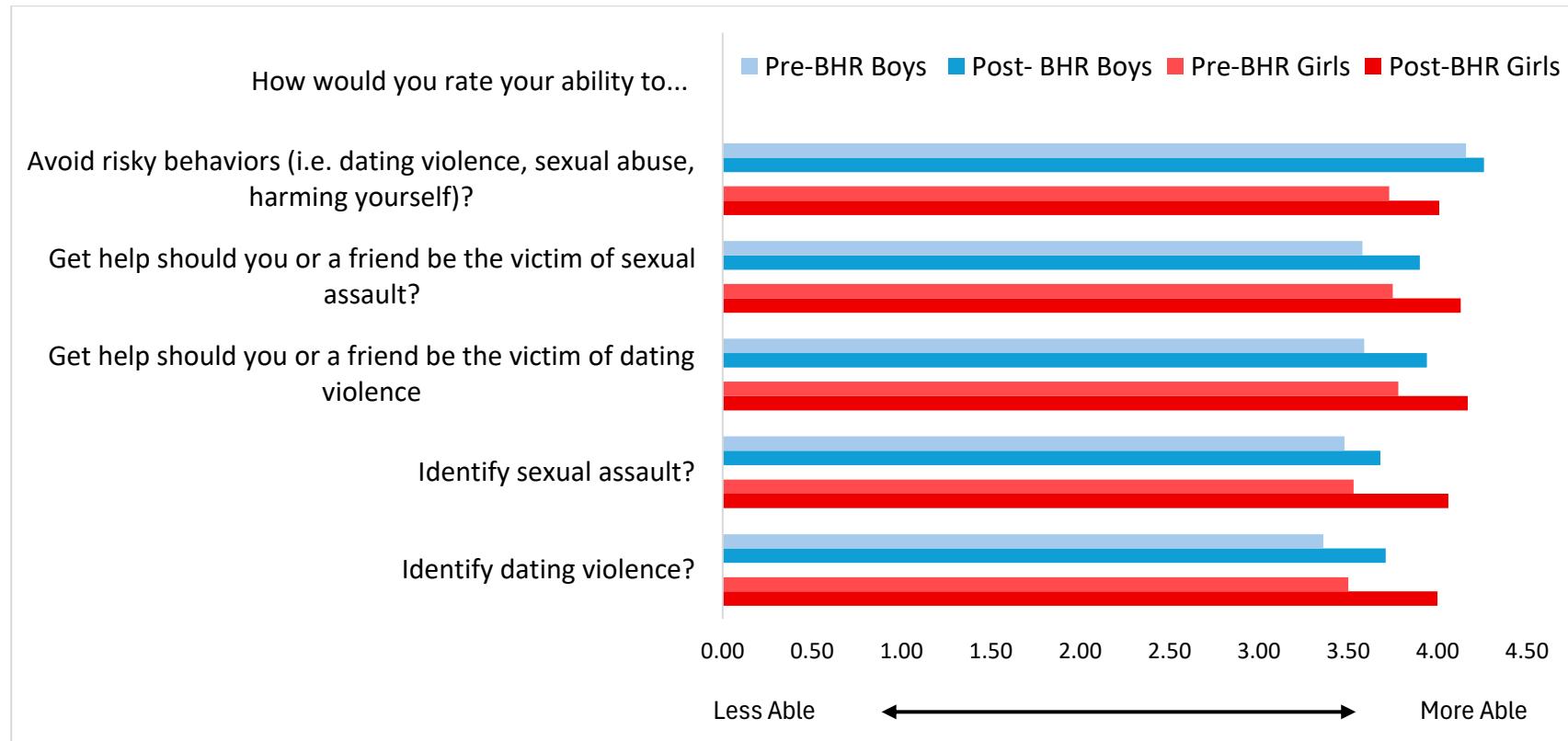
Table 6 presents mean scores on the Center for Survivors questions with findings showing significant changes from pre-to-post intervention across four of the five questions for males and all five questions for females. All changes were in the expected direction with both male and female students reporting increased perceptions regarding their ability to identify and get help for dating violence and sexual assault. Only female students had increased perceptions regarding their ability to avoid risky behaviors from pre- to post-intervention. However, male students' pre-intervention perceptions of avoiding risky behaviors were higher than female students (4.16 vs. 3.73) and increased post-intervention (4.26 vs. 4.01) albeit the increase was not statistically significant.

Table 6. Mean Scores for Center for Survivors' Survey Questions for Male and Female Participants in the Building Healthy Relationships Program Pre-and Post-Intervention and T-tests (N = 360)

	Males (n = 149)						Females (n = 211)					
	Pre- Intervention		Post- Intervention		t- test	p	Pre- Intervention		Post- Intervention		t- test	p
	M	SD	M	SD			M	SD	M	SD		
How would you rate your ability to identify dating violence?	3.36	.91	3.71	.91	-3.95	<.001	3.50	.90	4.00	.89	-7.09	<.001
How would you rate your ability to identify sexual assault?	3.48	1.02	3.68	.97	-2.18	.03	3.53	1.11	4.06	.96	-6.92	<.001
How would you rate your ability to get help should you or a friend be the victim of dating violence?	3.59	1.07	3.94	.92	-3.82	<.001	3.78	.95	4.17	.89	-5.58	<.001
How would you rate your ability to get help should you or a friend be the victim of sexual assault?	3.58	1.11	3.90	.94	-3.05	.003	3.75	.99	4.13	.91	-5.17	<.001
How likely are you to avoid risky behaviors? (i.e. dating violence, sexual abuse, harming yourself)	4.16	.83	4.26	.87	-1.23	.22	3.73	1.13	4.01	.97	-3.93	<.001

Figure 3 visualizes male and female participants' mean scores on the questions about their ability to identify/get help for dating violence and sexual assault and likelihood of avoiding risky behaviors before and after the BHR intervention (i.e., 5 = Extremely Able to 1 = Not at all Able). The figure highlights the increases in participants' reported ability to identify/get help for dating violence/sexual assault and avoid risky behaviors.

Figure 3. Mean Scores for Center for Survivors' Survey Questions for Male and Female Participants in the Building Healthy Relationships Program Pre-and Post-Intervention (N = 360).



We also examined mean scores on the Bystander Confidence questions separately for male and female students. Table 7 shows there were more significant changes from pre-to-post intervention for males than females. Specifically, for males there were significant changes for all ten questions. In comparison, for female students, there were significant changes for nine of the questions. Female students did not have significant change in their confidence to “Get help and resources for a friend who tells you they have been raped”; however, their pre-intervention score was quite high (3.28) and increased post-intervention (3.32), although the change was not significant.

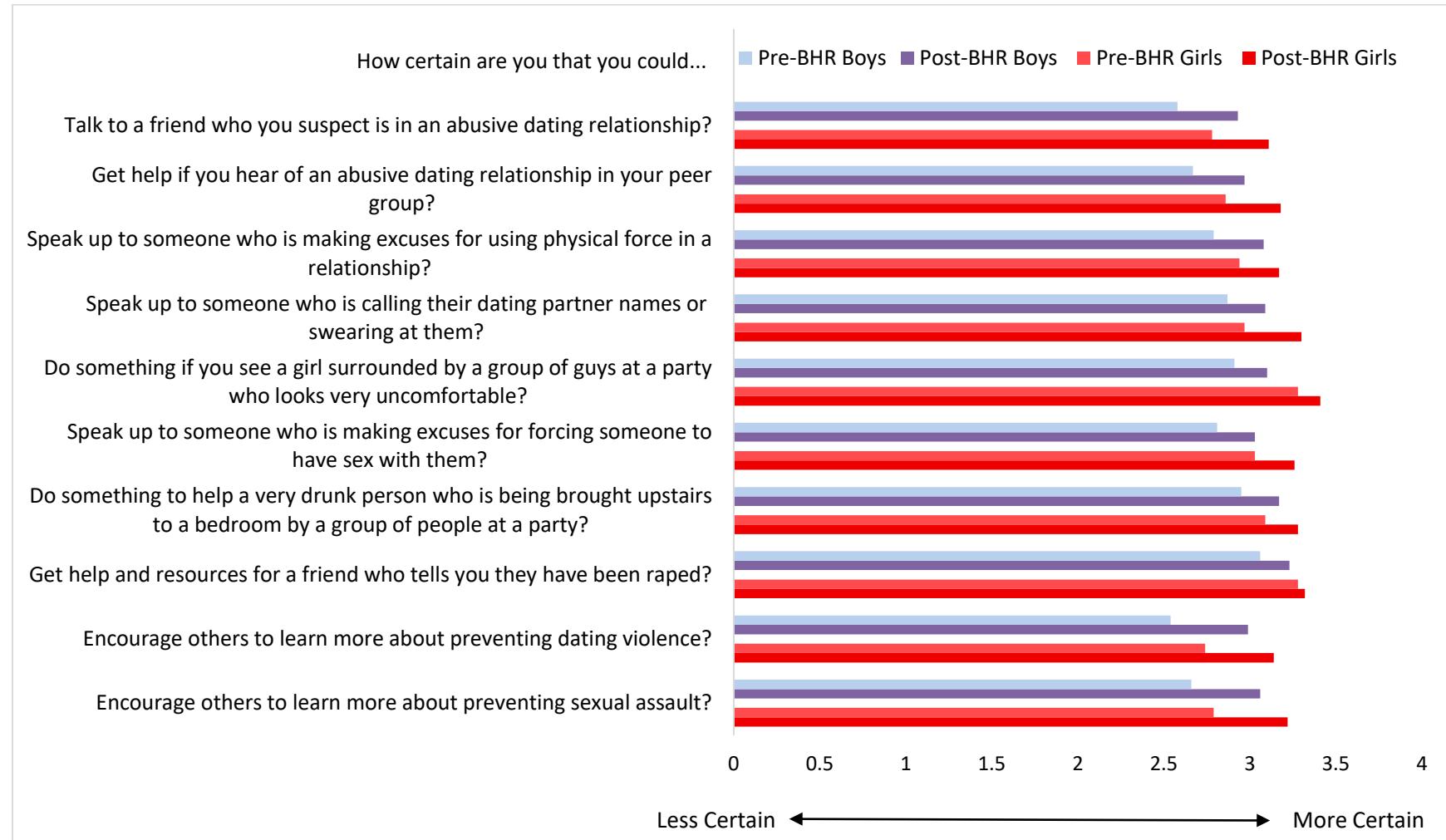
Table 7. Mean Scores for the Bystander Efficacy for Dating Violence and Sexual Assault Short Form Questions for Male and Female Participants in the Building Healthy Relationships Program Pre-and Post-Intervention and T-tests (N = 360)

	Males (n = 149)						Females (n = 211)					
	Pre- Intervention		Post-Intervention		t- test	p	Pre-Intervention		Post- Intervention		t- test	p
	M	SD	M	SD			M	SD	M	SD		
Talk to a friend who you suspect is in an abusive dating relationship.	2.58	1.00	2.93	.88	-4.07	<.001	2.78	1.00	3.11	.84	-4.66	<.001
Get help if you hear of an abusive dating relationship in your peer group.	2.67	.98	2.97	.89	-3.49	<.001	2.86	.98	3.18	.83	-4.71	<.001
Speak up to someone who is making excuses for using physical force in a relationship.	2.79	1.07	3.08	.87	-3.34	.001	2.94	.96	3.17	.88	-3.24	.001
Speak up to someone who is calling their dating partner names or swearing at them.	2.87	.96	3.09	.87	-2.60	.01	2.97	.99	3.30	.85	-5.14	<.001
Get help and resources for a friend who tells you they have been raped.	3.06	.99	3.23	.82	-2.15	.03	3.28	.92	3.32	.93	-.562	.58
Do something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party.	2.95	1.01	3.17	.84	-2.54	.01	3.09	.91	3.28	.85	-3.22	.002

Speak up to someone who is making excuses for forcing someone to have sex with them.	2.81	.99	3.03	.93	-2.57	.01	3.03	1.01	3.26	.87	-3.34	<.001
Do something if you see a girl surrounded by a group of guys at a party who looks very uncomfortable.	2.91	1.0	3.10	.86	-2.20	.03	3.28	.91	3.41	.83	-2.03	.04
Encourage others to learn more about preventing dating violence.	2.54	.98	2.99	.92	-4.86	<.001	2.74	.93	3.14	.88	-5.88	<.001
Encourage others to learn more about preventing sexual assault.	2.66	.98	3.06	.85	-4.41	<.001	2.79	.98	3.22	.86	-6.77	<.001

Figure 4 visualizes male and female participants' mean scores on the questions from the Bystander Efficacy for Dating Violence and Sexual Assault Short Form asking participants about their certainty to engage in bystander behavior in they encounter dating violence and sexual assault before and after the BHR intervention (i.e., 4 = Very Certain I can Do to 0 = Cannot Do). The figure highlights the increases in participants' certainty in performing each bystander behavior.

Figure 4. Mean Scores for the Bystander Efficacy for Dating Violence and Sexual Assault Short Form Questions for Male and Female Participants in the Building Healthy Relationships Program Pre-and Post-Intervention (N = 360).



Comparisons Across Grade Levels

Finally, we examined mean scores by grade level. We categorized students into three groups: 8th graders (n = 104), 9th graders (n = 150), and 10-12th graders (n = 108). We used repeated ANOVA tests to detect any significant mean differences from pre-to-post intervention between the three groups, and for significant differences, which grade levels experienced the differences. Differences are in bold.

Table 8 shows the changes in responses to the Safe Dates survey, depicting there were more significant changes from pre-to-post intervention for 9th graders, followed by 8th graders, then 10-12th graders. Specifically for 9th graders there were significant changes for 20 questions and for seven of these questions, only 9th graders demonstrated changes in mean scores. All changes were in the expected direction. These questions include: “Expecting people to act a certain way just because of their gender identity is unfair,” “There are people who I could talk to if I need help with an abusive dating relationship,” “Dating abuse usually just goes away over time,” “If someone makes their dating partner jealous on purpose, they deserve to be hit,” “It’s important to ask a date for verbal consent before doing anything sexual,” “Most people who tell you they are being abused by a date are not telling the truth,” and “I can choose to treat the people I date in respectful ways.” For 8th graders, there were significant changes for 16 questions, and for three of these questions, only 8th graders demonstrated changes in mean scores. All changes were in the expected direction. These questions include: “I deserve to be treated with respect by the people I date,” “Abusing a date can cause harm to the abuser,” and “It would be okay if a dating partner used my phone without my permission.” For 10-12th graders there were significant changes for five questions, and for 1 of these questions - “No one ever deserves to be abused by a date”- only 10-12th graders demonstrated changes in mean scores. There was significant changes (i.e., decreases) in pre-to-post intervention mean scores for all three grade level categories for four questions including, “There are circumstances when dating abuse is the victim’s fault,” “The best response to a friend in an abusive relationship is to ask, “Why don’t you just leave?”, “Always wanting to know where a dating partner is and whom they are with is a sign of love and caring,” and “Abusive partners need the help of their partner to change for the better”.

Table 8. Mean Differences Repeated Measures ANOVA for Safe Dates Survey Questions by Grade Level in the Building Healthy Relationships Program Pre-and Post-Intervention (n=362)

	Grade Level	Pre- Intervention	Post- Intervention	F Test	df	p-value	Bonferroni Post Hoc Test (p-value)
Sharing Passwords is a sign of intimacy and trust in a dating relationship.	8th Grade	2.68	2.28	31.80	1	<.001	<.001
	9th Grade	2.88	2.54				<.001
	10-12th Grade	2.78	2.62				.10
I deserve to be treated with respect by the people I date.	8th Grade	3.85	3.95	1.48	1	.23	.02
	9th Grade	3.89	3.91				.46
	10-12th Grade	3.95	3.91				.28
There are circumstances when dating abuse is the victim's fault.	8th Grade	2.00	1.41	72.76	1	<.001	<.001
	9th Grade	2.09	1.69				<.001
	10-12th Grade	1.90	1.54				<.001
Boys always want to have sex, so they can't be victims of sexual dating abuse.	8th Grade	1.70	1.14	36.46	1	<.001	<.001
	9th Grade	1.35	1.17				.005
	10-12th Grade	1.33	1.32				.90

It's important to stop dating abuse soon if you recognize any dating abuse warning signs.	8th Grade	3.69	3.76	.21	1	.65	.41
	9th Grade	3.71	3.71				.92
	10-12th Grade	3.67	3.67				1.00
Bringing flowers to a partner the day after shoving them is a sign that the relationship will improve.	8th Grade	2.02	1.61	22.09	1	<.001	<.001
	9th Grade	2.03	1.72				<.001
	10-12th Grade	1.77	1.81				.67
Expecting people to act a certain way just because of their gender identity is unfair.	8th Grade	2.95	3.14	7.36	1	.007	.14
	9th Grade	2.78	3.01				.03
	10-12th Grade	2.95	3.10				.25
It's best not to confront a friend who is being abusive to a date.	8th Grade	1.76	1.57	.20	1	.66	.08
	9th Grade	1.77	1.79				.83
	10-12th Grade	1.60	1.69				.39
Asking questions is important for resolving conflict.	8th Grade	3.49	3.59	.52	1	.47	.13
	9th Grade	3.58	3.59				.90
	10-12th Grade	3.70	3.68				.66
The best response to a friend in an abusive relationship is to ask, "Why don't you just leave?"	8th Grade	2.11	1.45	110.83	1	<.001	<.001
	9th Grade	2.27	1.71				<.001
	10-12th Grade	2.09	1.82				.001

	8th Grade	3.16	3.34	5.75	1	.02	.05
People can choose how they respond to anger.	9th Grade	3.31	3.46				.04
	10-12th Grade	3.37	3.39				.83
	8th Grade	3.16	3.34	1.27	1	.26	.40
There are people who I could talk to if I need help with an abusive dating relationship.	9th Grade	3.31	3.46				.005
	10-12th Grade	3.37	3.39				.17
Dating abuse usually just goes away over time.	8th Grade	1.57	1.42	8.07	1	.005	.07
	9th Grade	1.63	1.39				<.001
	10-12th Grade	1.44	1.46				.72
Abusing a date can cause harm to the abuser.	8th Grade	2.75	2.94	3.04	1	.08	.05
	9th Grade	2.99	3.08				.29
	10-12th Grade	2.84	2.84				1.00
Always wanting to know where a dating partner is and whom they are with is a sign of love and caring.	8th Grade	2.40	1.78	89.32	1	<.001	<.001
	9th Grade	2.65	2.19				<.001
	10-12th Grade	2.28	2.02				.003
When a date wears sexy clothes, it means they want to have sex.	8th Grade	1.74	1.24	63.09	1	<.001	<.001
	9th Grade	1.77	1.35				<.001
	10-12th Grade	1.62	1.47				.07
It is abusive to pressure a gay partner to come out when they are not ready to.	8th Grade	3.14	3.47	20.63	1	<.001	.002
	9th Grade	2.88	3.23				<.001
	10-12th Grade	3.25	3.34				.36

Gender stereotyping can lead to unfair expectations of dating partners.	8th Grade	3.21	3.49	32.63	1	<.001	.001
	9th Grade	2.95	3.41				<.001
	10-12th Grade	3.32	3.38				.51
It would be okay if a dating partner used my phone without my permission.	8th Grade	2.17	1.83	15.66	1	<.001	<.001
	9th Grade	2.38	2.24				.08
	10-12th Grade	2.64	2.5				.15
If someone makes their dating partner jealous on purpose, they deserve to be hit.	8th Grade	1.27	1.17	4.84	1	.03	.15
	9th Grade	1.39	1.21				<.001
	10-12th Grade	1.25	1.30				.48
It's important to ask a date for verbal consent before doing anything sexual.	8th Grade	3.75	3.89	4.02	1	.05	.27
	9th Grade	3.75	3.89				<.001
	10-12th Grade	3.83	3.75				.16
Most people who tell you they are being abused by a date are not telling the truth.	8th Grade	1.72	1.57	10.90	1	.001	.07
	9th Grade	1.73	1.55				.02
	10-12th Grade	1.72	1.59				.12
Sending a dating partner a nude selfie is not big deal.	8th Grade	1.53	1.28	11.91	1	<.001	<.001
	9th Grade	1.45	1.32				.04
	10-12th Grade	1.41	1.37				.61

If a date goes into a bedroom with their partner, it means they want to have sex.	8th Grade	1.68	1.23	36.39	1	<.001	<.001
	9th Grade	1.59	1.34				<.001
	10-12th Grade	1.42	1.42				1.00
I can choose to treat the people I date in respectful ways.	8th Grade	3.74	3.71	0.01	1	.91	.69
	9th Grade	3.67	3.82				.01
	10-12th Grade	3.82	3.70				.11
Abusive partners need the help of their partner to change for the better.	8th Grade	2.68	2.05	41.27	1	<.001	<.001
	9th Grade	2.55	2.37				.03
	10-12th Grade	2.55	2.29				.01
No one ever deserves to be abused by a date.	8th Grade	3.92	3.96	0.07	1	.79	.52
	9th Grade	3.81	3.91				.06
	10-12th Grade	3.95	3.80				.008

Table 9 shows the mean differences for the Center for Survivor's survey questions. Here, there were significant changes in mean scores for 8th and 9th graders for all questions. There were significant changes in mean scores for 3 of the 5 questions for 10-12th graders. Specifically, 10-12th graders' mean scores did not significantly change for, "How would you rate your ability to get help should you or a friend be the victim of sexual assault?" and "How likely are you to avoid risky behaviors? (i.e. dating violence, sexual abuse, harming yourself". Importantly, 10-12th graders' mean scores on these two questions were quite high pre-intervention (3.84 and 4.01, respectively) and scores increased post-intervention (4.01 and 4.15, respectively), albeit not significantly.

Table 9. Mean Differences Repeated Measures ANOVA for Center for Survivors' Survey Questions by Grade Level in the Building Healthy Relationships Program Pre-and Post-Intervention (n=362)

Question	Grade Level	Pre- Intervention	Post- Intervention	F Test	df	p-value	Bonferroni Post Hoc Test (p-value)
How would you rate your ability to identify dating violence?	8th Grade	3.38	3.89	62.43	1	<.001	<.001
	9th Grade	3.47	3.87				<.001
	10-12th Grade	3.48	3.89				<.001
How would you rate your ability to identify sexual assault?	8th Grade	3.45	3.92	41.64	1	<.001	<.001
	9th Grade	3.53	3.97				<.001
	10-12th Grade	3.54	3.79				0.02
How would you rate your ability to get help should you or a friend be the victim of dating violence?	8th Grade	3.63	4.01	44.10	1	<.001	<.001
	9th Grade	3.72	4.12				<.001
	10-12th Grade	3.75	4.09				<.001
How would you rate your ability to get help should you or a friend be the victim of sexual assault?	8th Grade	3.48	4.01	33.88	1	<.001	<.001
	9th Grade	3.71	4.08				<.001
	10-12th Grade	3.84	4.01				.13
How likely are you to avoid risky behaviors? (i.e. dating violence, sexual abuse, harming yourself)	8th Grade	3.55	3.96	15.55	1	<.001	<.001
	9th Grade	3.99	4.20				0.01
	10-12th Grade	4.13	4.15				.85

Table 10 shows the mean differences for the Bystander Efficacy survey questions across grade categories. Findings show that 8th graders had significant changes across five questions; 9th graders had significant changes across 9 questions; and 10-12th graders had significant changes across 8 questions. All 3 grade categories had significant pre-to-post mean changes for 6 of the questions. Only 10th-12th graders demonstrated significant changes in mean scores for, "Get help and resources for a friend who tells you they have been raped."

Table 10. Mean Differences Repeated Measures ANOVA for the Bystander Efficacy for Dating Violence Short Form Questions by Grade Level in the Building Healthy Relationships Program Pre-and Post-Intervention (N = 362)

Question	Grade Level	Pre-	Post-	F Test	df	p-value	Bonferroni Post
		Intervention	Intervention				Hoc Test (p-value)
Talk to a friend who you suspect is in an abusive dating relationship.	8th Grade	2.71	3.01	36.59	1	<.001	.004
	9th Grade	2.68	3.03				<.001
	10-12th Grade	2.72	3.07				<.001
Get help if you hear of an abusive dating relationship in your peer group.	8th Grade	2.76	3.08	32.70	1	<.001	.002
	9th Grade	2.80	3.12				<.001
	10-12th Grade	2.79	3.07				.003
Speak up to someone who is making excuses for using physical force in a relationship.	8th Grade	2.84	3.05	20.62	1	<.001	.04
	9th Grade	2.91	3.19				.001
	10-12th Grade	2.90	3.16				.01
Speak up to someone who is calling their dating partner names or swearing at them.	8th Grade	2.98	3.23	29.04	1	<.001	.01
	9th Grade	2.90	3.23				<.001
	10-12th Grade	2.93	3.19				.005

Get help and resources for a friend who tells you they have been raped.	8th Grade 9th Grade 10-12th Grade	3.29 3.21 3.08	3.23 3.33 3.28	2.77	1	.097	.54
Do something to help a very drunk person who is being brought upstairs to a bedroom by a group of people at a party.	8th Grade 9th Grade 10-12th Grade	3.13 2.97 3.02	3.21 3.29 3.19	14.26	1	<.001	.36 <.001 .06
Speak up for someone who is making excuses for forcing someone to have sex with them.	8th Grade 9th Grade 10-12th Grade	2.98 2.82 3.07	3.12 3.15 3.25	15.99	1	<.001	.18 <.001 .06
Do something if you see a girl surrounded by a group of guys at a party who looks very uncomfortable.	8th Grade 9th Grade 10-12th Grade	3.31 3.11 2.99	3.11 3.39 3.26	6.86	1	.009	.07 <.001 .003
Encourage others to learn more about preventing dating violence.	8th Grade 9th Grade 10-12th Grade	2.65 2.67 2.67	2.96 3.12 3.14	55.35	1	<.001	.003 <.001 <.001
Encourage others to learn more about preventing sexual assault.	8th Grade 9th Grade 10-12th Grade	2.74 2.74 2.74	3.10 3.17 3.20	59.67	1	<.001	<.001 <.001 <.001

Summary of Findings

Taken together, these findings show significant, positive changes in BHR participants' (1) ability to identify healthy and unhealthy relationships, (2) ability to identify dating violence and sexual assault, to get help for dating violence and sexual assault, and to avoid risky behaviors, and (3) confidence in performing bystander behaviors for dating violence and sexual assault from pre-to post-intervention. Regarding analyses by sex, female participants on average showed more mean differences from pre-to-post intervention compared to male students. Additionally, regarding analyses by grade level, on average 9th graders showed more mean differences from pre-to-post intervention compared to other grade levels. It should also be noted that these data suggest that overall student participants hold moderately high levels of knowledge, ability, and confidence in bystander behaviors with many students having little "room to grow" regarding a change in their scores.