STRATEGIES FOR HEALTHY YOUTH RELATIONSHIPS

featuring the Fourth R

Comprehensive and Integrated Approaches for Helping Schools and Communities Reduce Violence and Risk-Taking Among Youth

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Adolescent Risk Behaviours: The Relationship Connection
Fourth R Goals and Strategies

- Help youth strengthen relationship skills to assist in making safe, responsible choices
- Address the common elements of multiple risk behaviors (re: goals of adolescence)
- Counteract pro-abuse messages from peer culture (gender, race, sexual orientation)
- Emphasize positive message of safety and harm reduction (prepare, not scare)
- Provide opportunities to develop assets and strengths (build youth connections)
Resources for Schools and Communities

- Grade 7/8 Healthy Relationships
- Grade 9 /10 Core Phys Ed & Health
- Grade 9 - 12 English Curriculum
- Fourth R Aboriginal Perspectives
- Alternative Education / Strict Discipline
- Youth Relationships After-School Program
- Youth Safe Schools Committee / Manual
- Fourth R Site Trainer Manual
The Youth Relationships Manual
A Group Approach With Adolescents for the Prevention of Woman Abuse and the Promotion of Healthy Relationships
YOUTH RELATIONSHIPS PROGRAM

FEATURING THE FOURTH R FOR HEALTHY RELATIONSHIPS

A RELATIONSHIP-BASED AFTER-SCHOOL PROGRAM

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After School Program

• “Sports” design (warm up, game, cool down)
• 12 Sessions
  – Getting to Know You
  – It’s Your Choice – Friendships / Relationships
  – Shaping Our Views
  – Influences on Relationships
  – Healthy Relationships
  – Early Warning Signs of Dating Violence
  – Knowing Your Values and Boundaries
  – Communication Styles
  – Taking Responsibility for Emotions
  – Standing Up for What is Right
  – Peers Helping Peers
  – Sharing and Celebrating
Video Resources: Skills for Effective Relationships

- Assertive Passive Aggressive
- Delay Negotiation Refusal
- Combination 1
- Combination 2

The Fourth R
Further Reading

Contact Information
www.youthrelationships.org

CAMH Centre for Prevention Science
100 Collip Circle, Suite 100
London, ON N6G 4X8
(519) 858-5144
Extra slides
Background Information for Using Role Plays

- Role play opportunities in the program
- Importance of role plays
Steps for Successful Role Plays

• Give clear directions
• Provide a model role play
• Focus on skills
• Monitor and coach as necessary
• Keep the role plays short
• Debrief completely
Guidelines for Making an Apology

• Be sincere
• Tell the person why you are sorry
• Tell the person how you will correct the situation (if possible)
• Use a serious tone of voice
National Implementation

- British Columbia
- Alberta
- Saskatchewan
- Manitoba
- Nova Scotia
- Ontario
- Quebec
- NWT
International Implementation

- California
- Rhode Island
- Massachusetts
- Kansas
- New York
- Idaho
- Alaska
- Washington
### Table 3
Physical dating violence reported in the past year at 2.5 year follow-up according to experimental group

<table>
<thead>
<tr>
<th></th>
<th>Control</th>
<th>Intervention</th>
<th>ICC</th>
<th>OR (95% CI)</th>
<th>t-test statistic</th>
<th>p value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All students</strong></td>
<td>74/754 (10)</td>
<td>72/968 (7)</td>
<td>.02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unadjusted odds ratio</td>
<td></td>
<td></td>
<td></td>
<td>1.42 (0.87-2.33)</td>
<td>1.49</td>
<td>.15</td>
</tr>
<tr>
<td>[a]</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted odds ratio</td>
<td></td>
<td></td>
<td></td>
<td>2.42 (1.00-6.02)</td>
<td>2.06</td>
<td>.05</td>
</tr>
<tr>
<td>[b]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students who dated</strong></td>
<td>71/369 (19)</td>
<td>72/480 (15)</td>
<td>.02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in past 12 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unadjusted odds ratio</td>
<td></td>
<td></td>
<td></td>
<td>1.37 (0.89-2.13)</td>
<td>1.53</td>
<td>.14</td>
</tr>
<tr>
<td>[a]</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted odds ratio</td>
<td></td>
<td></td>
<td></td>
<td>2.13 (0.81-5.66)</td>
<td>1.65</td>
<td>.12</td>
</tr>
<tr>
<td>[b]</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Data are n/N (%), where n = number who report dating violence and N = total sample in each condition

ICC = intracluster correlation coefficient

[a] Odds ratios of intervention effect from multilevel model

[b] Odds ratios adjusted for baseline behavior, stratifying variables, and sex (n = 1713 in full model; n = 1041 in model restricted to dating sample).
## Table 4
Pre-specified subgroup analyses of physical dating violence at follow-up by sex and experimental group

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>t-test statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control</td>
<td>Intervention</td>
<td>Odds Radio (95% CI)</td>
</tr>
<tr>
<td>All students</td>
<td>24/339 (7)</td>
<td>13/474 (3)</td>
<td>2.77 (1.39-5.29)</td>
</tr>
<tr>
<td>Students who dated in the past 12 months</td>
<td>21/142 (15)</td>
<td>13/207 (6)</td>
<td>2.63 (1.22-5.56)</td>
</tr>
</tbody>
</table>

Data are n/N (%). Odds ratios of intervention effect from multilevel model, adjusted for sex, baseline behavior, and stratifying variables

*Interaction between sex and group*

n = 1713 in adjusted full model; n = 1041 in adjusted model restricted to dating sample
Fourth R School Level Interaction

• The relationship between multiple forms of child abuse and violent delinquency is weaker in Fourth R schools
Resources (cont.)

• Parents
  – *What Parents Need to Know About Teens* (series of four booklets published by CAMH)
  – Parent Newsletters
  – Grade 8/9 Orientation