



Advocating for My Relationships (ADMYRE) Program: An Analysis of Participant Responses to a Teen Dating Violence Awareness Program

Mikaela D. Scozzafava, Maneesha Gammana-Liyanage, Janet Melby, Carl F. Weems, Daeyong Lee, Kate Goudy, and Rhonda Evans

Acknowledgment: This work is funded through the Child Support Contract, a partnership between Iowa State University's Child Welfare Research and Training Project and the Iowa Department of Health and Human Services. Contract number BOC-18-003, Carl Weems PI.

Program Overview

Parenting: It's a Life (PIAL) is a curriculum for 7-12th grade students that introduces them to intrapersonal and interpersonal skill building, including the realities and challenges of romantic and non-romantic relationships. PIAL is an outreach program within a contract between the Iowa State University (ISU) Child Welfare Research and Training Project and the Iowa Department of Health and Human Services Child Support Services (HHS). In February 2022, PIAL launched a new teen dating violence (TDV) awareness program called Advocating for My Relationships (ADMYRE). ADMYRE was created to meet the needs of youth through contemporary scenarios that involve TDV and present-day challenges in relationships, such as technology. ADMYRE also includes several interactive activities with a robust debrief component. Prior to launching ADMYRE in Iowa, the PIAL team used In Their Shoes[®], a TDV awareness simulation created by the Washington State Coalition Against Domestic Violence.

To assess what participants learn from the ADMYRE program, the curriculum has pre- and post-program surveys. At the time of data collection for this report, participants completed the surveys electronically in Qualtrics. Both the pre-program and post-program surveys contained 27 total questions and prompted participants to create a distinct identification based on their first and last initials, birth month, and birth date. The pre-program and post-program surveys included questions that measured attitudes toward romantic relationship characteristics, content knowledge, and beliefs about TDV and relationship experiences. However, the post-program survey included seven questions about how useful the simulation and experience were, whereas the pre-program survey included seven demographic questions. See Appendix A for the pre-program survey and Appendix B for the post-program survey.

Purpose of Analyses

The overarching purpose of the analyses included in this report was to learn (1) how ADMYRE participants responded to the simulation and debrief activities, (2) how ADMYRE participants plan to apply knowledge gained from the program to their lives, and (3) how effective the ADMYRE program is for participants.

Main Questions

The following questions guided the analyses for this report: (1) Who participated in the ADMYRE program? (2) Did participant responses change after experiencing the ADMYRE simulation and debrief activities? If so, how? (3) Did participant knowledge change after experiencing the ADMYRE simulation and debriefing activities? If so, how? (4) How much did participants agree with the Likert-scale survey questions? (5) Did participants' responses to the program/survey questions differ by their demographic characteristics? (6) Did the simulation character that participants followed influence how participants responded to survey questions? (7) What did participants want to learn prior to engaging in the program? (8) How do participants plan to apply what they learned from the simulation, debrief activities, and overall experience to their lives? (9) How useful did participants report the simulation and debrief activities to be?

Data and Methodology

Data were collected from February 2022 to June 2022. Participants included students from schools and organizations in Iowa whose leadership voluntarily requested that the PIAL team facilitate the ADMYRE program. Two surveys were distributed to participants – one before and one after the ADMYRE experience. The pre-program survey was sent to participants seven to 10 days before program facilitation and was electronically administered by the teachers or instructors that voluntarily requested the program. After the program, PIAL team members electronically administered the post-program survey while they were with the participants. The ADMYRE program was facilitated by trained PIAL personnel who were

staff members, graduate assistants, and undergraduate workers from the Iowa State University Child Welfare Research and Training Project. Facilitations included a simulation, a debrief session, healthy relationship activities, and resource information.

For the quantitative analyses, frequency analyses were conducted to report demographic variables and how useful the participants rated the ADMYRE program and activities during the post-program survey. Chi-square analyses and Wilcoxon Signed Rank Tests (WSRTs) were conducted to identify changes in response to the survey questions from the pre-program survey to the post-program survey. Correlations were used to determine if age or grade influenced how participants responded to survey questions. Independent sample t-tests were used to determine if race/ethnicity, Hispanic origin, or gender influenced how participants responded to survey questions. Analysis of variances (ANOVAs) were conducted to determine if sexual identity or relationship status influenced how participants responded to survey questions. ANOVAs were also conducted to identify any differences in responses based on the scenario character participants followed during the simulation.

For the qualitative analyses, codes and themes were identified based on the responses that participants provided in the pre-program survey to identify what they wanted to learn from ADMYRE and how they planned to apply what they learned from the program to their lives in the post-program survey. To identify underlying ideas and develop overall conclusions from the data, two coders were enlisted for data analysis. This process is common for qualitative data so that a consensus can be reached, and the emergent themes are not subjective to one researcher.

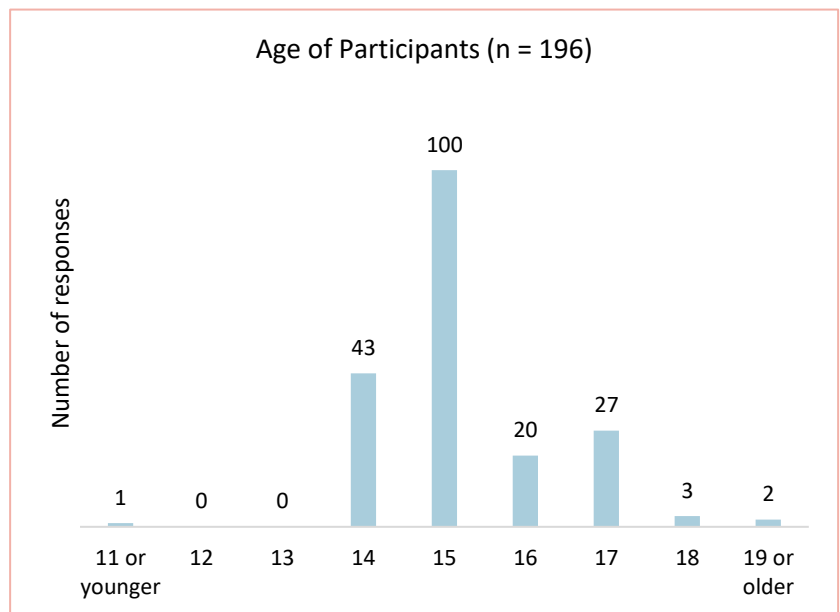
For this report, Coder 1 independently coded the qualitative responses by emergent themes. After each qualitative response was coded and developed a codebook for the themes. Coder 2 used the codebook but was initially masked to Coder 1's results. Codes were then compared and Coders 1 and 2 resolved

coding discrepancies by discussing their respective coding processes and coming to an agreement – the codebook was updated iteratively in this way.

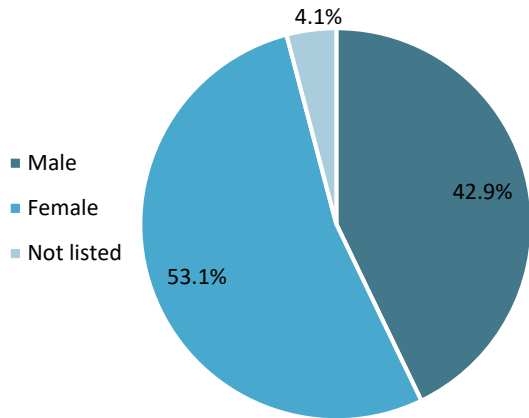
Results

Who participated in the ADMYRE program?

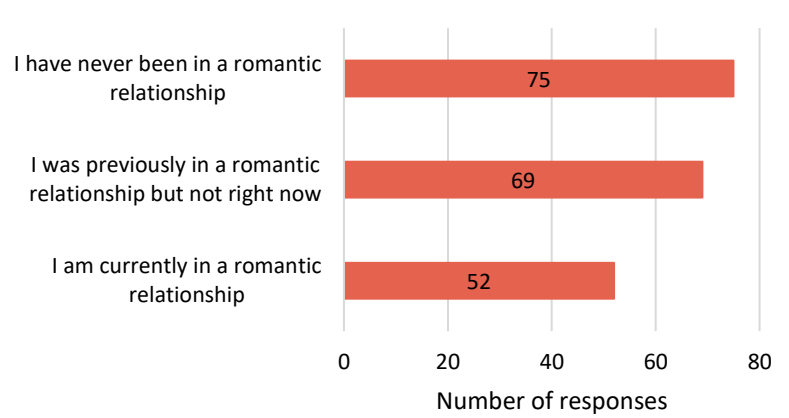
208 youth submitted a pre-program survey, while 186 youth submitted a post-program survey with 151 youth from seven schools/organizations participating in the ADMYRE program and returning both a pre- and post-survey. Eight surveys from the pre-program and three surveys from the post-program datasets did not include any information and were removed from the datasets during cleaning. Details of participant characteristics are in the below figures. As shown, a slight majority of participants identified as female (53.1%) and most were White (89.2%). Additionally, six respondents (3.1%) confirmed they were of Hispanic, Latino, or Spanish origin. On average, participants were 15.2 years old, and most were in 9th grade (70.6%). Most participants reported their sexuality as heterosexual (straight; 77.0%). Finally, 26.5% of respondents were in a romantic relationship at the time of data collection; 35.2% of respondents had been in a romantic relationship prior to data collection, but not during data collection; and 38.3% of respondents had never been in a romantic relationship at the time of data collection. See Table 1 in Appendix C for a frequency analysis of participant demographics.



Self-reported Gender of Participants (n = 196)



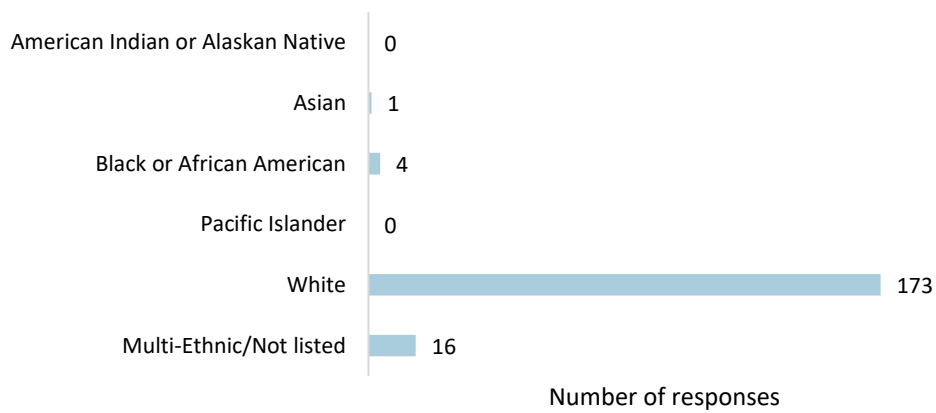
Relationship Status of Participants (n = 196)

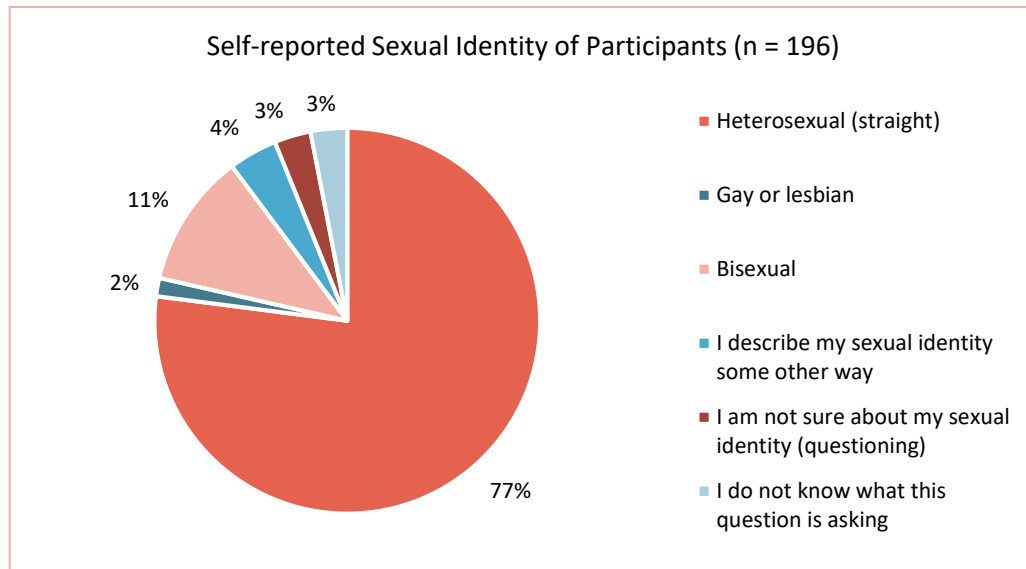


Grade of Participants (n = 194)



Self-reported Race/Ethnicity of Participants (n = 194)



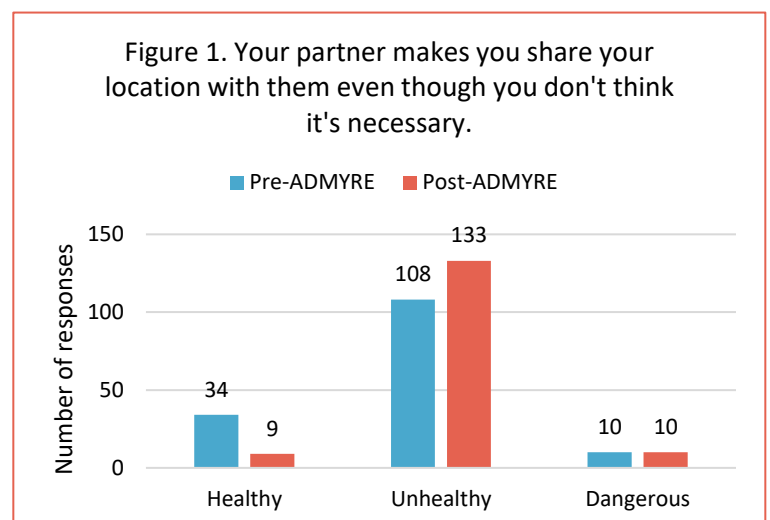


Did participant responses change after experiencing the ADMYRE simulation and activities? If so, how?

Chi-square analyses were conducted to examine differences between the pre-program and post-program for six items that were formatted as a matrix style question. Distributions from pre to post are in the figures below.

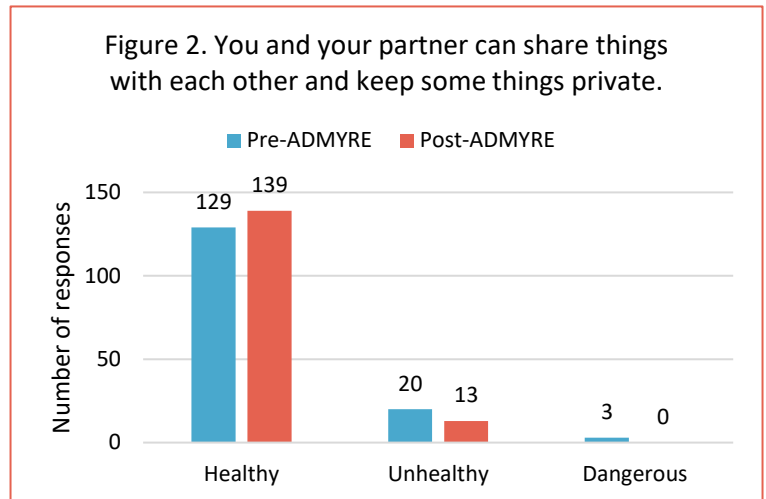
The following question was used to respond to a series of scenarios: “How would you rate this behavior in a **romantic** relationship?”. Participants could identify these scenarios as healthy, unhealthy, or dangerous.

When responding to the scenario (a) “Your partner makes you share your location with them even though you don’t think it’s necessary.”, there was a significant change in responses after participating in the ADMYRE program, $\chi^2(4, 152) = 11.59, p = .021$. The preferred responses for this item were “unhealthy” and “dangerous” and the results from

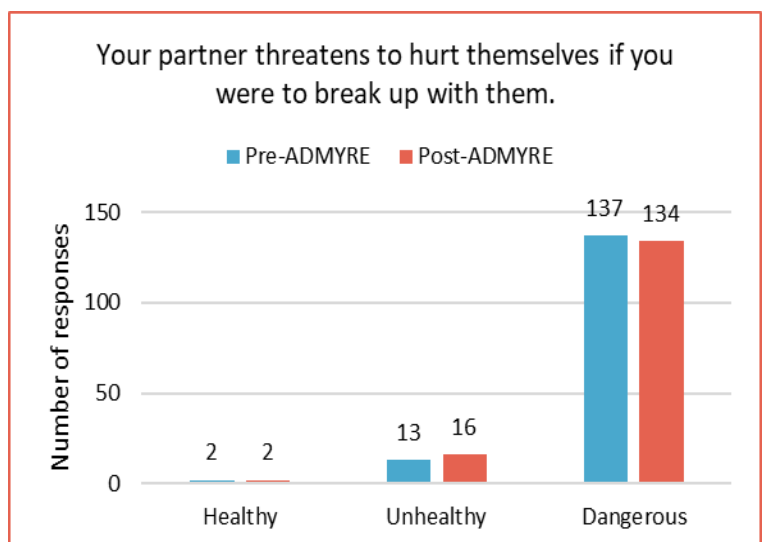


this chi-square analysis imply that a significant number of ADMYRE participants changed their responses after participating in the program. See Figure 1 for the change in responses before and after participation in ADMYRE.

When responding to (b) “You and your partner can share things with each other and keep some things private.”, there was a significant change in responses after participating in the ADMYRE program, $\chi^2(2, 152) = 16.23, p = .000$. The preferred response for this item was “healthy”, and the results from this analysis imply that a significant number of ADMYRE participants changed their responses after participating in the program. See Figure 2 for the change in responses before and after participating in ADMYRE.

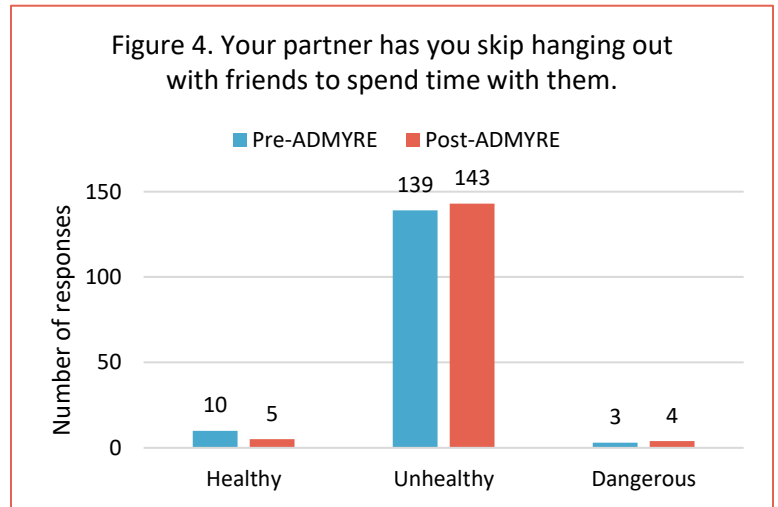


When responding to (c) “Your partner threatens to hurt themselves if you were to break up with them.”, there was a significant change in responses after participating in the ADMYRE program, $\chi^2(4, 152) = 171.06, p = .000$. The preferred responses for this item were “unhealthy” and “dangerous” and the results from this chi-square analysis imply that a significant number of ADMYRE participants changed their responses after participating in the program. However, two participants reported the scenario to be healthy before program. After examining the data further, we determined that the two participants did not change their responses, and still identified the scenario to be healthy after participating in ADMYRE. This means that the significant change is from participants identifying

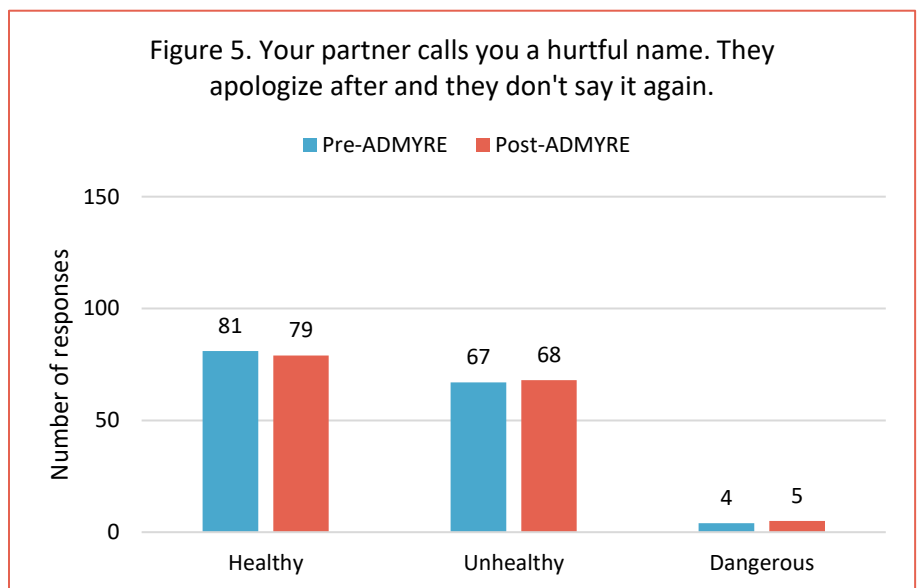


the scenario either as unhealthy before the program and dangerous after, or as dangerous before the program and unhealthy after. See Figure 3 for the change in responses before and after participating in ADMYRE.

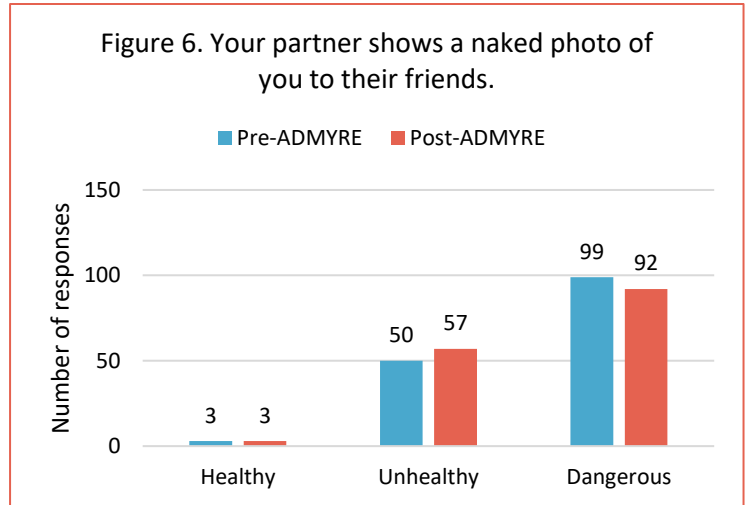
When responding to (d) “Your partner has you skip hanging out with friends to spend time with them.”, there was a significant change in responses after participating in the ADMYRE program, $\chi^2(4, 152) = 9.74$, $p = .045$. The preferred responses for this item were “unhealthy” and “dangerous” and the results from this chi-square analysis imply that a significant number of ADMYRE changed their responses after participating in the program. See Figure 4 for the change in responses before and after participating in ADMYRE.



When responding to (e) “Your partner calls you a hurtful name. They apologize after and they don’t say it again.”, there was a significant change in responses after participating in the ADMYRE program, $\chi^2(4, 152) = 38.13$, $p = .000$. The preferred responses for this item were “healthy” and “unhealthy”, as the first part of the item is unhealthy, but the second part of the item is healthy. The results from this analysis imply that a significant number of ADMYRE participants changed their responses after participating in the program. See Figure 5 for the change in responses before and after participating in ADMYRE.



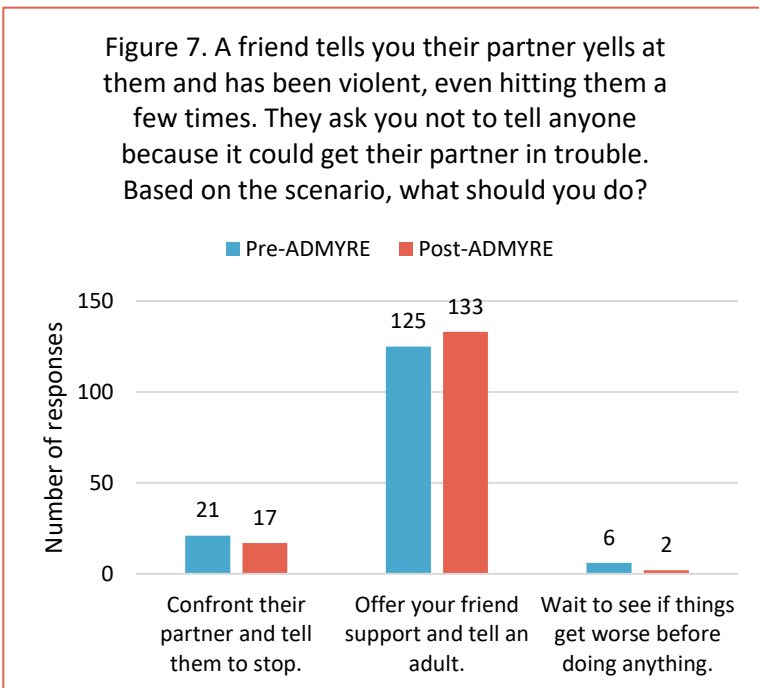
When responding to (f) “Your partner shows a naked photo of you to their friends.”, there was a significant change in responses after participating in the ADMYRE program, $\chi^2(4, 152) = 198.30, p = .000$. The preferred responses for this item were “unhealthy” and “dangerous” and the results from this chi-square analysis imply that a significant number of ADMYRE



changed their responses after participating in the program. See Figure 6 for the change in responses before and after participating in ADMYRE.

Did participant knowledge change after experiencing the ADMYRE simulation and activities? If so, how?

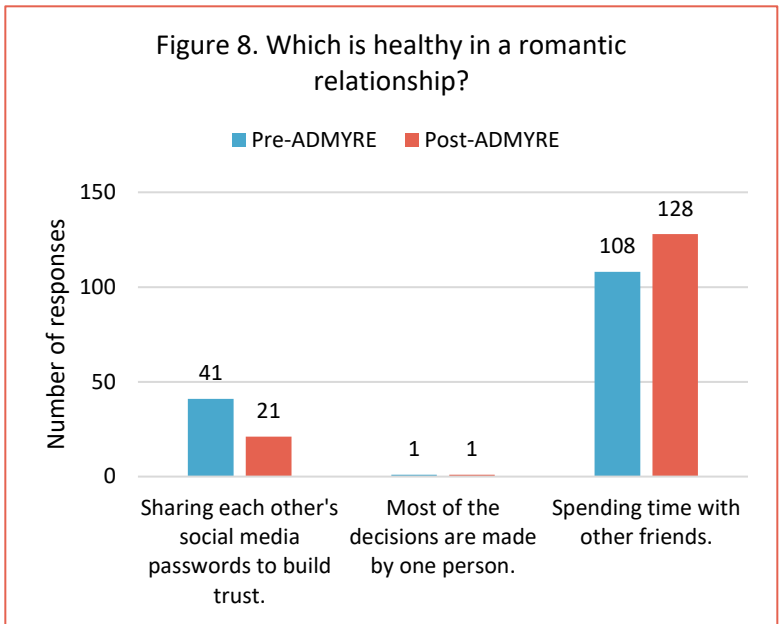
Chi-square analyses were conducted to determine if respondent knowledge changed after participating in the ADMYRE program. The following items had different response options, depending on the item.



For item (a) “A friend tells you their partner yells at them and has been violent, even hitting them a few times. They ask you not to tell anyone because it could get their partner in trouble. Based on the scenario, what should you do?” participants had the option to answer with either “Confront their partner and tell them to stop.”, “Offer your friend support and tell an adult” (correct answer), or “Wait to see if things get worse before doing anything.”. The results for this

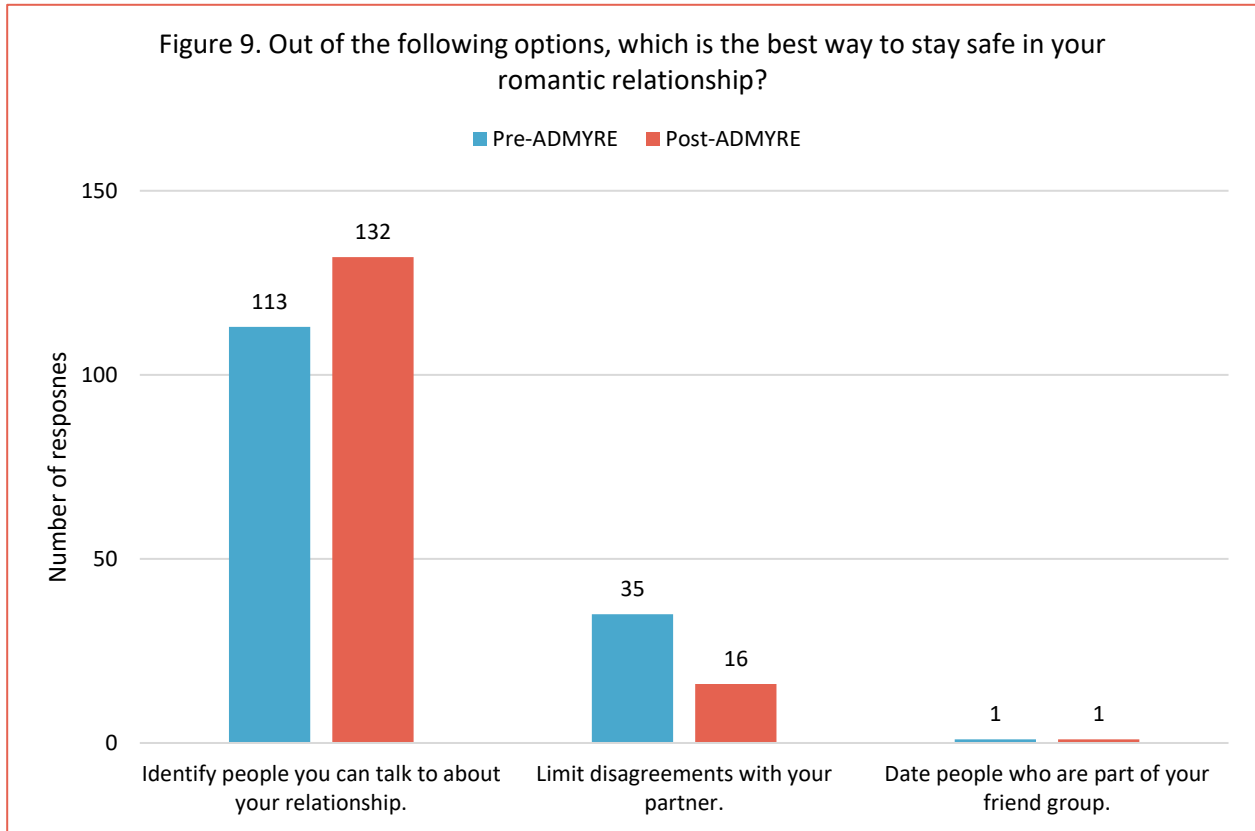
item indicate a significant change in knowledge after participating in the ADMYRE program, $\chi^2(1, 151) = 17.88, p = .000$. This demonstrates that a significant number of students who answered the question incorrectly ended up answering the question correctly after participating in the program. See Figure 7 for the change in responses before and after participating in ADMYRE.

For item (b) “Which is healthy in a romantic relationship?” participants had the option to answer with either “Sharing each other’s social media passwords to build trust.”, “Most of the decisions are made by one person.”, or “Spending time with other friends.” (correct answer). The results for this item indicate a significant change in knowledge after participating in the ADMYRE program, $\chi^2(1, 149) = 50.16, p = .000$. This demonstrates that a significant number of students who answered the question incorrectly ended up answering the question correctly after participating in the program. See Figure 8 for the change in responses before and after participating in ADMYRE.



For item (c) “Out of the following options, which is the best way to stay safe in your romantic relationship?” participants had the option to answer with either “Identify people you can talk to about your relationship.” (correct answer), “Limit disagreements with your partner.”, or “Date people who are part of your friend group.”. The results for this item indicate a significant change in knowledge after participating in the ADMYRE program, $\chi^2(1, 148) = 22.33, p = .000$. This demonstrates that a significant number of students who answered the question incorrectly ended up answering the question correctly

after participating in the program. See Figure 9 for the change in responses before and after participating in ADMYRE.



How much did participants agree with the Likert-scale survey questions and were there gender differences?

Wilcoxon Signed Rank Tests (WSRT) were conducted to examine if the population mean ranks differ before and after the program. WSRTs were the appropriate analysis to conduct, as this is the nonparametric equivalent to paired sample t-tests and because the data were not assumed to come from a normal distribution. Once more data is collected, if the program continues to utilize these items in the surveys, a paired sample t-test may be more appropriate to use if the data can be assumed to meet the requirements of a normal distribution. After conducting WSRTs to determine how participants responded to Likert-scale questions before and after participating in the ADMYRE program, results indicate that four

out of seven Likert-scale items demonstrated significant differences in how participants responded before and after the ADMYRE program. This means that, on average, participants responded significantly differently after participating in the ADMYRE program for the following items: (a) Teen dating violence is a problem at my school ($Z = -3.881, p = .000$; see Figure 10); (b) I feel comfortable talking to a trusted adult if I have concerns about my relationships ($Z = -3.256, p = .001$; see Figure 12); (c) I feel comfortable talking to a trusted adult if I have concerns about someone else's relationship ($Z = -2.997, p = .003$; see Figure 13); and (d) I know what to do if a friend comes to me with concerns about their relationships ($Z = -2.406, p = .016$; see Figure 14).

Figure 10. Teen dating violence is a problem at my school.

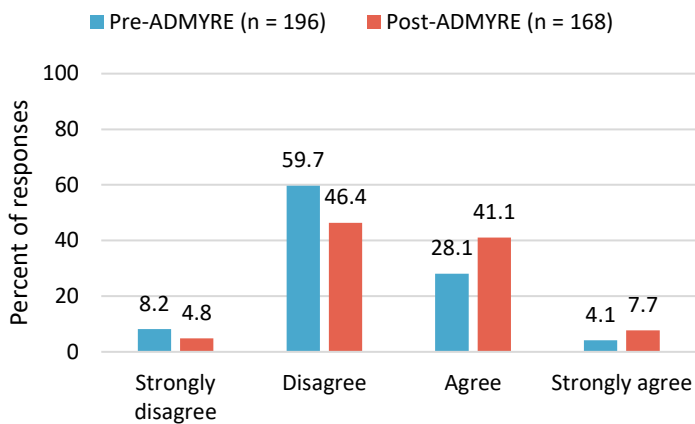


Figure 11. I know a trusted adult I can go to if I need help.

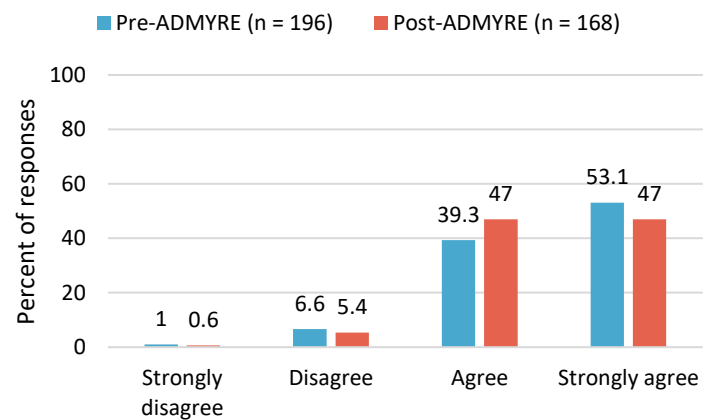


Figure 12. I feel comfortable talking to a trusted adult if I have concerns about my relationships.

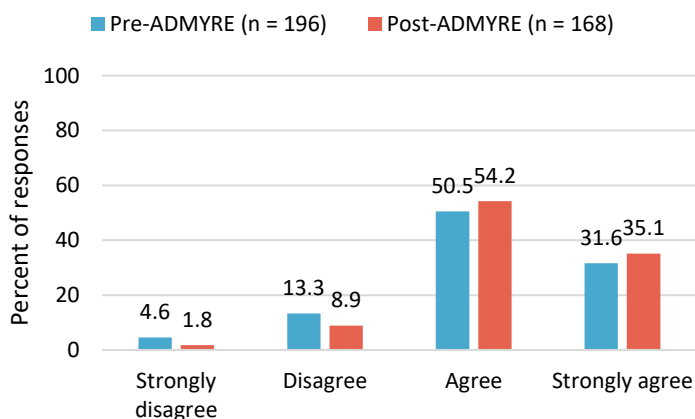


Figure 13. I feel comfortable about talking to a trusted adult if I have concerns about someone else's relationship.

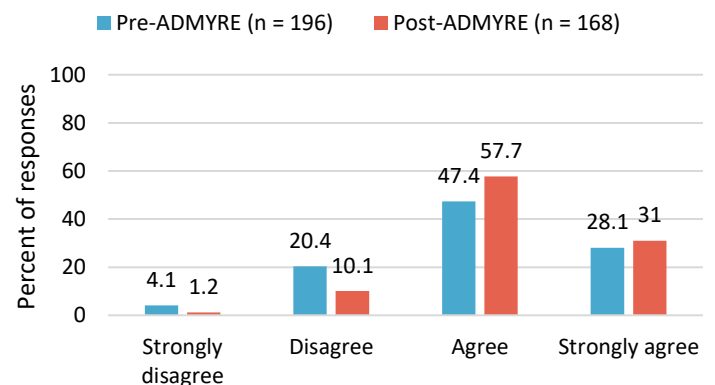


Figure 14. I know what do to if a friend comes to me with concerns about their relationships.

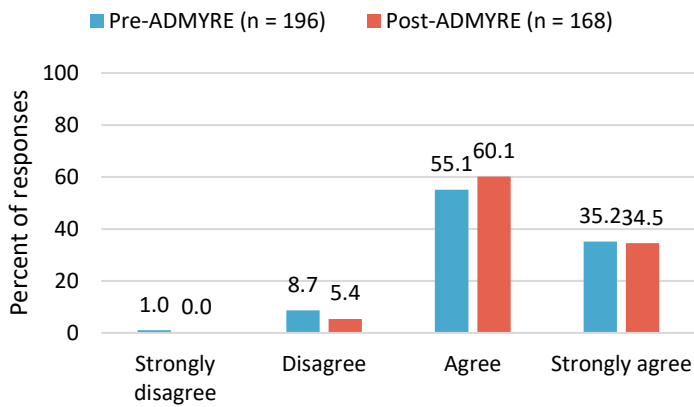


Figure 15. I feel good about my current romantic relationship.

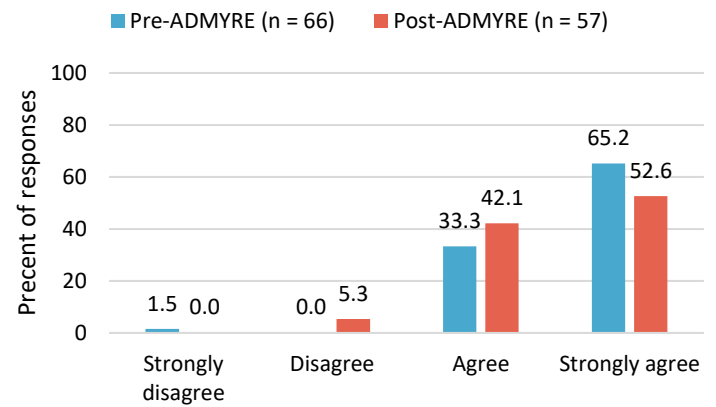
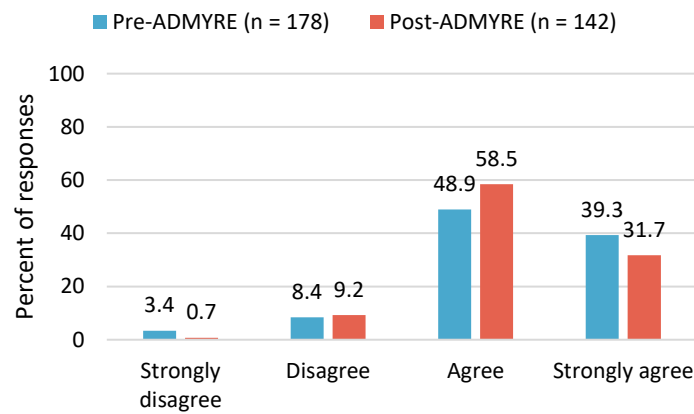


Figure 16. I feel good about my current friend relationships.



For analysis by gender, participants were grouped into respondents who identified as male and who identified as female. Participants could choose from the following responses for these items: (1) strongly disagree, (2) disagree, (3) agree, or (4) strongly agree. The following survey items demonstrated a significant difference in item responses by gender:

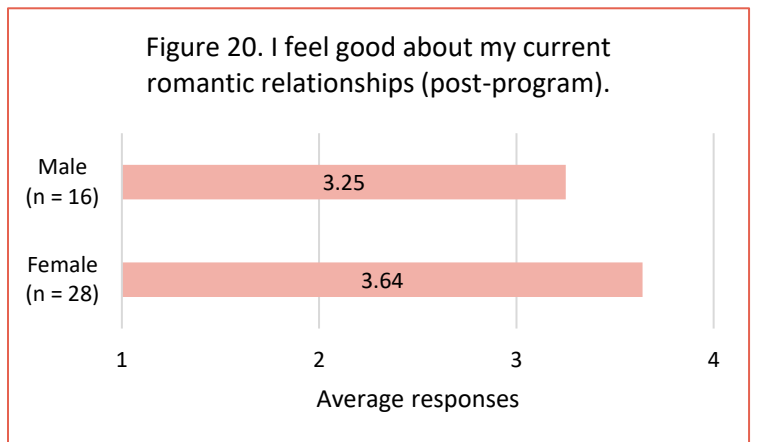
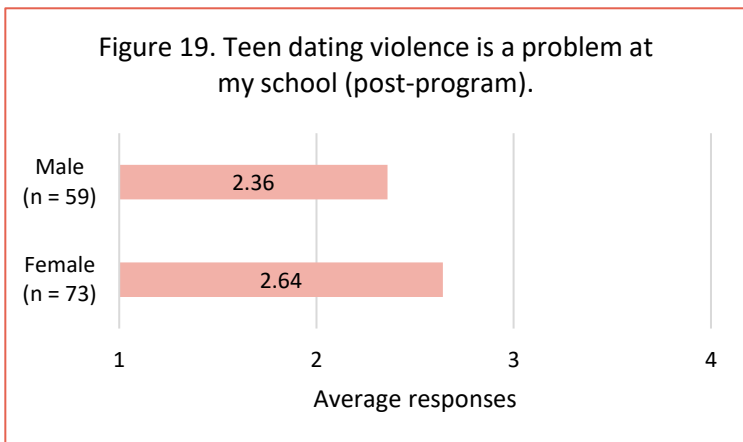
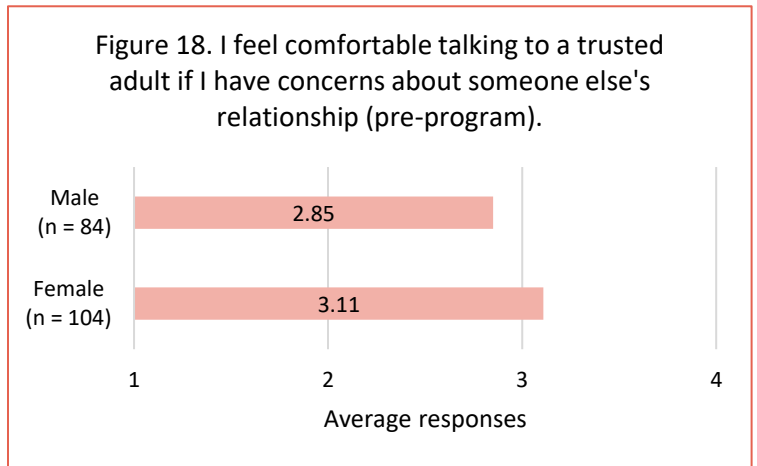
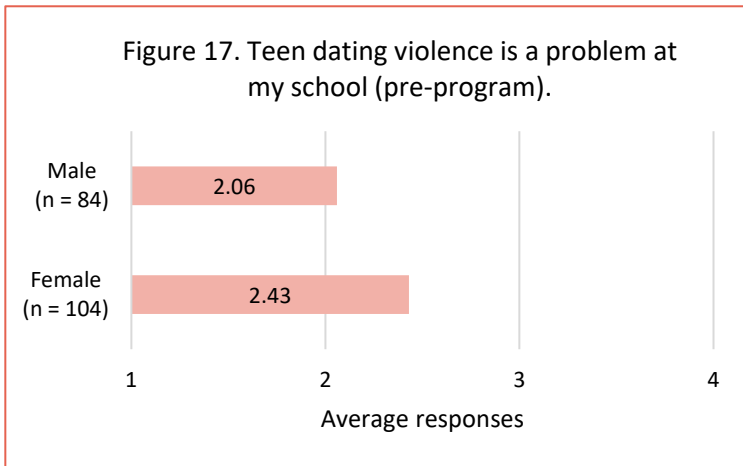
(a) Teen dating violence is a problem at my school (*pre-program survey*; [$t(185.080) = -4.035, p < .001$]; see Figure 17),

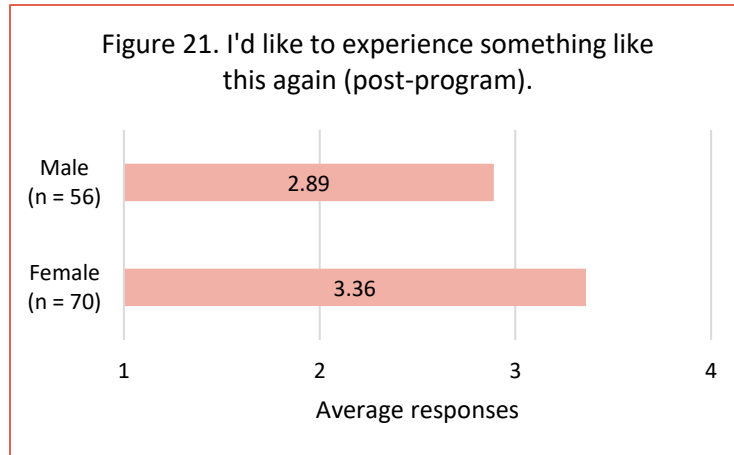
(b) I feel comfortable talking to a trusted adult if I have concerns about someone else's relationship (*pre-program survey*; [$t(186) = -2.204, p < .05$]; see Figure 18),

(c) Teen dating violence is a problem at my school (*post-program survey*; [$t(130) = -2.269, p < .05$]; see Figure 19),

(d) I feel good about my current romantic relationships (*post-program survey*; [$t(42) = -2.217, p < .05$]; see Figure 20), and

(e) I'd like to experience something like this again (*post-program survey*; [$t(124) = -4.102, p < .001$]; see Figure 21). The results indicated there was a significant difference between how male participants and female participants responded to these items, specifically that female participants had a higher rate of agreement to these items than male participants.



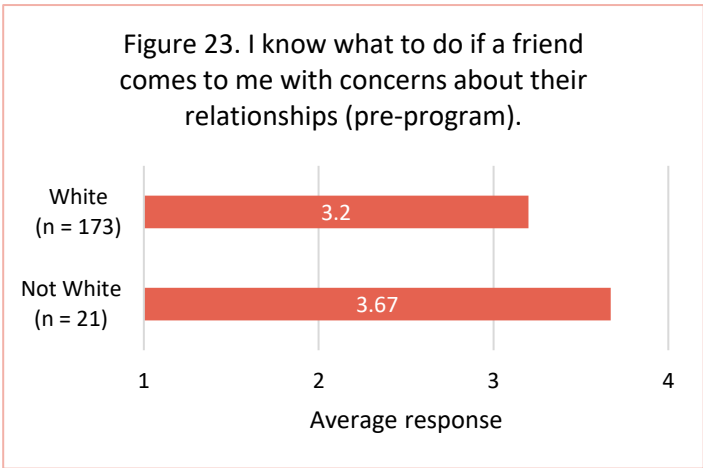
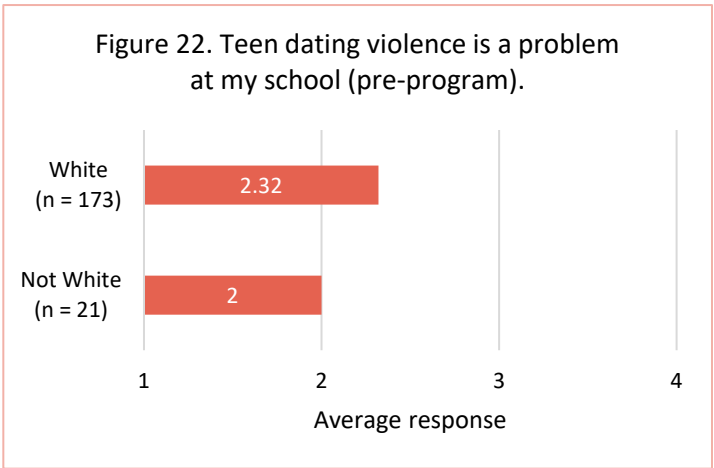


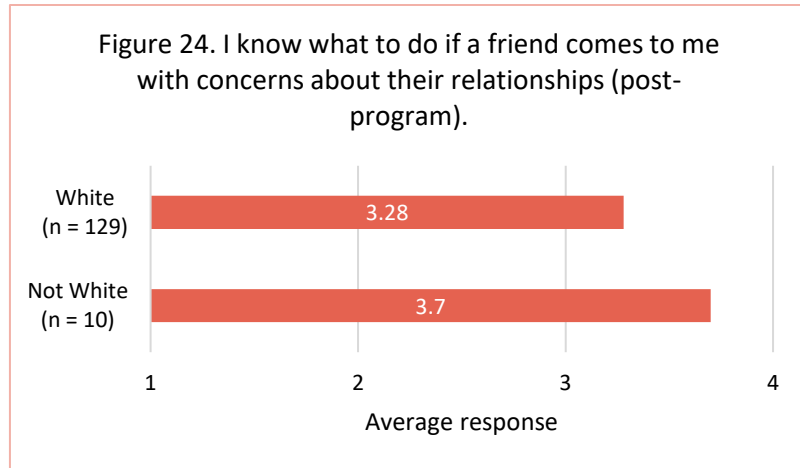
Did demographics influence how participants responded to the program/survey questions?

Three different analyses were conducted to examine associations between participant demographics and their responses to the program and survey items. Correlations were conducted to identify if age or grade relate to how participants responded; two significant correlations from the post-program survey were identified for age, while four significant correlations were identified for grade (one significant correlation in the pre-survey and three in the post-survey). **Age** was significantly correlated with how participants responded to the following items: (a) A friend tells you their partner yells at them and has been violent, even hitting them a few times. They ask you not to tell anyone because it could get their partner in trouble. Based on the scenario, which should you do? [$r(147) = -.191, p < .05$], and (b) Have you been in an unhealthy relationship? [$r(144) = .230, p < .01$]. **Grade** was significantly correlated with the following item in the pre-program survey: (a) Teen dating violence is a problem at my school [$r(195) = .183, p < .05$], (b) Have you been in an unhealthy relationship? [$r(144) = .179, p < .05$], (c) The discussion about technology as a means of constant control was useful [$r(131) = .206, p < .05$], and (d) The healthy/unhealthy spectrum activity was useful [$r(131) = .250, p < .01$]. Although each of these correlations was significant, the results demonstrate that the relationship between the survey items and age, or survey items and grade, was weak. This means there was an association between the items and demographics, but not enough to determine that age or grade predicted responses to these survey items.

For the demographics of race/ethnicity (Hispanic, Latino, or Spanish origin; and gender), independent sample t-tests were conducted to identify associations between participants demographics and their responses.

For race/ethnicity, participants were grouped into those who identified as White, and those who did not, although the sizes of each group were not equivalent, as 173 participants identified as White, and 21 participants did not. However, the following survey items demonstrated a significant difference in item responses, dependent on race/ethnicity: (a) Teen dating violence is a problem at my school (*pre-program survey*, [$t(192) = -2.086, p < .05$]; see Figure 22) and (b) I know what to do if a friend comes to me with concerns about their relationships (*pre-program survey* [$t(192) = 3.234, p < .01$], see Figure 23 and *post-program survey* [$t(137) = 2.372, p < .05$], see Figure 24). The responses that participants could have chosen for these items were “strongly disagree” (1), “disagree” (2), “agree” (3), or “strongly agree” (4). The results suggest that there was a difference between how White participants and non-White participants responded to these items.





Regarding Hispanic or Latino origin, participants were grouped into those who identified as being of Hispanic or Latino origin and those who did not. Akin to the race/ethnicity demographic, the sizes of each group were not equivalent, with 6 participants identifying as being of Hispanic or Latino origin and 188 reporting to not be of Hispanic or Latino origin. The following survey items demonstrated a significant difference in item responses, dependent on Hispanic or Latino origin:

(a) I know a trusted adult I can go to for help (pre-program survey, [$t(187) = -11.875, p < .001$]; see Figure 25),

(b) Teen dating violence is a problem at my school (post-program survey, [$t(137) = -2.051, p < .05$]; see Figure 26),

(c) I feel good about my friend relationships (post-program survey, [$t(118) = -14.077, p < .001$]; see Figure 27),

(d) Today's ADMYRE teen dating violence simulation was useful (post-program survey, [$t(128) = -10.855, p < .001$]; see Figure 28),

(e) The discussion after reading the ADMYRE stories was useful (post-program survey, [$t(128) = -10.855, p < .001$]; see Figure 29),

(f) The discussion about technology as a means of constant control was useful (post-program survey, $[t(128) = -11.603, p < .001]$; see Figure 30),

(g) The healthy/unhealthy spectrum activity was useful (post-program survey, $[t(128) = -12.468, p < .001]$; see Figure 31),

(h) The safety plan activity was useful (post-program survey, $[t(128) = -11.395, p < .001]$; see Figure 32), and

(i) The closing activity was useful (post-program survey, $[t(128) = -13.017, p < .001]$; see Figure 33).

Participants could choose to respond with “strongly disagree” (1), “disagree” (2), “agree” (3), or “strongly agree” (4). The results indicate that there was a difference between how participants of Hispanic or Latino origin and participants who are not of Hispanic or Latino origin responded to these items. These items demonstrate that participants of Hispanic or Latino origin were more likely to score higher, in other words were more likely to have a higher rate of agreement, with the items than participants who were not of Hispanic or Latino origin. That said, participants who were not of Hispanic or Latino origin did not necessarily disagree with the items, but instead had a lower rate of agreement.

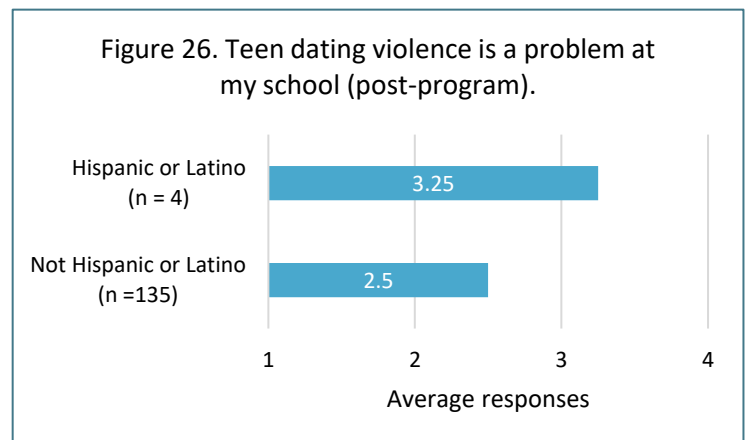
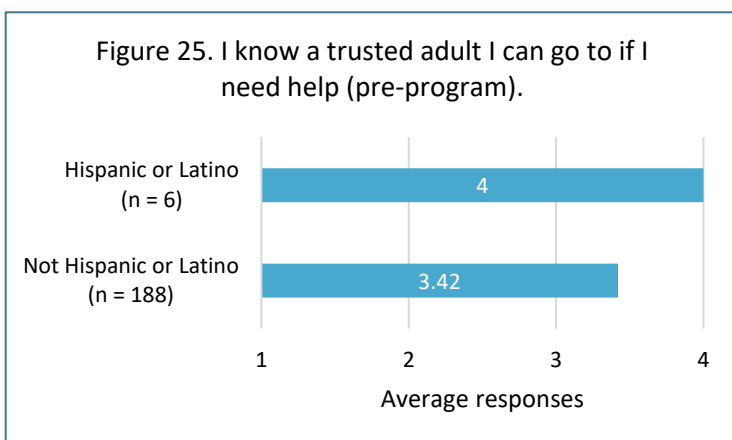


Figure 27. I feel good about my friend relationships (post-program).

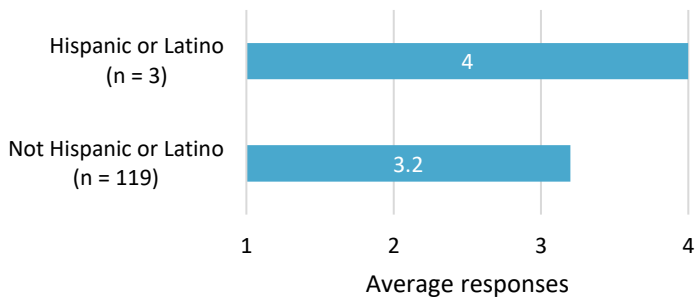


Figure 28. Today's ADMYRE teen dating violence simulation was useful (post-program).

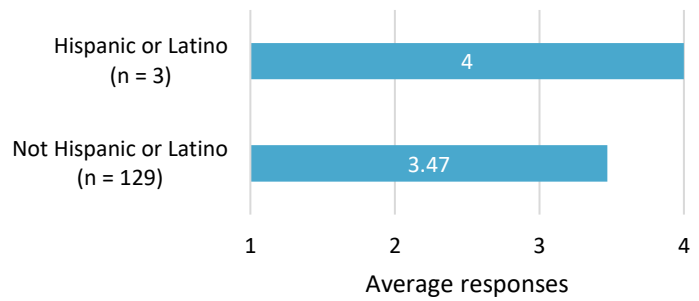


Figure 29. The discussion after reading the ADMYRE stories was useful (post-program).

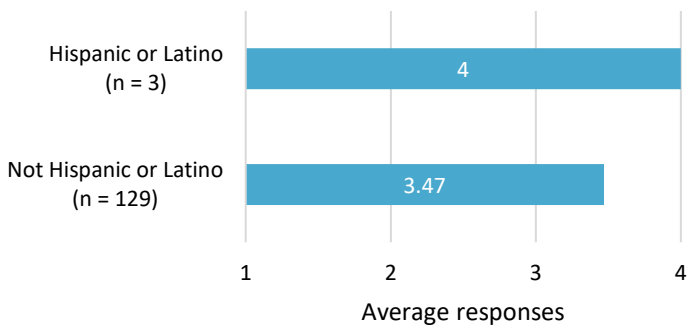


Figure 30. The discussion about technology as a means of control was useful (post-program).

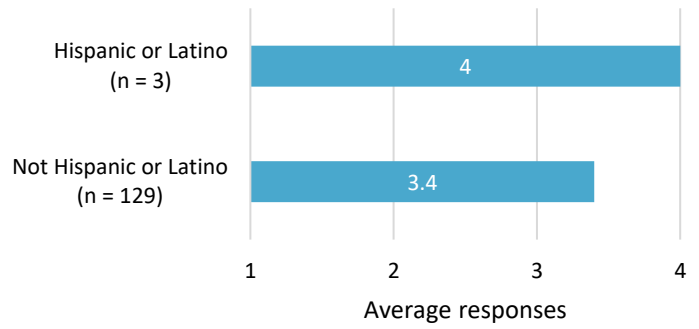


Figure 31. The healthy/unhealthy spectrum activity was useful (post-program).

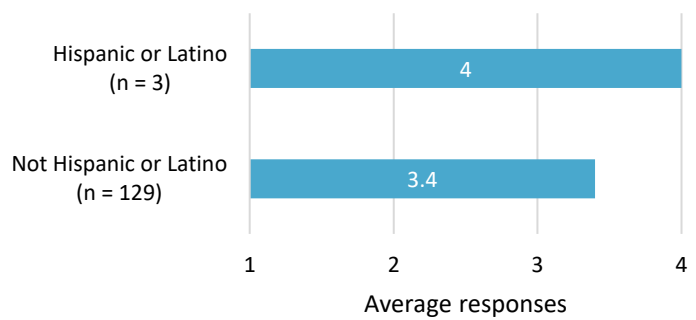
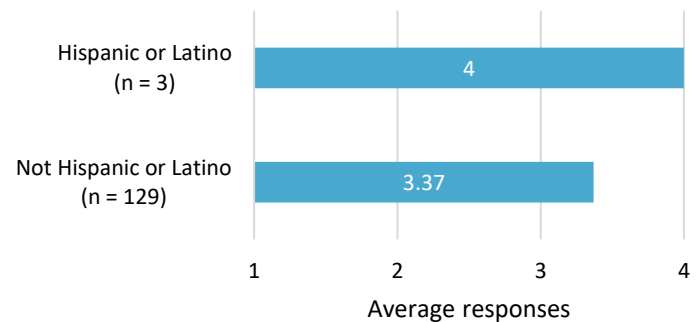
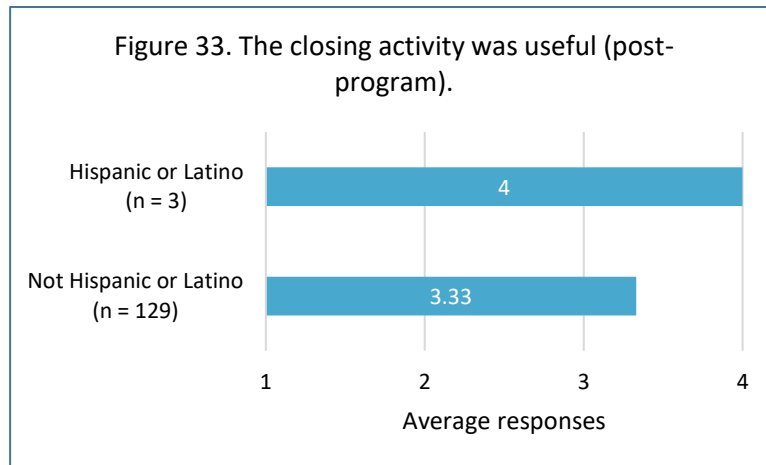
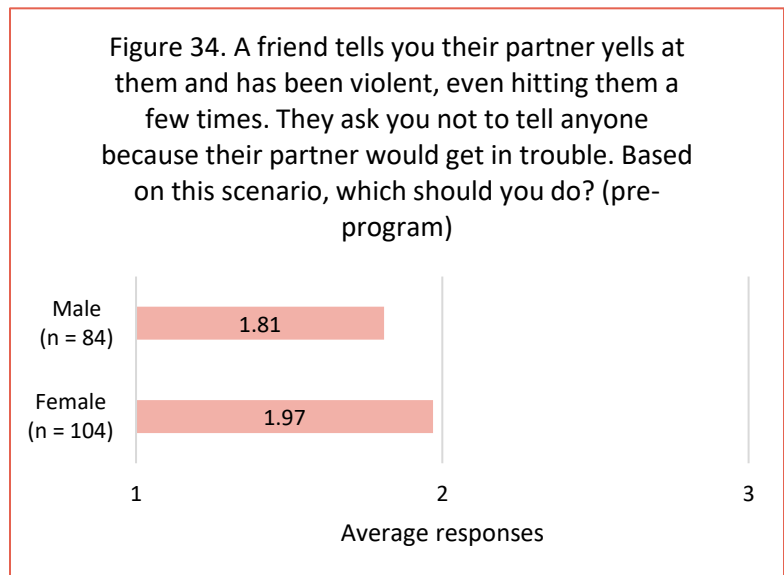


Figure 32. The safety plan activity was useful (post-program).



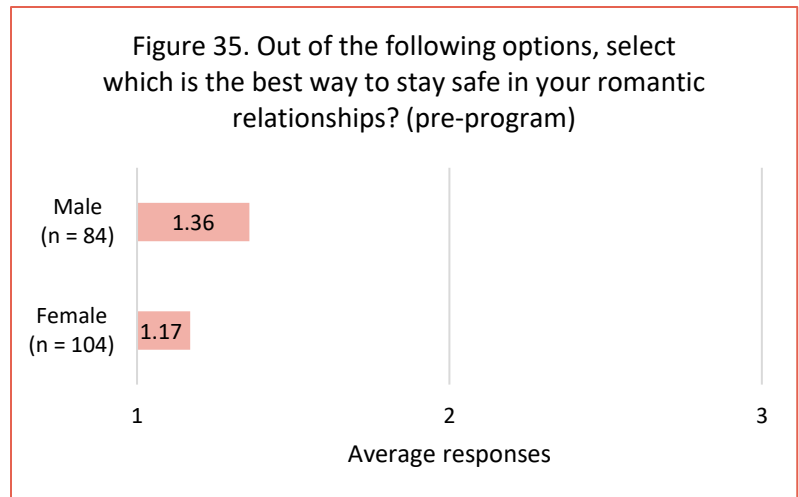


Regarding gender, participants were grouped into respondents who identified as male and who identified as female. The following survey items demonstrated a significant difference in item responses, dependent on self-reported gender: (a) A friend tells you their partner yells at them and has been violent, even hitting them a few times. They ask you not to tell anyone because their partner would get in trouble. Based on this scenario, which should you do? Responses included either (1) “confront their partner and tell them to stop”, (2) “offer support to your friend and tell an adult”, or (3) “wait to see if things get worse before doing anything”, (pre-program survey, [$t(110.831) = -2.868, p < .01$]). See Figure 34 for the average difference in responses between male and female participants.



There was also a significant difference in item responses for (b) Out of the following options, select which is the best way to stay safe in your romantic relationships. Responses included either (1) “identify specific people you can talk to about your relationship”, (2) “limit disagreements with your partner”, or (3) “date

people who are part of your friend group”, (pre-program survey, [$t(146.057) = 2.677, p < .01$]). The results indicated there was a difference between how male participants and female participants responded to these items. See Figure 35 for the average difference in responses between male and female participants.



For question (a) in this analysis, the correct answer was (2) “offer support to your friend and tell an adult”; on average, female participants had significantly higher scores on this item than male participants, suggesting that female participants had a better understanding of what to do in this scenario prior to the ADMYRE program than male participants. For question (b) in this analysis, the correct answer was (1) “identify specific people you can talk to about your relationship”; on average, female participants had significantly lower scores on this item than male participants. This suggests that female participants had a better understanding of the best way to stay safe in a romantic relationship prior to the ADMYRE program than male participants.

For sexual identity, there were six items that demonstrated a difference in average responses dependent upon the respondents’ self-reported sexual identity. There was a significant difference of responses between groups when asked:

(a) “How would you rate this behavior in a romantic relationship? – Your partner threatens to hurt themselves if you were to break up with them.” *before* participating in the ADMYRE program ($F(5, 190) = 3.111, p = .010$);

(b) “Which is healthy in a romantic relationship?” *before* participating in the ADMYRE program ($F(5, 190) = 2.345, p = .043$);

(c) “Teen dating violence is a problem at my school.” *before* participating in the ADMYRE program ($F(5, 190) = 4.378, p = .001$);

(d) “How would you rate this behavior in a romantic relationship? – Your partner threatens to hurt themselves if you were to break up with them.” *after* participating in the ADMYRE program ($F(5, 142) = 9.859, p = .000$);

(e) “How would you rate this behavior in a romantic relationship? – Your partner has you skip hanging out with friends to spend time with them.” *after* participating in the ADMYRE program ($F(5, 142) = 3.328, p = .007$);

and (f) “Have you been in an unhealthy relationship?” *after* participating in the ADMYRE program ($F(5, 139) = 3.769, p = .003$).

After conducting Bonferroni post-hoc analyses, however, the results indicate that there is evidence in the data to suggest that there is a statistically significant difference in how self-identified heterosexual participants and self-identified bisexual participants responded to “Teen dating violence is a problem at my school.” *before* participating in the ADMYRE program ($MD = -.617, p = .001, 95\% CI = [-1.05, -.18]$). This means that, on average, participants who identified as bisexual had a higher rate of agreement to this item than self-identified heterosexual participants. Additionally, these results suggest that there are not significant differences between other groups and their average responses.

Additionally, when responding to “How would you rate this behavior in a romantic relationship? – Your partner threatens to hurt themselves if you were to break up with them.” *after* participating in the ADMYRE program, there was evidence in the data to suggest a variety of statistically significant differences

between groups. There were significant differences between the participants who did not know what the demographic question was asking (response option phrased as “I do not know what this question is asking”) and the following groups: participants who were questioning ($MD = -.667, p = .037, 95\% CI = [-1.31, -.02]$), students who describe their sexual identity some other way ($MD = -1.000, p = .000, 95\% CI = [-1.67, -.33]$), students who identified as bisexual ($MD = -1.000, p = .000, 95\% CI = [-1.55, -.45]$), and students who identified as heterosexual ($MD = -.895, p = .000, 95\% CI = [-1.40, -.39]$). There were also significant differences between the students who identified as gay or lesbian and the following groups: students who describe their sexual identity some other way ($MD = -1.000, p = .007, 95\% CI = [-1.84, .16]$), students who identified as bisexual ($MD = -1.000, p = .002, 95\% CI = [-1.75, -.25]$), and students who identified as heterosexual ($MD = -.895, p = .004, 95\% CI = [-1.61, -.18]$).

For the item, “How would you rate this behavior in a romantic relationship? – Your partner has you skip hanging out with friends to spend time with them.” *after* participating in the ADMYRE program, there were significant differences with how participants who describe their sexual identity some other way and how self-reported gay or lesbian participants responded ($MD = .700, p = .009, 95\% CI = [.11, 1.29]$). This means that, on average, the five participants who describe their sexuality some other way had a higher rate of agreement to this item than the two self-identified gay or lesbian participants who responded to this item. Additionally, these results suggest that there are not significant differences between other groups and their average responses.

Did the simulation character that students followed influence how participants responded to survey questions?

There were eight items that demonstrated a difference in participant responses, depending on which one of the eight simulation characters they made choices for (see Appendix E for information about all eight characters). Although there were eight scenarios and characters that participants could make decisions

for, only six were used for this first round of the ADMYRE program. Additionally, there are two characters in each scenario, but participants are only making decisions for the main character. ANOVAs were conducted to determine which items demonstrated these differences. There was a significant difference between groups when asked the following items after participating in the ADMYRE program: (a) Which is healthy in a romantic relationship? ($F(5, 146) = 2.628, p = .026$); (b) To what extent do you agree or disagree with the following statement? - I know a trusted adult I can go to if I need help. ($F(5, 146) = 2.620, p = .027$); (c) To what extent do you agree or disagree with the following statement? - I know what to do if a friend comes to me with concerns about their relationships. ($F(5, 146) = 2.535, p = .031$); (d) To what extent do you agree or disagree with the following statement? - The discussion after reading the ADMYRE stories was useful. ($F(5, 146) = 3.714, p = .003$); (e) To what extent do you agree or disagree with the following statement? - The healthy/unhealthy spectrum activity was useful. ($F(5, 146) = 3.316, p = .007$); (f) To what extent do you agree or disagree with the following statement? - The safety plan activity was useful. ($F(5, 146) = 2.781, p = .020$); (g) To what extent do you agree or disagree with the following statement? - The closing activity was useful. ($F(5, 146) = 2.328, p = .046$); and (h) To what extent do you agree or disagree with the following statement? - I'd like to experience something like this again. ($F(5, 146) = 2.346, p = .044$).

After conducting Bonferroni post-hoc analyses, however, the results indicate that there is evidence in the data to suggest that there is a statistically significant difference in how students responded to "Which is healthy in a romantic relationship?". Students who followed the Sasha and Kelly characters in both scenarios demonstrated a significant difference in how they responded to this item ($MD = .552, p = .045, 95\% CI = [.01, 1.10]$). Both characters were in heterosexual relationships, but their relationships differed. Sasha's partner, Henry, used technology to monitor, control, and inflict emotional pain, while Kelly's partner, Mark pressured her into having sex when she wasn't ready, isolated her from friends, and used intimidation as a means of control.

Additionally, when responding to “To what extent do you agree or disagree with the following statement? – The discussion after reading the ADMYRE stories was useful.”, students who followed the Kiyana and Sasha characters demonstrated a significant difference in how they responded to this item ($MD = .604, p = .001, 95\% CI = [.17, 1.03]$). The students who followed the Kiyana and Sasha characters also demonstrated a significant difference in how they responded to the item “To what extent do you agree or disagree with this statement? – The discussion about technology as a means of constant control was useful.” ($MD = .452, p = .050, 95\% CI = [.00, .90]$).

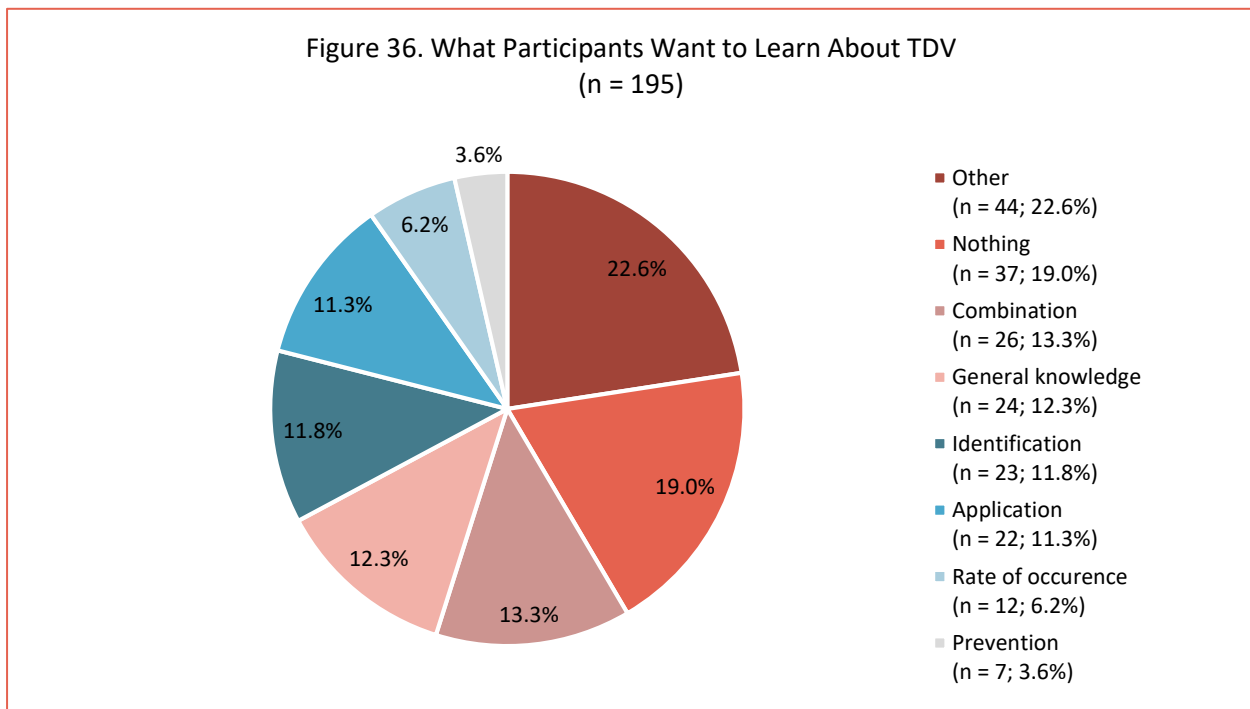
When responding to “To what extent do you agree or disagree with the following statement? – The healthy/unhealthy spectrum activity was useful.”, there were a few significant differences between groups. Students who followed the Kiyana and Rosa characters demonstrated a significant difference in how they responded to the item ($MD = .476, p = .037, 95\% CI = [.01, .94]$). Similarly, students who followed the Kiyana and Sasha characters demonstrated a significant difference in how they responded to this item ($MD = .436, p = .047, 95\% CI = [.00, .87]$).

Lastly, when responding to “To what extent do you agree or disagree with the following statement? – The safety plan activity was useful.”, students who followed the Kiyana and Sasha characters demonstrated a significant difference in how they responded to this item ($MD = .537, p = .018, 95\% CI = [.05, 1.02]$). The results indicated there was a significant difference between how participants who followed Kiyana and participants who followed Sasha responded to these items, specifically that participants who followed Kiyana had a higher rate of agreement to this item than participants who followed Sasha.

What did students want to learn prior to engaging in the program?

Before engaging in the ADMYRE program and during the pre-program survey, participants responded to the following open-ended question: What do you want to learn about teen dating violence? Although 206 participants completed the survey, only 195 participants responded to this survey item. Responses to this

item were categorized into eight themes including, but not limited to, rate of occurrence, prevention, identification, and general knowledge of teen dating violence. Based on the content-related responses, the coders came to a substantial agreement for this item based on Cohen’s kappa standards, with an inter-rater reliability (IRR), where $k = .677$, $p < .001$. 100% of responses were coded by both coders. Any coding discrepancies were resolved during a discussion between both coders, who rationalized their respective coding processes and came to an agreement to comprehensively understand and analyze the data. However, the IRR for this item was based on the first round of coding, so that discrepancies did not need to be addressed. See Figure 36 for the distribution of emergent themes, and Table 4 in Appendix F for a description of the themes.



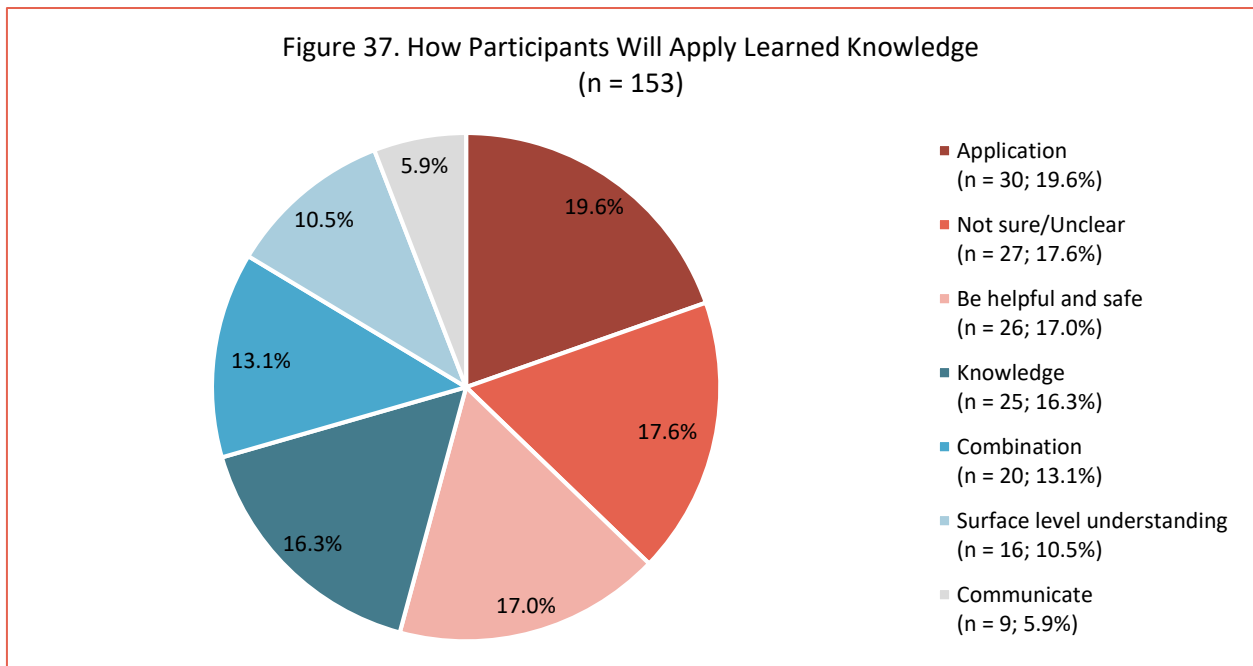
Themes	Examples
Other	<ul style="list-style-type: none"> • “I don’t know” • “I hope to learn more about places for help if you are scared of leaving the relationship.” • “What the disadvantages are.”
Nothing	<ul style="list-style-type: none"> • “nothing”

	<ul style="list-style-type: none"> • “I don’t have anything specific in mind” • “Not really anything.”
Combination	<ul style="list-style-type: none"> • “How to approach the situation if it does happen/how to spot it” • “I want to be able to tell the differences between a healthy and unhealthy relationship more deeply. And to be able to apply it to my own relationship.” • “I want to know how it can start becoming a toxic relationship and how to overcome that.”
General knowledge	<ul style="list-style-type: none"> • “How [it’s] hard for them to walk out of the [relationship]?” • “Why do people feel that it is ok to hurt their partner?” • “The background of it.”
Identification	<ul style="list-style-type: none"> • “I want to learn about what classifies dating violence.” • “More definition to the line between unhealthy and dangerous” • “how to see the red flags before”
Application	<ul style="list-style-type: none"> • “How to help friends get out of toxic relationships without them hating you.” • “What are some ways that teens can protect themselves if they don’t have any trusted ones?” • “I want to learn more about how to get along when faced with disagreements.”
Rate of occurrence	<ul style="list-style-type: none"> • “I want to learn how many people are experiencing teen dating violence and how common it is.” • “How often does violence in teen dating happen compared to adults?” • “how many people get abused every year”
Prevention	<ul style="list-style-type: none"> • “How to prevent it from happening.” • “How to stop it.” • “How to avoid it”

How do participants plan to apply what they had learned from the simulation and experience to their lives?

On the post-program survey completed after engaging in the ADMYRE program, participants responded to the following open-ended question: How will you apply what you’ve learned today to your life? Although 186 participants completed the survey, only 153 participants responded to this survey item. Responses to this item were categorized into six themes including, but not limited to: knowledge, be

helpful and safe, communicate, and application. Based on the content-related responses, the coders came to a moderate agreement for this item based on Cohen’s kappa standards, with an inter-rater reliability (IRR), where $k = .480$, $p < .001$. 100% of responses were coded by both coders. Any coding discrepancies were resolved during a discussion between both coders, who rationalized their respective coding processes and came to an agreement to comprehensively understand and analyze the data. See Figure 37 for the distribution of emergent themes, and Table 5 in Appendix G for a description of the themes.



Themes	Examples
Application	<ul style="list-style-type: none"> • “I’ll be able to look for signs in toxic relationships better than I could’ve before I showed up this morning.” • “I will be more aware of how I cut off unhealthy relationships for my own safety.” • “Use what I’ve learned when trying to figure out if my relationship is unhealthy.”
Not sure/Unclear	<ul style="list-style-type: none"> • “[I] don’t know” • “Choosing your circle” • “Resources” • “I already knew this stuff”
Be helpful and safe	<ul style="list-style-type: none"> • “Get help when I need it”

	<ul style="list-style-type: none"> • “I can help my friends who come to me with relationship concerns.” • “I will know how to be safe in relationships.”
Knowledge	<ul style="list-style-type: none"> • “I now know what is healthy and unhealthy so that if there’s a red flag I know what to do.” • “I will make sure I always know what my partner deserves and what I deserve.” • “Knowing how to be in a healthy relationship.”
Combination	<ul style="list-style-type: none"> • “I will be able to use more of these characteristics to define what type of relationships I am in, or my friends are in and how to stop them from escalating.” • “By taking extra precautions and noticing red flags early on.” • “Make sure I am being safe and taking the proper procedures to deal with the problems.”
Surface level understanding	<ul style="list-style-type: none"> • “I won’t do the things we learned about” • “Not judge anyone for the situation they are in” • “The code word for trusted adults”
Communicate	<ul style="list-style-type: none"> • “If you need help, say something and don’t be scared of what might happen.” • “[Have] more open communication with the adults around me.” • “Talk to someone if I or a friend are in an unhealthy relationship.”

How useful did participants report the simulation and activities to be?

After participating in the ADMYRE program, participants were asked to respond to six questions that referred to the usefulness of the program and activities. Each item had an average response rate that ranged from 3.12 to 3.48 on a Likert scale from 1 (strongly disagree) to 4 (strongly agree), meaning that participants found these items to be agreeable (see Figure 38). Additionally, on average, participants responded that they would like to experience something like the ADMYRE program again ($M = 3.12$, $SD = .712$; see Figure 39).

Figure 38. To what extent do you agree or disagree that the following activities were useful? (n = 156)

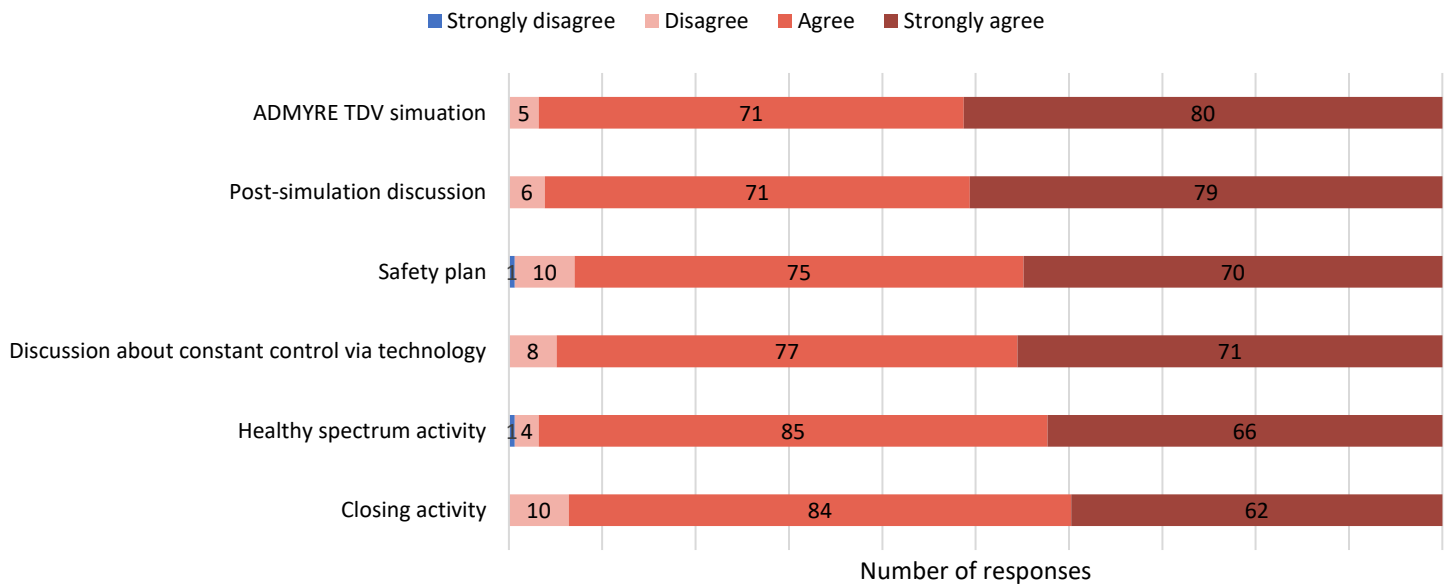
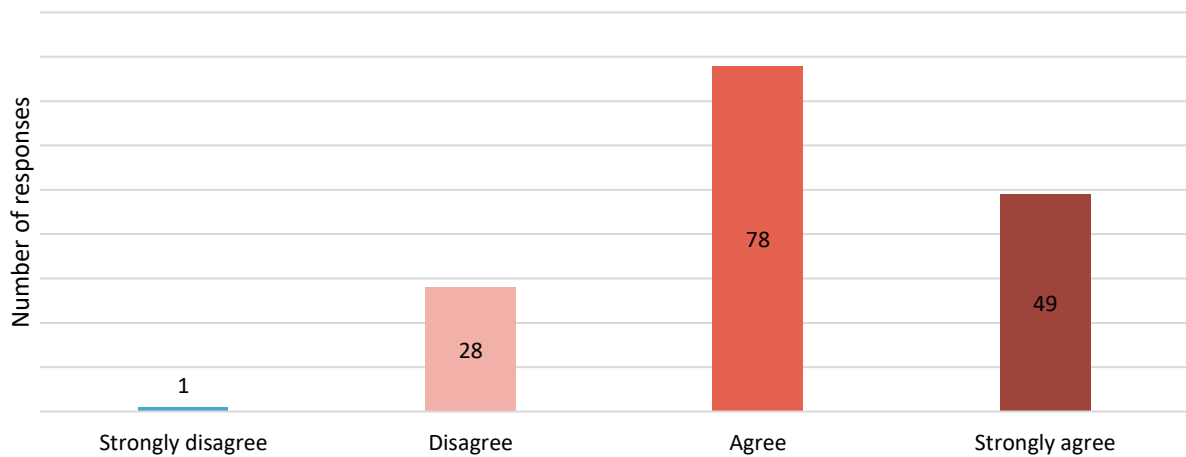


Figure 39. To what extent do you agree or disagree with the following statement?
I'd like to experience something like this again.
(n = 156)



Key Take-aways

Regarding the second main question in this report (Did participant responses change after experiencing the ADMYRE simulation and debrief activities? If so, how?), we have determined that participation in the ADMYRE program did result in response changes for all of the subjective questions. These changes demonstrate a change in participant understanding of how healthy, unhealthy, or dangerous certain scenarios can be in a romantic relationship after participating in the ADMYRE program. Although most participants were able to identify relationship characteristics well before completing the ADMYRE program, and the responses to these items are more subjective, the nature of the change suggests that the ADMYRE program may influence how participants view healthy, unhealthy, and dangerous relationships characteristics.

The results from the third main question (Did participant knowledge change after experiencing the ADMYRE simulation and activities? If so, how?) determine that participant knowledge did change after participating in the ADMYRE program. Although a high number of respondents answered each objective question correctly in the pre-program survey, there was still a significant change in knowledge. This implies that a significant number of ADMYRE program participants were able to correctly answer questions about how to support a friend in a violent relationship, how to identify healthy characteristics in romantic relationships, and the best way to stay safe in their own romantic relationships after answering those questions incorrectly before participating in the program.

For the fourth main question (How much did participants agree with the Likert-scale survey questions and were there gender differences?), the results indicate that there were four items that participants responded differently to before and after participating in the ADMYRE program. This implies that participants demonstrated some change in understanding about teen dating violence as a problem at their school, some change in confidence in terms of talking to a trusted adult about their relationship or others' relationships, and some change in knowing what to do if a friend has concerns about their relationships. Regarding teen dating violence as a problem at their school, participants had a lower rate

of disagreement and a higher rate of agreement after participating in ADMYRE. Regarding confidence in talking to a trusted adult, participants reported a higher rate of agreement and strong agreement after participating in ADMYRE. Regarding knowledge about what to do if a friend has concerns about their relationships, participants demonstrated a lower rate of disagreement and a higher rate of agreement after participating in ADMYRE.

Additionally, there were some gender differences for pre-program and post-program survey items. However, each gender difference demonstrated that female participants, on average, scored higher than male participants. For those items, higher scores demonstrated a higher likelihood of agreement, as responses included “strongly disagree” (1), “disagree” (2), “agree” (3), and “strongly agree” (4).

The fifth main question in this report examined if, and subsequently how, demographics influenced participant responses to the program and survey questions. Although there were a few items that demonstrated a significant difference in responses dependent upon demographics, it is imperative to keep in mind that the sample has a variety of skewed demographics, including age/grade, self-reported ethnicity, and self-reported sexuality. This means that the implications of the significant results should be considered in terms of inequivalent groups for these demographics. The sample was overwhelmingly White, non-Hispanic/Latino ninth graders, with the majority identifying as heterosexual.

For main question six (Did the simulation character that students followed influence how participants responded to survey questions?), two characters consistently demonstrated significant differences and influenced how participants responded to survey items. The characters of Kiyana and Sasha seemed to be the most influential in how participants responded. This could be explained by the characteristics of these characters’ relationships, which include physical abuse, coercion, blaming, and denying, as well as using technology to monitor, control, and inflict emotional pain, respectively (see Table 3 in Appendix D).

Although it is unclear why these characters were so influential for participants, it may be beneficial in the future to ask if participants felt the characters were relatable.

The results from main question seven (What did students want to learn prior to engaging in the program?), 55.4% of all responses were labeled as “other,” “nothing,” or “combination” themes. Responses identified as “other” imply that participants were either unsure of what they wanted to learn or identified something they wanted to learn that was unique. Responses that were identified as “nothing” directly imply that participants were not interested in learning anything. Responses that were identified as “combination” demonstrated and implied that participants were interested in learning multiple concepts. The high rate of “other” and “nothing” responses could indicate that many participants were not aware of what teen dating violence might entail or they were simply uninterested in learning about teen dating violence. However, without an additional request to explain the rationalization behind their response, it cannot be assumed that participants did not have prior knowledge about teen dating violence or a lack of interest in learning.

The results from main question eight (How do participants plan to apply what they had learned from the simulation and experience to their lives?), 64.7% of all responses were labeled as “unclear/other,” “application,” or “be helpful and safe” themes. Responses that were identified as “unclear/other” imply that participants were not sure how to apply the information they learned, did not write a comprehensive response, or reported an uncommon response that was not relatable to other responses. Responses that were identified as “application” imply that participants would utilize the information they learned from the program, either for their own or others’ benefit at some point. Responses identified as “be helpful and safe” suggest that participants would act upon the information they learned whether that’s through developing a safety plan for themselves or helping others in their relationships. The high percentage of “unclear/other” responses could indicate that participants were not sure how to apply their knowledge or did not believe that the program was specifically helpful to them. Additionally, participants may have

rushed through this item to complete the post-program survey, as this was the final short-answer survey item, resulting in unfinished responses.

Finally, in terms of how useful participants found the program to be, there was an overwhelming agreement regarding each activity that comprises ADMYRE. To help facilitators adapt future presentations to best meet the needs of the youth participating in the program, post-program surveys ask participants to respond to the following question: “Which of the following activities from this teen dating violence awareness program were most impactful to you?”. Participants will be able to select each response that applies to them: (a) Going through my character’s story (making decisions along the way), (b) Relationships on a spectrum (healthy, unhealthy, dangerous), (c) Power of perspective (people who supported the character), (d) I deserve (what I deserve and what my partner deserves in a relationship), (e) Technology as a means of control, (f) Mud hole dilemma (who is best to help), (g) Resources, and (h) Safety plan. Additionally, there was a high agreeability rate in which participants demonstrated their interest in experiencing something like ADMYRE again. This implies that the current ADMYRE program is facilitated well by PIAL personnel, participants understand how each activity is useful to their learning, and there is an overall interest from participants to continue the conversation about teen dating violence.

Limitations

Although the ADMYRE program has unique strengths, the data analyses that were conducted for this report did encounter some limitations. First, this report represents the findings from the pilot program facilitations. In other words, this program is exclusive to the PIAL program within CW RTP and has not been evaluated before. Therefore, the findings of this report are not applicable to other teen dating violence prevention programs and simulations. Second, the participants were overwhelmingly ninth grade students who are White. This means that if the program was facilitated to a more diverse sample, the

findings may be different than the findings presented in this report. Third, because this report is based on cross-sectional data, we cannot assume causality for the results. This means that we cannot claim that the ADMYRE program is the reason there were some significant results; longitudinal data would need to be analyzed to determine causality.

Recommendations

Based on the key findings and limitations, the following recommendations will help strengthen the ADMYRE program delivery and future data analyses:

- Compare data analyses and results from in-person facilitation and online facilitation
- Compare data analyses and results from in-state (lowan) participants and out-of-state participants
- Allow more time for the post-simulation application activities to enhance and strengthen participant understanding of how best to apply their knowledge.
- Continue to adjust surveys as necessary to allow students to accurately report what they learned and took away from participating in ADMYRE.

Appendix A: Pre-ADMYRE survey

Thank you for participating in this survey. It is part of a project at Iowa State University. The information will be used for research purposes only. This survey will help us gather feedback on your current knowledge and experiences with teen dating violence. Your answers will not be seen by your teachers or related to your school work in any way. The survey will take approximately 5 minutes to complete. Answers will be kept confidential, and results reported at a group level.

Please complete *before* participating in PIAL's Teen Dating Violence Awareness Program.

1. ID (first and last initials followed by your birth month & day)

--	--	--	--	--	--

Example: Mary Poppin's birthday is May 8. Her ID would be **MP0508**

M	P	0	5	0	8
---	---	---	---	---	---

2. How would you rate this behavior in a romantic relationship?	Healthy	Unhealthy	Dangerous
Your partner makes you share your location with them even though you don't think it's necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You and your partner can share things with each other and keep some things private.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your partner threatens to hurt themselves if you were to break up with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your partner has you skip hanging out with friends to spend time with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your partner calls you a hurtful name. They apologize after and they don't say it again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your partner shows a naked photo of you to their friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. A friend tells you their partner yells at them and has been violent, even hitting them a few times. They ask you not to tell anyone because it could get their partner in trouble.

Based on the scenario, which should you do?

- Confront their partner and tell them to stop.
- Offer your friend support and tell an adult.
- Wait to see if things get worse before doing anything.

4. Which is **healthy** in a romantic relationship?

- Sharing each other's social media passwords to build trust.
- Most of the decisions are made by one person.
- Spending time with other friends.

5. Out of the following options, which is the **best** way to stay safe in your romantic relationship?

- Identify people you can talk to about your relationship.
- Limit disagreements with your partner.
- Date people who are part of your friend group.

6. Have you been in an **unhealthy** romantic relationship? Select one.

- Yes, previously
- Yes, currently
- Yes, previously **and** currently
- No, never
- I have never been in a romantic relationship /does not apply

7. To what extent do you agree or disagree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
Teen dating violence is a problem at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know a trusted adult I can go to if I need help.				
I feel comfortable talking to a trusted adult if I have concerns about my relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable talking to a trusted adult if I have concerns about someone else's relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to do if a friend comes to me with concerns about their relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel good about my current romantic relationship (Skip if you are not in a romantic relationship.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel good about my friend relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What do you want to learn about teen dating violence? _____

9. Which statement best describes you?

- I am currently in a romantic relationship.

- I was previously in a romantic relationship but not right now.
- I have never been in a romantic relationship.

10. Your age _____

11. To which gender do you most identify? Select one.

- Female
- Male
- Not listed (please list) _____

12. Which of the following best describes you? Select one.

- Heterosexual (straight)
- Gay or lesbian
- Bisexual
- I describe my sexual identity some other way
- I am not sure about my sexual identity (questioning)
- I do not know what this question is asking

13. Your grade _____

14. Your school _____

15. Are you of Hispanic, Latino, or Spanish origin?

- Yes
- No

16. What is your race? Select all that apply.

- American Indian or Alaskan Native
- Asian
- Black or African American
- Pacific Islander
- White
- Multi-Ethnic/Not listed (please list) _____

Appendix B: Post-ADMYRE survey

Thank you for participating in today's presentation. This survey will help Iowa State University gather feedback on the effectiveness of the information presented. This survey will take about 5 minutes to complete. Answers will be kept confidential, and results reported at a group level.

1. ID Number (first and last initials followed by your birth month & day)

--	--	--	--	--	--

Example: Mary Poppin's birthday is May 8.
Her ID would be **MP0508**

M	P	0	5	0	8
---	---	---	---	---	---

2. How would you rate this behavior in a romantic relationship?	Healthy	Unhealthy	Dangerous
Your partner makes you share your location with them even though you don't think it's necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You and your partner can share things with each other and keep some things private.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your partner threatens to hurt themselves if you were to break up with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your partner has you skip hanging out with friends to spend time with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your partner calls you a hurtful name. They apologize after and they don't say it again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your partner shows a naked photo of you to their friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. A friend tells you their partner yells at them and has been violent, even hitting them a few times. They ask you not to tell anyone because it could get their partner in trouble.

Based on the scenario, which should you do?

- a. Confront their partner and tell them to stop.
 - b. Offer your friend support and tell an adult.
 - c. Wait to see if things get worse before doing anything.
4. Which is **healthy** in a romantic relationship?
- a. Sharing each other's social media passwords to build trust.
 - b. Most of the decisions are made by one person.
 - c. Spending time with other friends.

5. Out of the following options, which is the **best** way to stay safe in your romantic relationship?
- Identify people you can talk to about your relationship.
 - Limit disagreements with your partner.
 - Date people who are part of your friend group.
6. Have you been in an **unhealthy** romantic relationship? Select one.
- Yes, previously
 - Yes, currently
 - Yes, previously **and** currently
 - No, never
 - I have never been in a romantic relationship /does not apply

7. To what extent do you agree or disagree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
Teen dating violence is a problem at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know a trusted adult I can go to if I need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable talking to a trusted adult if I have concerns about my relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable talking to a trusted adult if I have concerns about someone else's relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to do if a friend comes to me with concerns about their relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel good about my current romantic relationships. (Skip if this doesn't apply to you.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel good about my friend relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Today's ADMYRE teen dating violence simulation was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The discussion after reading the ADMYRE stories was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The discussion about technology as a means of constant control was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The healthy/unhealthy spectrum activity was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The safety plan activity was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The closing activity was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'd like to experience something like this again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How will you apply what you've learned today to your life?

9. The story my group followed was (circle one):

Abby Adam Austin Kelly Kiyana Lexi Rosa Sasha

Thank you for completing the survey. Need help for yourself or someone you love? **Text IOWAHELP to 20121.**

Appendix C

Table 1. *Demographic Characteristics of Participants*

	Variables	Frequency (<i>n</i>)	Percentage (%)
Age (<i>n</i> = 196)	11 or younger	1	.5
	12	0	0.0
	13	0	0.0
	14	43	21.9
	15	100	51.0
	16	20	10.2
	17	27	13.8
	18	3	1.5
	19 or older	2	1.0
Grade (<i>n</i> = 194)	7 th	2	1.0
	8 th	1	.5
	9 th	137	70.6
	10 th	9	4.6
	11 th	36	18.6
	12 th	9	4.6
Gender (<i>n</i> = 196)	Male	84	42.9
	Female	104	53.1
	Not listed	8	4.1
Sexual identity (<i>n</i> = 196)	Heterosexual (straight)	151	77.0
	Gay or lesbian	3	1.5
	Bisexual	22	11.2
	I describe my sexual identity some other way	8	4.1

	I am not sure about my sexual identity (questioning)	6	3.1
	I do not know what this question is asking	6	3.1
Relationship status (<i>n</i> = 196)	I am currently in a romantic relationship	52	26.5
	I was previously in a romantic relationship but not right now	69	35.2
	I have never been in a romantic relationship	75	38.3
Race/ethnicity (<i>n</i> = 194)	Asian	1	.5
	American Indian or Alaskan Native	0	0.0
	Black or African American	4	2.1
	Pacific Islander	0	0.0
	White	173	89.2
	Multi-ethnic/not listed	16	8.2
Hispanic (<i>n</i> = 194)	Yes	6	3.1
	No	188	96.9

Appendix D

Table 2. *Wilcoxon Signed Rank Test Results*

Item	Average response	Z	Asymp. Sig. (2-tailed)
Teen dating violence is a problem at my school.		-3.881 ^b	.000***
Pre-program (n = 196)	2.28		
Post-program (n = 168)	2.52		
I know a trusted adult I can go to if I need help.		-.469 ^b	.639
Pre-program (n = 196)	3.44		
Post-program (n = 168)	3.40		
I feel comfortable talking to a trusted adult if I have concerns about my relationship.		-3.256 ^c	.001**
Pre-program (n = 196)	3.09		
Post-program (n = 168)	3.23		
I feel comfortable talking to a trusted adult if I have concerns about someone else's relationship.		-2.997 ^c	.003**
Pre-program (n = 196)	2.99		
Post-program (n = 168)	3.18		
I know what to do if a friend comes to me with concerns about their relationships.		-2.406 ^c	.016*
Pre-program (n = 196)	3.24		
Post-program (n = 168)	3.29		
I feel good about my current romantic relationship.		-1.000 ^b	.317
Pre-program (n = 66)	3.62		
Post-program (n = 57)	3.47		
I feel good about my friend relationships.		-.840 ^b	.401
Pre-program (n = 178)	3.24		
Post-program (n = 142)	3.21		

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks

c. Based on positive ranks

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Appendix E

Table 3. *Information about Simulation Characters (n = 152)*

Main Characters	Description of Relationship	Characteristics of Relationship	Used in Facilitations for this Report	Number of Participants
Sasha	Sasha (17) met Henry (17) in high school. At first, he made her feel like a princess. However, he insisted that he had certain rights as her boyfriend: to always know where she was, to tell her what she is or isn't allowed to do, to be in constant contact with her, and to give her rules to follow. When Sasha started college, she grew increasingly uncomfortable with his rules and tried to discuss her concerns with him.	Using technology to monitor, control, and inflict emotional pain	Yes	26
Abby	Abby (14) met a boy (14) and started out as friends, but eventually he became her best friend and first boyfriend. Little by little, their relationship began to change. He began telling her she was not allowed to talk to certain people, which soon escalated into her not being able to talk to <i>any</i> male friends. He wanted to keep in constant contact with her, and often showed up unexpectedly as if he knew exactly where she would be at any time.	Isolation from friends, threatening behavior, and stalking	No	0
Kelly	Kelly (14) met Mark (18) in high school. He always made her feel like she was the most important person in the world. However, Mark eventually began to pressure Kelly into having sex when she wasn't ready, even though he knew it was against her religious beliefs. When Kelly stood up for herself, Mark spread false rumors about her to the school. Kelly decided to press charges against Mark, resulting in a court trial.	Sexual abuse, isolation from friends, and intimidation	Yes	29
Austin	Austin (18) met Blake (24) through a friend, and they quickly began dating. Austin looked up to Blake for guidance about how to navigate his sexuality in college, but Blake began abusing that respect. When Austin showed hesitation, Blake would lash out and make hurtful comments.	Isolation, control, and physical and emotional abuse	Yes	17

Kiyana	<p>Kiyana (16) fell in love with Jeremiah (17). At first, he did everything right; he respected her family, planned romantic dates, and was always willing to spend time with her. However, he began having a difficult time regulating his anger and started taking it out on her, both verbally and physically. She tried to distance herself with the help of the school, the police, and her family, but he refused to respect her boundaries.</p>	<p>Physical abuse, coercion, blaming, and denying</p>	Yes	33
Lexi	<p>Lexi (16) met Olivia (17) at a concert. They hit it off right away. Olivia had a difficult time trusting Lexi due to her experiences in a previous relationship. She started giving Lexi unrealistic rules to follow, such as always answering the phone while Lexi was at work, not allowing Lexi to hang out with other friends, and telling Lexi to stop talking to her mom. In addition, Olivia frequently had outbursts of jealousy that left Lexi feeling helpless.</p>	<p>Isolation, economic abuse, and blaming</p>	No	0
Adam	<p>Adam (18) and Jessica (18) had a loving relationship at first. After months of dating, Jessica's jealousy became uncontrollable. She would act out for attention, belittle Adam, and instigate fights. He broke up with her, but she came back into his life to announce that she was pregnant. Not long after, they moved into their own apartment. Jessica sent hurtful messages to his friends and family so they would cut off ties with him. Then, the mental abuse turned physical and continuously escalated.</p>	<p>Isolation, threats and blaming, and physical and mental abuse</p>	Yes	26
Rosa	<p>Rosa (16) was given a promise ring by her boyfriend, Dylan (17). They wanted to be together forever. As time went on, Dylan began to make hurtful remarks regarding Rosa's Mexican heritage, manipulate her using the language barrier, and use her religious beliefs against her. Dylan was unwilling to listen to Rosa's concerns. Unsure of what to do, Rosa struggled to get help from those closest to her.</p>	<p>Spiritual abuse, cultural abuse, and minimizing/denying</p>	Yes	21

Appendix F

Table 4. *Description of Themes for Qualitative Analysis from Pre-ADMYRE Survey*

Theme	Description of Theme
Application	Inference to learn information that participants can use to help themselves, their friends, or the general public
Frequency	Inference to learn information about the frequency of teen dating violence
Prevention	Inference to learn how to intervene or stop teen dating violence
Identification	Inference to understand how to identify the characteristics of healthy and unhealthy relationships
General knowledge	Inference to learn basic or general information about teen dating violence
Other	Implication that participants were unsure what they wanted to learn or identified something that was not common among responses
Combination	Implication of multiple concepts within one response
Nothing	Implication that participants do not want to learn anything

Appendix G

Table 5. *Description of Themes for Qualitative Analysis from Post-ADMYRE Survey*

Theme	Description of Theme
Not sure/Unclear	Acknowledgement that participants are not sure or unclear how to apply the information they learned, did not write a comprehensive response, or identified something that was not common among responses
Application	Implication that participants will utilize the information they learned from ADMYRE to their (or others') benefit
Be helpful and safe	Implication that participants will act upon the information they learned
Knowledge	Confirmation that participants understood and learned key aspects of teen dating violence
Combination	Implication of multiple concepts within one response
Surface level understanding	Demonstration of basic understanding about concepts introduced in ADMYRE program
Communicate	Implications that participants will develop or start communication with others about teen dating violence