WEAVE

COACHING BOYS INTO MEN
Engaging Young Male Athletes and Coaches to Prevent Dating Violence

Presenter Disclosures

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The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

"NO RELATIONSHIPS TO DISCLOSE"

Overview

- The Coaching Boys Into Men - Coaches Leadership Program
- Coaching Boys into Men - Summary of Evaluation Findings
- Challenges of Implementation: Lessons Learned from Coaches
What we know

- 1 in 4 women, and 1 in 5 adolescent girls report a lifetime experience of physical or sexual violence from a partner
- 1 in 10 high school girls report forced sex
- Partner violence disproportionately impacts younger women (i.e. ages 16 to 24 years)
- Over three quarters of women sexually assaulted indicate that their first experience was before age 25

The Coaching Boys into Men

Coaches Leadership Program

Coaches are part of the solution...

- Coaches often see what parents and others don’t see.
- Unique opportunity to be a positive influence and impart healthy philosophies on athletes.
- Can make (or break) the experience for their athletes.
- Values like teamwork and respect are already part of what coaches teach their athletes.
- Boys listen to their coaches.
The CBIM Coaches Kit

The CBIM Playbook
- Developed to take advantage of "teachable moments"
- Designed as an introduction to the issue with tips for addressing it

The CBIM CARD SERIES
- Messages delivered in 15 minute discussions once a week

References & Resources
- Assists coaches during implementation
- Includes CBIM Overview, professional referral information

Program Elements

CBIM Model:
- Easily integrated and implemented (15 mins/week)
- Coaches are the primary leaders of the program
- Partnerships between schools, community-based organizations, sports associations, and others
- Training and assistance for coaches during the season
- Program materials developed with coaches
  - Playbook, Card Series, and other resources
  - Program evaluation

Coaching Boys into Men
Summary of Evaluation Findings
CBIM Theories

- Bystander behavior
  - Engaging communities
- Social cognitive theory
  - Social context
- Theories of gender and power
  - Masculinity
  - Gender-role attitudes

CBIM Evaluation

Figure 1: Conceptual Model of Intervention Design and Hypothesized Outcomes

- Intervention Components
  - Role Reversals
    - Counter-stereotyping, de-stereotyping peers, and parents
    - Early to rule out negative attributions
  - Peer Role Model
    - Counter-stereotyping, de-stereotyping peers, and parents
    - Varying levels of ability and role models
  - Parental support
    - Counter-stereotyping, de-stereotyping peers, and parents
    - Varying levels of ability and role models

- Hypothesized Outcomes
  - Athletes report increased positive gender-appropriate attitudes
  - Increased participation in gender-appropriate activities
  - Decreased victimization among male athletes

Methodology - Athletes

- Two-Armed Cluster Randomized Controlled Trial
  - 16 total high schools in Sacramento
  - 8 randomized into intervention and 8 into control
- Athletes surveyed at baseline (N=2092), at 3 months post-intervention (N=1879) and at 12 months post-intervention (N=1264)
Results of Randomized Controlled Trial

3 Month Follow up (end of sports season):
- Statistically significant increases in:
  - intentions to intervene
  - positive bystander intervention
  - recognition of abusive behaviors (among full intensity athletes)

12 Month Follow up:
- Statistically significant decreases in:
  - Abuse perpetration
  - Negative bystander behavior

Evaluation with Coaches

- Coaches surveyed at baseline (N=176) and at 3 months post-intervention (N=124)
- 60 minute training session with coaches after completed baseline and at the end of the sports season (~3 month) completed follow up survey
- 36 Intervention coaches completed in-person 20-30 minute interview regarding the program and provided feedback on program implementation

Findings from Evaluation with Coaches

3 Month Follow up:
- Statistically significant increases in:
  - Positive bystander intervention behaviors
  - Coach confidence intervening with athletes
  - Frequency of discussion with athletes
  - Frequency of program discussion with other coaches
Challenges of Implementation: Lessons Learned from Coaches

Connecting to Schools

- Violence Prevention Advocate as Trainer
- Work the HIERARCHY to get BUY-IN
  - Start with Superintendent → Principal → Athletic Director (AD)
- Get a GOOD ASSESSMENT
  - How much of an advocate is the AD going to be on behalf of you and the program?
  - AD plays a pivotal role in the success of the program

Connecting to Schools

- Types of ADs
  - EXAMPLES of Star AD vs. Challenging AD
- TEMPLATE Scripts for handling various ADs
- KEY Strategies for working with ADs
Recruiting Coaches

- Recognize the need for a MARKETING/SALES Pitch for the program
- You have to think, how am I going to CONNECT with these coaches
- Best way to handle Coaches who are uncomfortable or disinterested

Recruiting Coaches

- How to present yourself and the program for the first time to AD/Coach
- KEY talking points at the initial meeting and following up with Coaches
- Logistics and Communication

Training Coaches

- IMPORTANT time for Relationship Development
- What to KEEP IN MIND
  - "How am I going to establish rapport with this person?"
  - "What do I have in common with this person that's going to make this relationship work?"
Training Coaches

- KEY Must be Adaptable & Flexible
- Establish the training TIMEFRAME
  - IDEAL is 60 minute training session
  - What to do if TIME is LIMITED

Training Coaches

- Overview of Strategies
  - Communication
  - Relationship Development
  - Adaptability/Flexibility

Supporting Coaches During Delivery

- KNOW their game schedule
- TRACK Coaches delivery of the program
- How to handle UNRESPONSIVE Coaches
Supporting Coaches During Delivery

- Overview of Strategies
  - Communication
  - Relationship Development
  - Adaptability/Flexibility

Intervention Incidents

- Making sure trainer is available, visible and proactive
- Be aware of things happening in the community. This can lead to good opportunities to provide coaches with local information to build into their lessons
- Connection to DV agency for resources and access to support is CRITICAL

Thank you!

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