

FUTURES
WITHOUT VIOLENCE

Children's
Hospital of Pittsburgh
UPMC

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

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- 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

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- 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


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The Coaching Boys into Men
Coaches Leadership Program

Coaches are part of the solution ...

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- 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

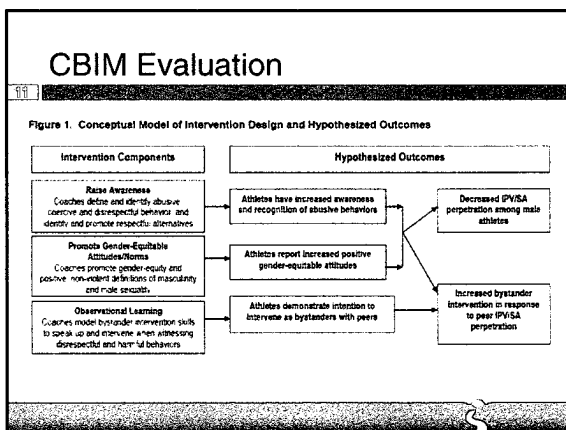
Coaching Boys into Men

Summary of Evaluation Findings

CBIM Theories

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





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

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Challenges of Implementation: Lessons Learned from Coaches

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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

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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?"

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Training Coaches

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

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Training Coaches

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

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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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