






Formerly Family Violence Prevention Fund











Adaptations of “Coaching Boys Into Men:”
Exploring the role of messengers in presenting a dating violence prevention program

Maria Catrina D. Jaime, MPH, CPH ¹, Caroline Lippy, PhD ², Kimberley Freire, PhD, MPH ², Leah Perkinson, MPH ², Samantha Ciaravino, BS ¹, Meredith Stocking, MPP ², Elizabeth Miller, MD, PhD ¹

(1) University of Pittsburgh School of Medicine, Division of Adolescent Medicine, Children's Hospital of Pittsburgh of UPMC, (2) Division of Violence Prevention, Centers for Disease Control and Prevention

Presenter Disclosures

2

Maria Catrina D. Jaime

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

“NO RELATIONSHIPS TO DISCLOSE”

Overview

3

- Background & The Coaching Boys Into Men Program
- The Coaching Boys Into Men Adaptation Project
- Summary of Findings from Southwestern Pennsylvania High Schools
- Conclusions and Implications for Future Adaptations

What we know

4

- Nearly **1 in 3** adolescent girls in the US is a victim of physical, emotional or verbal abuse by a dating 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

What can we do

5

- Programs to prevent perpetration of TDV/SV are limited
- Athletes are over-represented in cases of TDV/SV
- With 80% of school-age children in the U.S. participate in formal athletics programs
- Athletes are regarded as leaders more than non-athletes

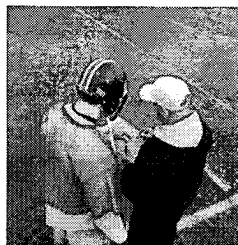
6

The Coaching Boys into Men (CBIM) Program Overview

Coaches are part of the solution ...

7

- 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

8

The CBIM Playbook

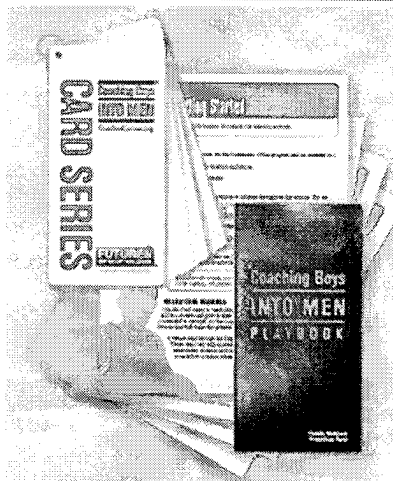
- Developed to take advantage of "Teachable Moments"
- Designed as an introduction to the issue with tips for addressing it

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

9

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

10

The Coaching Boys into Men Adaptation Project

Overview

11

- Challenge: Some coaches may not be ready to deliver the CBIM program and prefer a violence prevention advocate to implement the program
- Research Question: Does program effectiveness change based on the implementer?
- Objectives:
 - Compare the implementation of CBIM in two local high schools in Southwestern PA
 - Examine athletes' outcomes and perceptions of CBIM messages when changing who implements the CBIM program
 - Identify the impacts of adaptations between domestic violence advocate and coach led delivery

Methods

12

- One school was randomized to CBIM delivered by male coaches (original model) and the other by a male DV advocate (adapted model)
- Conducted quantitative pre/post surveys with coaches (n=31/29) and male athletes (n=193/149)
- Analyzed with paired t-tests and adjusted regression to compare mean change scores

Methods

13

- Conducted qualitative data collection
 - Coaches interviews (n=9)
 - Athlete focus groups (n=8)
 - Observations of program delivery (n=26)
- Ongoing analysis using both content and thematic analysis

14

Summary of Findings from Southwestern Pennsylvania High Schools

Demographics

15

- Total 148 male athletes completed both baseline and follow up
- 57% of athletes played football and remaining sports included 21% basketball and 22% wrestling
- 48% were 9th and 10th graders; 58% of the sample identified as Black or African American
- 38% reported having fathers with high school diploma or less; 25% with mothers with high school diploma or less

Table: Change of Mean Scores

16

	Advocate-Led Mean (SD)	Coach-Led Mean (SD)	Adjusted Difference Est. Parameter (SE)*
Recognition of Abuse	0.30 (0.96) (N = 69)	0.12 (.82) (N = 77)	-0.15 (0.15) (p-value = 0.338)
Gender Attitudes	0.07 (0.37) (N = 68)	0.11 (0.53) (N = 79)	0.08 (0.08) (p-value = 0.328)
Intention to Intervene	0.18 (1.15) (N = 69)	-0.02 (1.18) (N = 77)	-0.20 (0.20) (p-value = 0.319)
Bystander Intervention			
Positive Intervention	-0.01 (1.38) (N = 69)	-0.21 (1.55) (N = 79)	-0.11 (0.25) (p-value = 0.669)
Negative Intervention	-0.20 (1.77) (N = 69)	-0.49 (2.60) (N = 79)	-0.26 (0.39) (p-value = 0.509)
Abuse Perpetration	-0.04 (1.11) (N = 78)	0.09 (0.48) (N = 68)	-0.11 (0.15) (p-value = 0.889)

*Adjusted for grade and race/ethnicity

Quantitative Results

17

- Differences in outcomes comparing coach to advocate program delivery were NOT statistically significant
- The advocate-delivered program resulted in slightly greater increase in:
 - Intentions to intervene
 - Recognition of abuse

Qualitative Results

18

Coach and Advocate Perspectives

- Adaptation of implementer type may positively affect CBIM delivery and students' uptake of messages
 - Advocate has more content area knowledge, experience, and time compared to coaches
 - Athletes may be more receptive to a fresh perspective and voice
 - Advocate implemented with fidelity and made adaptations that improved delivery

Qualitative Results

19

Coach and Athlete Perspectives

- Adapting the implementer type may present implementation challenges in other settings
 - Some implementing coaches suggest outsiders lack credibility with athletes
 - Building relationships with athletes is key to success, but time intensive
 - Not all advocates are coach-like

20

Conclusions & Implications for Future Adaptations

Conclusions

21

- Further investigation is needed to explore athletes' and coaches' perspectives on this program adaptation:
 - How the advocate may be viewed similarly or differently from the coaches
 - How various aspects of these two implementers have positive influence in delivery
 - How to utilize DV advocates as an addition to coaches to potentially increase the spread and reach of CBIM

Implications

22

- Implementation of this out-of-classroom violence prevention intervention can be adapted for different implementers
- Understanding adaptation strategies from advocates and coaches can help inform other health educators or violence prevention implementers in the community
- Continued monitoring of program implementation and adaptations are needed to ensure that the CBIM program is implemented with fidelity and implementers of the program are effective with their program delivery to youth.

Special Thank You!

23

Sources of Support:

CDC Foundation & Robert Wood Johnson
Foundation

Center for Victims, Pittsburgh, PA
Local Domestic Violence Agency

Futures Without Violence, San Francisco, CA
Founders of Coaching Boys Into Men

Contact Information

24

Maria Catrina D. Jaime MPH, CPH
Senior Clinical Research Coordinator, Administrator III
Division of Adolescent Medicine
Children's Hospital of Pittsburgh, University of Pittsburgh
Medical Center

3414 Fifth Avenue, 1st floor, Rm 119
Pittsburgh, PA 15213
Office: 412.692.6166
Email: maria.virata@chp.edu