



2013

RELATIONSHIP SMARTS IMPACT REPORT

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HELPING YOUTH DEVELOP RELATIONSHIP SMARTS

2013 UGA Cooperative Extension Impact Report

INTRODUCTION

Relationship education is developmentally relevant and timely for youth because they are just beginning to have and understand romantic relationships. While some youth may have witnessed and learned about positive couple interactions from good models, many may have witnessed only poor models of couple relationships. Research has shown that educational programs on healthy relationships and marriages can help youth develop positive communication and conflict-management skills and reduce their risk for intimate partner violence and teen pregnancy. The decision-making and relationship-building skills youth can learn through this programming can also spill-over into other relationships (e.g., parent-child, teacher, peer, co-worker) as well.

WHY IS YOUTH-FOCUSED RELATIONSHIP EDUCATION IMPORTANT?

Relationship education is vital for adolescents because of the large impact of romantic relationships and their influence on adolescent development and future relationships. Education can have a lasting effect on adolescents' attitudes and behaviors concerning the formation of healthy relationships and can also serve to prevent dating violence and at-risk sexual behavior.

Prevalence of dating among teens

The high prevalence of dating among adolescents reinforces the importance of relationship education.

Adolescence is a time where teenagers are beginning to explore romantic relationships. Their experiences in relationships provide a context for adolescents to rethink who they want to become in the future, as well as help adolescents form their identity within their romantic relationships. Thus, adolescence is a crucial time in the life span for learning about relationships. Despite previous misconceptions, adolescents view teen dating relationships as possessing the same characteristics as adult romantic relationships including commitment, intimacy, reciprocity, and acceptance (Williams & Hickie, 2010). In other words, teens have high standards for healthy relationships but at the same time have low expectations of ever being involved in such a relationship themselves (Guzman, 2009). *Youth-focused relationship education instills a foundation of knowledge, skills, attitudes and behaviors associated with healthy relationships that can be utilized in the future* (Adler-Baeder et al., 2007; Kerpelman et al., 2010).

Teen dating violence

Adolescents report dating abuse more often than any other age group. Well over 20% of adolescents experience not only physical abuse, but psychological abuse from a dating partner. Dating abuse among adolescents begins gradually, often starting with teasing and name calling. Adolescents think of these behaviors as "normal" parts of a relationship. For instance, although 60% of teen girls experienced jealous or possessive behavior in a dating relationship, they did not rate these behaviors as serious. Further, 44% of girls who experienced name calling and shouting responded with tolerance and making excuses for their partner's behavior (Murphy & Smith, 2010). While these behaviors may seem innocuous at first, they can escalate, leading to more serious abuse, such as rape and physical assault (National Center for Injury Prevention and Control, 2006). Females between the ages of 16 and 24 experience the highest rates of intimate partner violence (Rennison & Welchans, 2000). Patterns of dating violence behavior often start early and carry through into adult relationships (Foshee, 1996b). Furthermore, teen victims of physical dating violence are more likely than their non-abused peers to smoke, use drugs, engage in unhealthy diet behaviors, engage in risky sexual behaviors, and attempt or consider suicide (Silverman et al., 2001). *Teaching adolescents about healthy relationships can prevent them from experiencing an abusive relationship as well as the many negative consequences and effects from these relationships* (Antle et al., 2011).

The prevalence of teen dating:

- 25% of 12-year olds report having had a romantic relationship in the past 18 months; by age 18, more than 70% have (Carver et al., 2003).
- 42% of teens between ages 12-14 have been on a date and 50% have been in a romantic relationship in the past 18 months (Albert et al., 2003).
- 24% of teens say they feel pressure to have a boyfriend or girlfriend (Teenage Research Unlimited, 2006).
- 77% of 11th and 12th graders report any kind of romantic relationship, and nearly half report having a sexual romantic relationship (Rhaley et al., 2007).
- Between 2001 and 2010, rates of frequent teen dating fell from 34% to 21% among 12th grade students; further, the percentage of those not dating at all rose from 14% to 30% (Child Trends, 2012)

Teens and dating violence:

- Approximately 1 out of every 3 adolescent girls in the United States is a victim of physical, emotional or verbal abuse from a dating partner – a figure that far exceeds victimization rates for other types of violence affecting youth (Davis, 2008).
- Females ages 16-24 are more vulnerable to intimate partner violence than any other age group– at a rate almost triple the national average (US Dept. of Justice, 2001).
- 30% of teens in a relationship report worrying about their physical safety (Teenage Research Unlimited, 2006).
- 80% of teens regard verbal abuse as “a serious issue” for their age group, while over 70% say the same is true for physical violence (Teenage Research Unlimited, 2009).
- Nearly 1 in 3 teens who have been in relationships have experienced the most serious forms of dating violence and abuse including sexual abuse, or threats of physical harm to a partner or self (Teenage Research Unlimited, 2009)
- 38% of teens in 9-12th grade have been forced to have sexual intercourse (Centers for Disease Control and Prevention, 2010).
- One in five tweens – age 11 to 14 – say their friends are victims of dating violence and nearly half who are in relationships know friends who are verbally abused. Two in five of the youngest tweens, ages 11 and 12, report that their friends are victims of verbal abuse in relationships (Teenage Research Unlimited, 2008).
- About 2 in 3 high school girls have experienced 4+ warning signs of abuse in a romantic relationship including criticism based on gender, personal putdowns, public debasement, verbal aggression, jealousy and possessiveness, social restriction, and exit-control tactics. 50% experienced 5+ and about 33% had experienced 9+ of these types of warning signs (Murphy & Smith, 2010).

The connection between teen dating and at-risk sexual behavior/teen pregnancy

Romantic relationships are a primary context in which adolescents learn about their sexuality. Nearly half of all teenagers in grades 9-12 have had sex, with 34% being currently sexually active (Youth Risk Behavior Survey, 2012). Young people ages 15 to 24 account for one-quarter of the sexually active population in the United States (Kirby, 2007). The Youth Risk Behavior Survey (2012) found that among youth currently sexually active, 40% did not use condoms, 22% of youth aged 15-18 combined alcohol and other drugs with sex, and 15% of the youth had intercourse with 4 or more individuals in their lifetime. Because of a lack of education, some potential risks for adolescents include teen pregnancy and contraction of STI's from unprotected sex.

The United States has the highest rates of teen pregnancies, births, and abortions in the fully industrialized world despite recent decreases in national rates (The National Campaign, 2010). In 2008, the US teenage pregnancy rate stood at 67.8 pregnancies per 1,000 15-19 year old adolescent girls, the lowest teen pregnancy rate in over 30 years (Kost & Henshaw, 2012). The teen birth rate has also reached a record low in recent years; in 2012, teen births were the lowest they have been in 70 years with 29.4 births per 1,000 15-19 year old girls, declining at an average annual rate of 7.5% since 2008 (Kearney & Levine, 2014). In Georgia, the teen birth rate also decreased, from 38.2 per 1,000 15-19 year olds in 2011 to 33.8 per 1,000 15-19 year olds in 2012 (Martin, Hamilton, Osterman, Curtin, & Mathews, 2013). Still, Georgia has ranked 17th in teen pregnancy rates in the US in 2012 (GA Campaign for Adolescent Power & Potential, 2013).

Teens and sex:

- 85% of adolescents who have had sex report their first sexual experience occurred within a “romantic relationship,” (Ryan et al., 2003).
- 24% of adolescents report having their first sexual experience before or in the same month a relationship began, 37% within 1-3 months after relationship began (Ryan et al., 2003).
- 27% of 11-12th graders had a recent nonromantic sexual partner, and about 50% had a recent sexual romantic relationship (Raley et al., 2007).
- Of teens in a heterosexual relationship in the last 18 months, 57-63% report sexual touching and 45% report sexual intercourse (O'Sullivan, et al., 2007).
- Following an increase in US teen birth rates per 1,000 adolescent girls aged 15-19 in both 2006 (41.9) and 2007 (42.5), rates were at a record low in 2012 at 29.4. (The National Campaign, 2009b; Kearney & Levine, 2014).
- The prevalence of teens who had ever had sex decreased from 1991-2001 from 54.1% to 45.6%, but rates have remained stable since that time (Youth Risk Behavior Survey, 2012)

In Georgia:

- From 2010 to 2011, the number of teenage *pregnancies* in Georgia fell from 18,664 to 17,018, equating to a pregnancy rate of 50.0 per 1,000 15-19 year old adolescent girls (GA Dept. of Community Health, 2012).
- In 2012, the Georgia teen *birth* rate was the 17th highest in the country (GA Campaign for Adolescent Power & Potential, 2013)
- From 2011 to 2012, the teenage *birth rate* in Georgia decreased from 38.2 to 33.8 per 1,000 15-19 year old adolescent girls. (Martin, Hamilton, Osterman, Curtin, & Mathews, 2013).
- Teen childbearing places a \$465 million burden on Georgia taxpayers each year, and contributes to high rates of high school dropout, unemployment, and long-term poverty (National Campaign to Prevent Teen and Unplanned Pregnancy, 2011)

Furthermore, nearly 19 million new cases of STDs are diagnosed each year and young people between the ages of 15 and 24 account for about half of these new cases (Wildsmith, Schelar, Peterson, & Manlove, 2010). In 2010, Georgia's rate of HIV incidence was nearly double the rate for the rest of the US: 32.9 new cases per 100,000 people vs. 17.4 new cases, respectively; ranking Georgia 2nd in HIV incidence in the country (Djamba et al., 2012).

In addition to these health risks, being sexually active increases the risk for abuse. Approximately 37% of the ADD Health respondents who reported being involved in sexual relationships also experienced at least one form of verbal or physical violence victimization, compared with 19% of those reporting relationships with no sexual intercourse (Kaestle & Halpern, 2005). *Helping adolescents understand how healthy relationships develop, including the role and timing of sex in a relationship as well as the consequences of having sex to early in a relationship, may serve to reduce at-risk sexual behaviors* (Trella, 2009).

THE REALTIONSHIP SMARTS PROGRAM

Relationship Smarts is a research-based curriculum that incorporates hands-on activities to focus on skills and knowledge necessary for healthy dating relationships. The curriculum, developed by The Dibble Institute (www.dibbleinstitute.org), offers developmentally appropriate information that addresses identity development, personal goals and values, what healthy (vs. abusive) relationships look like, current relationship dynamics, important communication skills, and the promotion of future-orientated thinking about relationships. Table 1 provides descriptions of each lesson included in the curriculum. The first set of lessons teach youth to understand the nature of romantic relationships and are followed by several lessons that address issues such as dating processes and decisions, communication skills within romantic relationships, and the promotion of future-oriented thinking about relationships. Importantly, the structure of this program is very interactive (i.e., discussion focused) and activity based (e.g., games, role playing, drawing, sculpting, listening to music, writing stories) to stimulate thinking, sharing, and processing of the information learned in each lesson.

Youth who participate in relationship education demonstrate improvements in...

➤ Relationship beliefs and attitudes:

- Decrease in the beliefs that love is enough, there is only one love for everyone, and that cohabitation is beneficial to relationship success
- Increase in the belief that a supportive partner is important
- Less supportive of cohabitation and divorce.
- Less likely to indicate support for dating violence in a romantic relationship
- Increase in supportive attitudes about the benefits of relationship education and counseling

➤ Knowledge about healthy relationship development/skills:

- Better understand healthy vs. unhealthy relationships, attraction/mature love, expectations and behaviors, communication skills, conflict resolution and problem solving skills, and smart dating strategies.

➤ Healthy relationship skills and behaviors:

- Decrease in use of verbal aggression and use of violence during conflict
- Increase in conflict management skills and use of reasoning during conflict
- Decrease in demand-withdraw and mutual avoidance patterns of communication

Sources: Adler-Baeder et al., 2007; Antle, et al., 2011; Gardner, 2001; Gardner & Boellard, 2007; Kerpelman et al., 2010; Kerpelman, 2009; Trella, 2009.

The main objective of the program is to assist adolescents in developing the skills and knowledge necessary to form and maintain healthy, committed romantic relationships and future marriages. More specifically, participating adolescents will improve:

- their knowledge of healthy versus unhealthy relationships, healthy dating patterns, effective approaches to conflict management and communication, and the importance of mutual respect, shared values, and commitment;
- their abilities to recognize patterns of unhealthy and abusive relationships in terms of verbal or physical aggression, controlling behavior, and lack of respect between partners;
- their levels of self-efficacy in relationships to help them feel empowered to make good choices and stand up for themselves when needed;
- their problem solving and communication skills in terms of communicating effectively with partners about their needs and views and resolving conflict in their relationships using effective communication strategies; and
- their understanding of the emotional health benefits of having a future orientation about parenting and marriage.

Table 1. Relationship Smarts Plus Lessons and Description

Lesson	Topics	
SECTION 1: A FOUNDATION FOR UNDERSTANDING ROMANTIC RELATIONSHIPS		
1: Who Am I and Where Am I Going?	<ul style="list-style-type: none">• Increase awareness of teen’s identity and possible selves• Identify future goals and dreams as well as steps teens can begin taking now to reach these goals• Practice resisting peer pressure and staying true to one’s self	
2: Maturity Issues and What I Value*	<ul style="list-style-type: none">• Explore physical, mental, emotional, and social dimensions of maturity• Reflect on values and determine which ones are important to teens• Identify personality and character qualities teens find important in others	
3: Attractions and Infatuation*	<ul style="list-style-type: none">• Awareness of the building blocks and characteristics of healthy relationships• Understand the impact that sex can have on a developing relationship• Gain knowledge about what infatuation is and how it affects decision making• Understand the difference between infatuation and genuine love	
4: Love and Intimacy	<ul style="list-style-type: none">• Become familiar with the concepts of love and lust and understand the difference between the two• Learn to identify the three dimensions of love and recognize relationship problems that arise when these are unbalanced• Develop an understanding of true intimacy and how it develops over time	
SECTION 2: KNOWLEDGE ASBOUT DATING RELATIONSHIP PROCESSES		
5: Principles of Smart Relationships	<ul style="list-style-type: none">• Help teens recognize smart and not-so-smart relationship attitudes, behaviors, and choices• Offer concrete guidelines for having “smart relationships”• Explore the importance of compatibility for relationships and offer a list of key areas to consider	
6: The Low-Risk Approach to Relationships: <i>Decide, Don’t Slide!*</i>	<ul style="list-style-type: none">• Learn the difference between a high-risk “sliding” vs. a low-risk “deciding” approach to developing relationships• Gain insight about what’s important to learn about another person and oneself when developing a romantic relationship• Practice identifying steps to make wise decisions about the person you are attracted to	
7: Is It a Healthy Relationship?	<ul style="list-style-type: none">• Learn to use a three question guide to decide if a relationship is healthy or unhealthy• Understand what healthy and unhealthy relationships look like in the real world• Learn how unmet needs can lead to poor relationship choices• Foster communication about healthy relationships with trusted adults	
8: Breaking Up and Dating Abuse*	Part I: <ul style="list-style-type: none">• Understand when it is time to end a relationship• Identify better and worse ways to break-up with someone• Learn how to deal with break-ups in a healthy way	Part II: <ul style="list-style-type: none">• Raise awareness of early warning signs and behaviors of abuse• Practice setting boundaries at the first sign of disrespectful behavior• Understand the consequences of dating abuse
SECTION 3: COMMUNICATION SKILLS FOR HELATHY RELATIONSHIPS AND MARRIAGES		
9: A Foundation for Good Communication*	<ul style="list-style-type: none">• Evaluate communication patterns learned while growing up• Explore the impact anger has on one’s ability to communicate effectively• Gain practice with the time-out skill as the Speaker-Listener Technique	
10: Communication Challenges and More Skills	<ul style="list-style-type: none">• Understand negative patterns of communication that damage relationships including the four most damaging patterns• Reduce negative communication patterns by practicing how to raise complaints effectively• Assess communication patterns within one’s own relationship	
SECTION 4: MARRIAGE AND PLANNING FOR THE FUTURE		
11: Through the Eyes of a Child*	Part I: <ul style="list-style-type: none">• Understand why healthy and stable parental relationships matter for a child• Gain awareness of child outcomes and risks to babies of young and unmarried parents• Understand child developmental needs	Part II: <ul style="list-style-type: none">• Identify the characteristics of positive fathering and the unique contributions fathers can make to a child’s well-being• Understand how a healthy relationship or marriage helps men become good fathers
12: Looking Toward the Future – Healthy Relationships and Healthy Marriages	<ul style="list-style-type: none">• Understand the impact of a risky partner selection versus a wise partner selection• Awareness of research findings on cohabitation, marital success, and skills-based prevention programs.• Learn the “success sequence” for achieving future life and family goals and reduce one’s chances of poverty	
13: Follow Your North Star	<ul style="list-style-type: none">• Review the core concepts and skills of the curriculum• Develop a personal success plan drawing on the skills and knowledge teens have learned	

* When time is not available to offer all 13-lessons, agents are encouraged to offer, at minimum, the six "core lessons" including lessons 2, 3, 6, 8, 9, and 11/12. These "core lessons" provide the basic foundation and essential skills and knowledge necessary to facilitate healthy relationship development.

2008-2013: UGA EXTENSION PREPARING YOUTH TO BE RELATIONSHIP SMART

Table 2 summarizes the number of Extension agents and community professionals trained to offer Relationship Smarts Plus (RS+), as well as the number of youth reached through this programming. Since initiating training in the RS+ program in 2008, 61 county FACS and 4-H Extension agents across 43 counties, as well as 122 community professionals from 10 counties have been trained by UGA Cooperative Extension in the Relationship Smarts program. Since launching programming in 2009, RS+ has been offered (in part or in its entirety) by UGA Extension 111 times, reaching 3278 unique youth across 31 counties. An additional 2185 youth across 10 counties were reached through community partners supported by UGA Extension (e.g., co-facilitated lessons, technical assistance).

Table 2. Number of Educators Trained and Youth Engaged in Relationship Education Across Georgia.

Output Indicator	2008	2009	2010	2011	2012	2013	Total
RS+ Trained Educators							
FACS and 4-H county agents ^a	20	1	12	6	18	4	61
Community partners ^a	--	16	--	25	63	18	122
Educators completing a 1-day booster Training	--	--	--	--	--	24	24
Total num. of unique counties with a trained RS+ educator	20	1	12	5	20	10	43
Youth Receiving RS+ Program from UGA Extension							
Total num. of counties served	--	13	15	9	15	8	31
Total num. of implementations	--	24	25	17	26	19	111
Num. of lessons offered							
1-3 lessons	--	4	6	7	11	11	
4-5 lessons	--	9	6	3	8	5	
6 or more lessons	--	11	13	7	7	3	
Total num. of youth reached	--	621	501	418	1021	717	3278
Youth Receiving RS+ Program from Community Partners							
Total num. of counties served					10	10	10
Total num. of implementations	--	--	--	--	24 ^b	52 ^b	76
Total num. of youth reached	--	--	--	--	699 ^b	1486 ^b	2185

^a Two-day Relationship Smarts Plus (RS+) curriculum trainings were conducted by Dr. Ted Futris, Extension Specialist and faculty in the Department of Human Development and Family Science at UGA. The trainings were offered across Georgia, including: Atlanta (2012, 2013), Athens (2010, 2012), Columbus (2011), Gainesville (2009), Macon (2011), and Perry (2008).

^b UGA Extension provided technical assistance and support to GA Department of Family and Children Services, Public Health and other community funded agencies offering afterschool programs to at-risk youth as part of the GA Personal Responsibility Education Program (GA-PREP), a state teen pregnancy prevention project funded by the Family and Youth Services Bureau, and in partnership with the GA Department of Family and Children Services.

Overall, participating youth have reported increases in knowledge, confidence that they can use the skills learned, likeliness to use these skills, and positive feelings about themselves. Below is a description of the impact of the programs implemented in 2013. (For more information, visit www.gamarriages.org).

PROGRAM EVALUATION

The evaluation of the *Relationship Smarts* program includes an examination of short-term indicators of change in participants' knowledge and beliefs related to topics covered in each lesson, as well as in confidence in their ability to use the skills learned. Participants complete a retrospective pre- and post-test consisting of 5-items immediately following each lesson to assess changes in knowledge. A brief 1-page, overall survey is also administered to participants when at least four lessons are offered: one lesson focused on values/goals (lesson 1 and/or 2), two lesson focused on what healthy relationships look like (lessons 3-8), and one lesson on communication skills (lessons 9 and/or 10). This survey is completed immediately following the end of the program to assess changes in confidence levels and attitudes.

2013 PROGRAM OUTPUTS

In 2013, 717 adolescents across 8 counties participated in at least one of the 19 offerings of the *Relationship Smarts* program. Table 3 summarizes the counties, program dates, and total youth who received each lesson. Classes ranged from 45 to 120 minutes in length, and the breadth of lessons covered and program duration varied. Of the 19 program offerings, some agents only included 1-3 lessons from the program (n=11) whereas others included 4-5 lessons (n=5) or 6 or more lessons (n=3) across multiple classes. Agents who delivered multiple lessons from the curriculum varied in how often they met with the youth (e.g., one time workshop; once a week for several weeks; once or twice a month for 6+ months; a single week series).

Table 3. County, Program Dates, Total Youth, and Lesson(s) Presented

County	Program Dates	Total Youth	Lesson											
			1	2	3	4	5	6	7	8	9	10	11	12
Bartow	9/11/13-10/02/13	16		15				16		16	16			
Bartow	10/16/13-11/13/13j	11		11				11		11	10			
Candler*	1/11/13-4/11/13	14	13							14	12		9	
Crisp*	9/5/13	19	19											
Crisp*	9/25/13	43	43											
Crisp*	9/5/13-11/6/13	17	15				16				17			
Crisp*	9/25/13-11/20/13	45	39								45			
Crisp*	9/5/13-11/6/13	20	20				20				20			
Crisp*	9/25/13-11/20/13	54	53								54			
Crisp*	9/10/13	23	23											
Dekalb	2/2/13-2/23/13	11		10	10			4		4	7		7	
Forsyth	10/30/13	16									16			
Greene	9/19/12-5/1/13	14	14	14	14		14	14						
Greene*	5/1/13	6	6											
Greene*	9/20/13-4/17/13	132	132	132	132		132							
Greene*	4/12/13-4/17/13	90	90											
Greene*	4/12/13-4/17/13	110	110											
Whitfield	3/12/13-3/26/13	53	43			45	45		46			48		52
Washington	1/24/13-5/16/13	23	15	11	6	8	7	11	11	6	11		7	6
Total Youth		717	635	193	162	53	234	188	57	51	208	48	23	52
Total Program Offerings [†]		19	15	6	4	2	6	5	2	5	10	1	3	2
Total Unique Counties		8	5	4	3	2	4	3	2	4	6	1	3	2

*No program evaluations or information about the youth collected.

Overall, of the 19 implementations in 2013, 2 included all 6 “core” lessons from *Relationship Smarts* (2, 3, 6, 8, 9 and 11), 2 included 4 of the core lessons, and 2 included 3 of the core lessons. The lessons most often offered during the 26 implementations included lessons 2, 3, 6, 8, and 9. Lesson 2 (n=6 offerings) explores the four dimensions of maturity (physical, mental, emotional, and social) and points out how to develop the three latter dimensions. This lesson helps teens identify values that are important to them, especially in a romantic partner. Lesson 3 (n=4 offerings) helps teens think about the building blocks of healthy relationships and emphasizes the

foundation of such healthy relationships. Lesson 6 (n=5 offerings) introduces the idea of sliding vs. deciding into relationship decisions and the related consequences, including the risks associated with living together before marriage. Lesson 8 (n=5 offerings) focuses on dealing with a break-up and recognizing abusive and harmful relationship patterns. Lesson 9 (n=10 offerings) builds a foundation for effective communication in relationships and focuses on techniques for handling conflicts and addressing difficult issues. Also worth noting are the number of youth who received Lesson 11 which is considered a part of the “core” six lessons from RS+ in addition to lessons 2, 3, 6, 8, and 9. Lesson 11 (n=3 offerings) focuses on consequences of teen pregnancy from a child’s perspective and developmental needs as well as the role a father plays in a child’s life and the benefits of having both a mother and father involved in the child’s life.

THE PARTICIPANTS

Of the 717 youth who participated in at least one *Relationship Smarts* class, data was collected from 144 adolescents across 6 counties: Bartow (n=27), DeKalb (n=11), Forsyth (n=16), Greene (n=14), Washington (n=23), and Whitfield (n=53). The program was offered to youth in health (or like) middle/high school classes (n=109) or in other locations (n=11). Demographic characteristics of these 144 youth (39% male) are reported in Table 4. The majority of these youth were in the 8th grade (71%) and 13-14 years of age (64%; M= 14.5; SD=1.74). About half of the youth were Caucasian (51%), 23% were Hispanic, and 17% were African American. Also, 86% of participants reported that they had been in a dating relationship.

Table 4. Demographic Characteristics of Participants (N=633).

Grade	Frequency	Age	Frequency	Race/Ethnicity	Frequency
7th	4 (3.0%)	12	2 (1.4%)	White/Caucasian	71 (51.4%)
8 th	96 (71.1%)	13-14	92 (64.4%)	Hispanic/Latino	31 (22.5%)
9 th – 10 th	14 (10.3%)	15-16	32 (22.4%)	Black/African American	24 (17.4%)
11 th – 12 th	21 (15.6%)	17-18	11 (7.7%)	Native American	3 (2.2%)
		19-21	5 (4.2%)	Asian American	2 (1.4%)
				Other	7 (5.1%)

*Note: Valid percents shown.

PROGRAM IMPACT

Change in Knowledge: At the conclusion of each lesson, participants were asked to report whether their knowledge, awareness, and understanding of the various topics or skills that were covered in the lesson was (1) poor, (2) fair, (3) good, or (4) excellent before the program and then asked what their understanding was like after the program. Each lesson evaluation included five items and mean before and after scores were computed with higher scores reflecting greater understanding.

Table 5 provides a summary of the participants’ responses across each lesson. For each lesson, participants, on average, reported that their knowledge, awareness, and understanding of the topics improved after finishing the lesson. On average, youth reported their understanding of the principles and skills taught was “fair” prior to each lesson and improved to “good” or “excellent” afterwards. At least 68% of the participants reported improvements across each lesson (i.e., after mean score was greater than their before mean score). For example, 91% of the youth who participated in Lesson 6 reported having a better understanding of the low-risk strategies for making relationship decisions, and 83% of those who completed Lesson 8 were more aware of what abusive relationships look

Example comments of what youth reported learning:

- *Learning to think of who I am as a person.*
- *I should be thinking of what I want my future to be like.*
- *Social and emotional values take the longest to develop.*
- *Take your time in a relationship.*
- *How to have a faithful relationship.*
- *How relationships need chemistry, friendship, and commitment.*
- *What can happen when love is unbalanced.*
- *Don’t put relationship before your values.*
- *Never pressure someone into doing something they don’t want to.*
- *I learned a lot about carefully choosing your relationship partner.*
- *Healthy ways to get needs met.*
- *I learned how abusive relationships are serious.*
- *Not to cut people off and tell them how they feel.*

like and how to safely end a relationship. Paired-sample t-test analyses showed that the mean difference score (before vs. after) was statistically significant for each lesson. A break-down of responses to each item for each lesson covered are presented in Appendix A-I.

Also, youth were asked to rate how helpful each lesson was on a scale of (1) *very helpful*, (2) *helpful*, (3) *somewhat helpful*, (4) *not too helpful* and (5) *not at all helpful*. The percentage of youth who rated each lesson as either *very helpful* or *helpful* is also summarized in Table 5. Most of the youth who attended each lesson (24-45%) rated the experience as *very helpful*. Commenting on what they liked best about the program, youth shared “*how we can sit down and talk about handling relationship problems*,” “*activities*,” and “*when we do projects & get to talk as a group & debate*.” Very few youth rated any of the lessons as *not too helpful*, with only a very small number rating lessons as *not at all helpful*. One youth commented that the program “*...has helped me learn about good and healthy relationships*.”

Table 5. Participants’ Reported Change across Relationship Smarts Lessons.

Curriculum Lesson	n-size			Mean Score (SD)		t-value	% who improved	% helpful
	Offered Lesson	Attended Lesson	Completed Evaluation	Before	After			
Lesson 1	90	72	72	2.73 (0.78)	3.25 (0.59)	7.68**	68%	61%
Lesson 2	60	46	11	2.95 (0.43)	3.45 (0.32)	3.83*	73%	90%
Lesson 3	34	16	6	2.43 (0.34)	3.33 (0.41)	4.40*	100%	100%
Lesson 4	76	53	53	2.44 (0.78)	3.25 (0.66)	6.62**	77%	78%
Lesson 5	76	52	52	2.56 (0.71)	3.27 (0.59)	7.01**	75%	75%
Lesson 6	60	41	11	2.80 (0.68)	3.47 (0.53)	5.84**	91%	82%
Lesson 7	76	57	57	2.61 (0.75)	3.43 (0.58)	7.37**	77%	77%
Lesson 8	60	36	6	2.58 (0.80)	3.50 (0.53)	3.29*	83%	100%
Lesson 9	66	50	27	2.44 (0.83)	3.11 (0.75)	3.60**	80%	89%
Lesson 10	53	48	48	2.43 (0.75)	3.24 (0.62)	6.09**	77%	80%
Lesson 11	34	14	7	2.63 (0.60)	3.71 (0.28)	4.80*	100%	100%
Lesson 12	76	58	48	2.60 (0.78)	3.31 (0.72)	5.30**	72%	80%

Note: See Table 1 for lesson description. Lesson 13 did not include a lesson specific evaluation.

^t $p < .10$, * $p < .05$, ** $p < .01$

Change in Confidence and Attitudes. Of the 143 youth who provided evaluation data, 102 (71%) received at least four lessons (covering goals/values, characteristics of healthy vs. unhealthy relationships and communication strategies) and completed the *overall program evaluation* survey. This survey was designed to assess perceived changes in how confident they felt in applying the skills learned and various other attitudes and aspirations. Table 6 summarizes the level of confidence that these youth reported after the completion of the program. Overall, the majority of these youth felt that they were more confident than before the program in establishing healthy relationships with family/friends (80%) and dating partners (89%), listening (80%) and handling conflict (83%), and expressing their feelings and wants in a relationship (85%).

Table 6. Youth’s Confidence After Completing Relationship Smarts Program Compared to Before (n=102)

	n	Level of Confidence			
		Less	About the Same	A Little More	A Lot More
1. Having a healthy relationship with family and friends	101	2.0%	14.9%	30.7%	52.5%
2. Being a good and sensitive listener	102	1.0%	18.6%	30.4%	50.0%
3. Handling conflict in a healthy way	102	2.9%	13.7%	43.1%	40.2%
4. Having a healthy dating relationship	101	4.0%	6.9%	29.7%	59.4%
5. Expressing your feelings and sharing what you want from a dating partner.	101	2.0%	12.9%	33.7%	51.5%

Likelihood of Using Learned Skills. As well, participants were asked *how likely they were to use the skills learned in this program*. As noted in Figure 1, 97% of the youth reported that they were likely to use the skills learned: 22% were somewhat likely, 40% were likely, and 35% were very likely. As commented by one youth, *“In the future if I have a relationship problem, I can refer to this.”* Another youth commented, *“It has helped me very much and will in the future. It will help me with both decision making and relationship skills.”*

Helpfulness of Program. Participants were also asked *how helpful the program was to them*. As shown in Figure 2, 96% of the youth felt that this program was helpful: 42% very helpful, 36% helpful, and 18% somewhat helpful. As shared by two youth on how the program helped, *“It has helped me open up to my friends as well as my dating partner”* and *“It helped me know what’s right and wrong. I can take what I learned...back and tell my daughter and others.”* Additionally, 70% of the participants reported that they *would refer this program to their friends* (27% were not sure).

Change in Feelings About Self. To determine how participants felt about themselves after the program, they were asked *“Compared to before the program, how do you feel about yourself as a person now?”* Response options included: (1) I feel a lot better, (2) I feel a little better, (3) I feel about the same, (4) I feel a little worse, and (5) I feel a lot worse. As noted in Figure 3, 75% of the participants felt better about themselves after the program. Commenting on what they liked about the program, youth expressed examples of how the program helped them feel better about themselves (e.g., *“I can talk about myself to others”*) and feeling more confident in developing healthy relationships (e.g., *“to be more confident in my relationships with people”*).

CONCLUSION

A summary of the objectives, outputs and impact of the *Relationship Smarts* program is provided in Appendix I. Overall, program participants, on average, reported gaining awareness and understanding of what it means to have a healthy relationship and feeling more confident that they can use these skills and behaviors in their everyday lives. Also, participants felt that the program was helpful to them and they felt better about themselves after participating. In conclusion, the program appears to have had a positive influence on these youth.

Figure 1. Likelihood of Participants Using the Skills Learned in This Program (n=101).

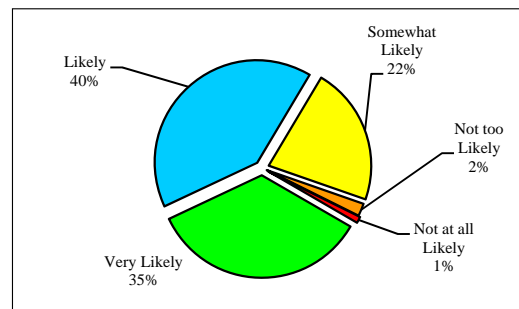


Figure 2. Perceived Helpfulness of the Program (n=102).

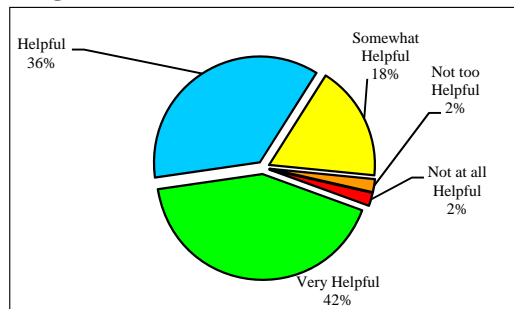
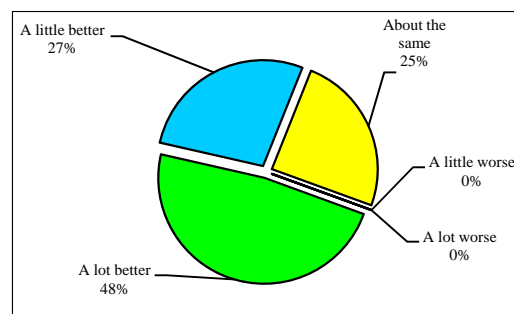


Figure 3. Participants’ Feelings about Themselves Now (n=102).



Example comments from youth regarding how the program helped:

- *Become a better person and more careful about my choices.*
- *I feel that it’s doing a lot of good things for me and helping me channel my thoughts.*
- *I can now communicate easier, and now know the boundaries.*
- *It will help me in relationships, friendships, and with family.*
- *This program will help me make decisions and help me break up without drama.*
- *Make me treat my girlfriend good.*
- *I think it will help me emotionally feel better about myself. It will make me want to be a better person too.*
- *I think it helped me realize what’s healthy & what isn’t.*

Appendix A

At the conclusion of each lesson, youth were provided a 1-page retrospective, pre-post survey to gauge how much they felt they improved in their understanding of concepts related to the lesson. Each youth was asked to first report on their knowledge and attitudes “after participating in the program” and then instructed to report on how they felt “before participating in the program.” This approach has been shown to reduce response biased related to over-estimating one’s knowledge of program concepts prior to learning and fully understanding those concepts. Below is a summary of the items included on each lesson evaluation form. As well, a summary of youth’s report of how helpful each lesson was and what they reported learning is provided.

Lesson 1: Who am I and Where am I Going?

Youth’s Knowledge and Attitudes on Lesson 1 Concepts.

-
- (a) My ability to identify what my possible selves are.
 - (b) My awareness of who currently supports me to be the best person I can be.
 - (c) My ability to do specific things day-to-day that prepare me for my future.
 - (d) My awareness of the importance of comparing my possible selves with those of my friends.
 - (e) My strategies for dealing with peer pressure.
-

Sample of comments reflective of what students reported learning

- Be smart with your choices.
- How to deal with peer pressure.
- How to identify what my possible selves are.
- That what I do now affects my future.
- Who I want to be in the future.
- How my family supports me.
- That there are many people supporting me.
- Who and what kind of person I am.

Overall, how helpful was today’s lesson to you? (n=71)

<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not too Helpful</u>	<u>Not at all Helpful</u>
12 (16.9%)	32 (45.1%)	21 (29.6%)	3 (4.2%)	3 (4.2%)

Lesson 2: Maturity Issues/What I Value

Youth’s Knowledge and Attitudes on Lesson 2 Concepts.

-
- (a) My knowledge of my personal values.
 - (b) My understanding of how one’s values and maturity levels affect one’s behavior.
 - (c) My knowledge of the type of person that I am attracted to.
 - (d) My awareness of the differences between maturity and immaturity.
 - (e) My knowledge of social, emotional, and mental dimensions of maturity.
-

Sample of comments reflective of what students reported learning

- How maturity is supposed to be.
- I have certain morals that are important.
- I know my personal values better.
- Be mature and be respectful to your peers.
- Maturity comes in four different ways.
- I know what is mature and immature.
- Social and emotional values take the longest to develop.

Overall, how helpful was today’s lesson to you? (n=10)

<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not too Helpful</u>	<u>Not at all Helpful</u>
4 (40.0%)	5 (50.0%)	1 (10.0%)	0 (0.0%)	0 (0.0%)

Lesson 3: Attractions and Infatuation

Youth's Knowledge and Attitudes on Lesson 3 Concepts.

- (a) My knowledge of the building blocks of a healthy relationship.
 - (b) My understanding of why a relationship based on sex is not stable.
 - (c) My knowledge of the nature of infatuation, including the "brain chemistry" of infatuation.
 - (d) My understanding of the difference between infatuation and genuine love.
 - (e) My understanding of how relationships change over time.
-

Sample of comments reflective of what students reported learning

- The differences between infatuation and love..
- Take your time in a relationship.
- The foundation for a healthy relationship.
- Good building blocks.
- That if it's not working out, don't stay in it.
- Sex is not #1 and it will never work out.

Overall, how helpful was today's lesson to you? (n=6)

Very Helpful
4 (66.7%)

Helpful
2 (33.3%)

Somewhat Helpful
0 (0.0%)

Not too Helpful
0 (0.0%)

Not at all Helpful
0 (0.0%)

Lesson 4: Love and Intimacy

Youth's Knowledge and Attitudes on Lesson 4 Concepts.

- (a) My understanding of Eros and Agape.
 - (b) My knowledge of the dimensions of mature love (chemistry, friendship, and trust/commitment).
 - (c) My awareness of problems that can occur when the dimensions of mature love are unbalanced.
 - (d) My knowledge of the 6 different types of intimacy.
 - (e) My understanding of the ways to build true intimacy.
-

Sample of comments reflective of what students reported learning

- Learned about Eros and Agape.
- Balancing the three parts of love.
- 6 levels of intimacy.
- I understand intimacy a lot more.
- What can happen when love is unbalanced.
- You have to have friendship in love.
- How relationships need chemistry, friendship, and commitment.
- How to have a healthy relationship.
- Understanding is very important.

Overall, how helpful was today's lesson to you? (n=51)

Very Helpful
11 (21.6%)

Helpful
29 (56.9%)

Somewhat Helpful
8 (15.7%)

Not too Helpful
1 (2.0%)

Not at all Helpful
2 (3.9%)

Lesson 5: Principles of Smart Relationships

Youth's Knowledge and Attitudes on Lesson 5 Concepts.

- (a) My ability to recognize smart and not-so-smart relationship practices.
 - (b) My understanding of the seven principles of smart relationships.
 - (c) My willingness to apply the seven principles to my own life.
 - (d) My awareness of what makes a person compatible with me.
 - (e) My knowledge of how to start and continue conversations with a person I am interested in.
-

Sample of comments reflective of what students reported learning

- Don't try to change someone.
- Expect respect.
- There are 7 principles that help make smart relationship decisions.
- I can now figure out a good relationship from a bad one.
- Sexual boundaries.
- My awareness of compatibility.
- Don't put relationships before your values.
- What to look for in a relationship.
- How to handle a relationship.

Overall, how helpful was today's lesson to you? (n=52)

<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not too Helpful</u>	<u>Not at all Helpful</u>
9 (17.3%)	30 (57.7%)	12 (23.1%)	0 (0.0%)	1 (1.9%)

Lesson 6: The Low-Risk Approach to Relationships: Decide, Don't Slide!

Youth's Knowledge and Attitudes on Lesson 6 Concepts.

- (a) My understanding of the risks and consequences of "sliding."
 - (b) My understanding of the importance of compatibility.
 - (c) My awareness of key things I should learn about someone that I am interested in.
 - (d) My understanding of what it means to know someone.
 - (e) My knowledge of low-risk "deciding" relationship strategies.
-

Sample of comments reflective of what students reported learning

- Be calm when approaching a conflict.
- I learned a lot about carefully choosing your relationship partner.
- What it means to know someone.
- Get to know someone before you start to date.
- My understanding of the importance of compatibility.
- Don't slide.
- Low risk deciding relationship strategy.
- Always communicate with someone you date.
- Make sure I'm ready to be in a physical and committed relationship.

Overall, how helpful was today's lesson to you? (n=11)

<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not too Helpful</u>	<u>Not at all Helpful</u>
4 (36.4%)	5 (45.5%)	2 (18.2%)	0 (0.0%)	0 (0.0%)

Lesson 7: Is It a Healthy Relationship?

Youth's Knowledge and Attitudes on Lesson 7 Concepts.

- (a) My awareness of differences between healthy and unhealthy relationships.
 - (b) My understanding of how a controlling relationship differs from a respectful relationship.
 - (c) My understanding of the difference between a conditional and an unconditional relationship.
 - (d) My understanding of the difference between a relationship that has attractions on many levels compared to attraction at only the physical level.
 - (e) My ability to identify unmet emotional, social, mental, or physical needs that can lead to poor relationship choices.
-

Sample of comments reflective of what students reported learning

- Awareness of unhealthy relationships.
- Learn how to separate good choices for meeting needs from bad.
- The difference between conditional & unconditional relationships.
- Love yourself and not who people want you to be.
- Respectful relationships last more.
- Always pick the right one for you.
- Physical, mental, emotional, and social are all basic needs.

Overall, how helpful was today's lesson to you? (n=53)

<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not too Helpful</u>	<u>Not at all Helpful</u>
11 (20.8%)	30 (56.6%)	8 (15.1%)	3 (5.7%)	1 (1.9%)

Lesson 8: Breaking up and Dating Abuse

Youth's Knowledge and Attitudes on Lesson 8 Concepts.

- (a) My awareness of abusive behaviors in relationships, including knowledge of early warning signs.
 - (b) My ability to assert myself at the first sign of disrespect.
 - (c) My ability to identify negative patterns of dealing with conflict.
 - (d) My knowledge of how to respectfully break up with someone.
 - (e) My knowledge of steps to take to recover from a broken relationship.
-

Sample of comments reflective of what students reported learning

- How to identify abusive relationships.
- How to see the warning signs.
- How to break up properly with boyfriends.
- The controlling factors are not good.
- The early signs of a bad relationship.
- I learned how abusive relationships are serious.

Overall, how helpful was today's lesson to you? (n=6)

<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not too Helpful</u>	<u>Not at all Helpful</u>
3 (50.0%)	3 (50.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

Lesson 9: A Foundation for Good Communication

Youth's Knowledge and Attitudes on Lesson 9 Concepts.

- (a) My awareness of communication patterns I learned while growing up.
 - (b) My knowledge of when to take a Time Out during an argument.
 - (c) My understanding of how to use the Speaker-Listener Technique to talk through a problem.
 - (d) My awareness of how to facilitate good communication.
 - (e) My ability to listen and offer appreciations to build the friendship in a relationship.
-

Sample of comments reflective of what students reported learning

- Calm down when in arguments.
- Don't bring people down with your words.
- How to use the speaker-listener technique.
- How to communicate.
- To take a break.
- Think before you speak.
- I know how to use the Speaker-Listener technique.
- How to control myself in an argument.
- It is better to listen during arguments and not zone out.
- Seeing other's side.
- Not to have explosive arguments with my mom.

Overall, how helpful was today's lesson to you? (n=18)

Very Helpful

7 (38.9%)

Helpful

9 (50.0%)

Somewhat Helpful

2 (11.1%)

Not too Helpful

0 (0.0%)

Not at all Helpful

0 (0.0%)

Lesson 10: Communication Challenges and More Skills

Youth's Knowledge and Attitudes on Lesson 10 Concepts.

- (a) My understanding of communication patterns that damage relationships.
 - (b) My awareness of the 4 danger signs in relationships.
 - (c) My knowledge of how to complain in a way that I can be heard.
 - (d) My understanding of how to use the WWWF format.
 - (e) My awareness of how to avoid negative starts and use gentle starts.
-

Sample of comments reflective of what students reported learning

- How to deal with a problem.
- You should always seek a good match.
- How to communicate with my family and friends.
- How to complain in a way that I can be heard.
- Understanding wwwf awareness of 4 danger signs in relationships.
- Negative and positive things in a relationship.
- There are better ways to complain other than arguing.
- Communication patterns that damage relationships.
- It will help me complain about things without being mean or rude.

Overall, how helpful was today's lesson to you? (n = 46)

Very Helpful

10 (21.7%)

Helpful

27 (58.7%)

Somewhat Helpful

8 (17.4%)

Not too Helpful

1 (2.2%)

Not at all Helpful

0 (0.0%)

Lesson 11: Through the Eyes of a Child

Youth's Knowledge and Attitudes on Lesson 11 Concepts.

- (a) My understanding of ways that parents' relationships affect their children.
 - (b) My awareness of what babies need from their parents.
 - (c) My knowledge of how parental separation and divorce can affect children.
 - (d) My understanding of what a good father is.
 - (e) My awareness of how both mothers and fathers can increase the well-being of their children.
-

Sample of comments reflective of what students reported learning

- Kids born to teen parents are more affected.
- Not to have sex before marriage.
- God is vital to a family.
- What children need from their parents.
- When people get a divorce, it affects their child.
- How much a parent relationship affects their child(ren).
- Wait until marriage.
- Think before you act..

Overall, how helpful was today's lesson to you? (n = 7)

<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not too Helpful</u>	<u>Not at all Helpful</u>
5 (71.4%)	2 (28.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

Lesson 12: Looking Toward the Future – Healthy Relationships and Healthy Marriages

Youth's Knowledge and Attitudes on Lesson 12 Concepts.

- (a) My understanding of risky marriage choices.
 - (b) My knowledge of ways to have a great marriage.
 - (c) My awareness of why some marriages succeed and others fail.
 - (d) My understanding of why my expectations for a marriage/family are important.
 - (e) My knowledge of the success sequence.
-

Sample of comments reflective of what students reported learning

- Guidelines for a successful marriages.
- Wait for marriage.
- 5 ways to make a risky marriage choice.
- Not marry too young.
- Don't get pregnant yet.
- Think about your children.

Overall, how helpful was today's lesson to you? (n = 46)

<u>Very Helpful</u>	<u>Helpful</u>	<u>Somewhat Helpful</u>	<u>Not too Helpful</u>	<u>Not at all Helpful</u>
12 (26.1%)	25 (54.3%)	8 (17.4%)	1 (2.2%)	0 (0.0%)

Appendix B

Overall Program Evaluation Comments

Sample of comments reflective of what students liked best about the program

- Able to talk to people with the same problem, to get it solved.
- Being able to understand now what I need to do in a time of conflict.
- Being able to break up with someone and not hurt their feelings.
- How it teaches me about a lot of things I wasn't aware about.
- I learned a lot about relationships. The facilitator was very helpful.
- I learned to have confidence in people and to understand others.
- I liked the interactive activities we were able to participate in.
- All the different activities.
- I liked how I learned to handle situations better.
- It gave me great tips for finding the perfect mate for my children.
- It has helped me with any relationship that I have or will have.
- It was fun and a good learning experience for me.
- Learning what's best in a relationship and what's not.
- Making the stress balls.
- Talking about dating.
- People actually worked together and understand each other's relationships.
- How we can sit down and talk about handling relationship problems.
- I liked the topics we talked about and how everyone voiced their own opinions..
- The role plays and all the wonderful activities we did to help practice these skills.

Sample of comments reflective of what students liked least about the program

- I think some information may be a little graphic for some people.
- Talking about family.
- Too much talking, too many papers to fill out.
- We only had 50min & had to rush.
- Sitting and being talked to like I'm a baby.
- That it's only four weeks and it's only one class period.
- They didn't tell us clearly about the program.
- It was kind of boring, but I guess it was cool.
- How it switched topics fast.
- Nothing, I enjoyed the entire program.
- It was so serious

Sample of comments reflective of how students feel this program has or will help them personally

- Being able to help me talk to people.
- I feel it will help me make good choices and think wisely.
- I think it will help me personally, and get to know more about relationships.
- I would finish school before I have kids and get married when I get out of college.
- This will help me make decisions in future relationships.
- To be more confident in my relationships with people.
- It makes me think from all angles instead of one.
- It has helped me know how to have a good healthy relationship.
- It will help me do better in future relationships.
- My dating relationships, family and friends will benefit just from me taking this class.
- It was ok. I just need to improve my attitude in relationships.
- In the future, if I have a relationship problem, I can refer to this.
- I think I already knew most of what was going on and have learned that respecting others is best.
- Good. It helps you do stuff right and stop making baking bad decisions.
- Become a better person and more careful about my choices.
- This has helped me to learn how to know if you have a good or bad relationship.
- Makes me feel better about relationships.

Appendix C. 2013 Evaluation Summary of UGA Extension Outputs and Short-Term Impacts

INPUTS	ACTIVITY	OUTPUT	OUTCOMES - IMPACT		
What we invested to develop, deliver & evaluate the program	What we did to carry out the program.	What we yielded and/or who we reached.	The short term results of the program (<i>Learning</i>).	The medium term results of the program (<i>Action</i>).	The ultimate impact of the program. (<i>Achievement</i>)
<ul style="list-style-type: none"> • Funding (e.g., state and county level support; grants) • Staff/Faculty Effort (content specialists, FACS/4H county agents, clerical support) • Partners (e.g., Georgia middle and high schools, communities, agencies, faith-based and social service organizations) • Time (e.g., designing, coordinating, delivering, documenting, evaluating) • Space (e.g., program delivery) • Materials (curriculum, handouts, activity supplies, attendance sheets, lesson evaluations, post evaluations, attendance sheets) 	<ul style="list-style-type: none"> • Training FACS/4H agents on RS+ • Supplemental training and updates on RS+ 	<ul style="list-style-type: none"> • 5 FACS/4H agents and 41 community partners across 22 GA counties 	<ul style="list-style-type: none"> • Youth improved in their understanding of <ul style="list-style-type: none"> Their own identity (68%) Maturity and personal values (73%) Infatuation versus genuine love (100%) Healthy vs. unhealthy relationships (77%) Signs of dating abuse (83%) Foundations of good communication (80%) Dealing with conflict (77%) • Youth felt more confident in <ul style="list-style-type: none"> Using learned skills to have healthy relationships with family and friends (80%) Being a good and sensitive listener (80%) Managing conflict in healthy ways (83%) Having a healthy dating relationship (89%) Expressing feelings and sharing their needs and wants with a dating partner (85%) • 75% of youth felt better about themselves • 97% of youth reported that they were likely to use the skills learned 	<ul style="list-style-type: none"> • Youth increase in their practice of positive communication and conflict management skills • Youth exhibit lowered levels of risky sexual behaviors • Youth avoid or remove self from abusive relationships 	<ul style="list-style-type: none"> • Maintain healthy peer and intimate relationships • Avoid premarital pregnancy • Establish healthy and stable future marriages
	<ul style="list-style-type: none"> • Establish partnerships with schools or other youth organizations where program will be implemented 	<ul style="list-style-type: none"> • Program delivered across 8 counties through middle schools, high schools, youth organizations, etc. Total of 19 programs offered (7 programs included 6+ lessons). 			
	<ul style="list-style-type: none"> • County agents deliver RS+ program to youth 	<ul style="list-style-type: none"> • 717 youth reached through in-school programming 			
	<ul style="list-style-type: none"> • Retrospective pre then post test completed after each lesson • Overall program evaluation completed by those attending 4 or more “core lessons” 	<ul style="list-style-type: none"> • 144 youth completed lesson evaluations to document knowledge gained. • 102 youth completed the overall program evaluation to document confidence and skills gained 			
	<ul style="list-style-type: none"> • Prepare outcome/impact report for each county as well as a full state report for the year 	<ul style="list-style-type: none"> • 4 county reports prepared for agents to share with community partners, and prospective funders. 			

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