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# **Title Registration for a Systematic Review: School-Based Interventions to Reduce Dating and Sexual Violence: A Systematic Review**

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Terri D. Pigott**

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Submitted to the Coordinating Group of:

<input type="checkbox"/>	Crime and Justice
<input checked="" type="checkbox"/>	Education
<input type="checkbox"/>	Disability
<input type="checkbox"/>	International Development
<input type="checkbox"/>	Nutrition
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Plans to co-register:

<input checked="" type="checkbox"/>	No		
<input type="checkbox"/>	Yes	<input type="checkbox"/> Cochrane	<input type="checkbox"/> Other
<input type="checkbox"/>	Maybe		

Date Submitted: 2 December 2012

Date Revision Submitted: 2 January 2013

Approval Date: 13 January 2013

Publication Date: 1 March 2013

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## TITLE OF THE REVIEW

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School-Based Interventions to Reduce Dating and Sexual Violence: A Systematic Review

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## BACKGROUND AND OBJECTIVES

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Violence and assaults experienced by young people are of great concern to researchers, parents, educators, and administrators who strive to help youth be healthy and happy. The impact of sexual assaults or sexual coercion and physical and psychological abuse in intimate relationships is a significant concern for young people, and yet much is still unknown about how to effectively intervene or prevent these behaviors (Espelage, 2012; Espelage, Holt, & Isaia, 2007; Espelage & Low, *in press*). As such, the present review will quantitatively synthesize prevention and intervention efforts implemented in schools that sought to reduce or prevent the incidents of dating violence or physical and sexual violence for adolescents.

### *Objectives*

- 1.) Are programs implemented in K-12 schools effective in addressing attitudes or beliefs supportive of teen dating violence?
- 2.) Are programs implemented in K-12 schools effective in encouraging bystander intervention or peer support?
- 2.) Are programs implemented in K-12 schools effective in reducing the incidence of dating violence perpetration or sexual coercion?
- 3.) Are there substantive or methodological variables that moderate the effect sizes?

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## EXISTING REVIEWS

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To date, no previous authors have attempted to quantitatively synthesize empirical evaluations of programs designed to prevent or reduce the incidence of dating violence or physical and sexual violence among adolescents. Several narrative reviews, however, have been conducted. Law (n.d.) and Calvillo (2010) enumerated several large-scale prevention programs but failed to use a systematic review technique. Foshee and McNaughton (2009) utilized a systematic review format but failed to detail program characteristics. Finally, the National Resource Center on Domestic Violence (O'Keefe, 2005) has also conducted a narrative literature review but again failed to utilize a systematic search process or detail all programs completely.

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## INTERVENTION

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Myriad forms of the intervention exist within schools to prevent teen dating or sexual

violence. Programs may exist at a universal level, where the school introduces various stimulus or psycho-educational directives. Researchers and administrators may also implement programs directed solely at classrooms or even individuals. Both types of interventions will be reviewed and synthesized. Many programs, especially those implemented with young students, focus on altering the school culture in an effort to decrease aggression and promote respect (Flannery et al., 2003; Haynes, 1998). Programs implemented for older youth, including during middle school, spend more time trying to change dating attitudes and behaviors (Foshee et al., 1998; Macgowan, 1997).

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## **POPULATION**

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The population of interest is students in K-12 schools.

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## **OUTCOMES**

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The following are outcomes of interest. Any program implemented in K-12 schools that intended to address these outcomes will be included in the present review.

- Teen dating violence
- Intimate partner violence
- Sexual violence/harassment
- Attitudes/beliefs supportive of teen dating violence/sexual violence behaviors
- Bystander or peer support against dating violence
- Domestic abuse

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## **STUDY DESIGNS**

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Only experimental and quasi-experimental studies with a control group will be included. Specifically, only studies that implement an intervention to a randomly or non-randomly assigned intervention or control condition will be included. This can include: randomly assigned controlled trials, quasi-randomized controlled trials (e.g., participants assigned via birthdates or matching) or non-randomized controlled trials (e.g., where participants or groups choose assignment). Studies must demonstrate pre-treatment equality, however, using evidence from key variables.

Only studies that have a well-defined control group will be included (e.g., wait-list control, treatment-as-usual, straw-man designs). In school-based settings, whole schools often constitute control groups. Distinguishing the type of control group assembled is therefore an important methodological aspect to code.

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## REFERENCES

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- O'Keefe, M. (2005). *Teen dating violence: A review of risk factors and prevention efforts*. Harrisburg, PA: VA Wnet, a project of the National Resource Center on Domestic Violence. Retrieved from: <http://www.vawnet.org>

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## **ROLES AND RESPONSIBILITIES**

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- **Content:** Lisa De La Rue will be responsible for the majority of report writing and content area, under the supervision of Dorothy Espelage. Lisa's research focuses on the impact of abuse and violence victimization amongst adolescents, and she has co-authored three papers in this area. She has worked extensively with Dorothy Espelage on research focused on dating and sexual violence among middle school students, and assists Dorothy Espelage in conducting school based research on these topics. Dorothy Espelage is currently funded by the CDC and is conducting a randomized clinical trial of a bullying and sexual violence prevention program in 36 middle schools. In addition, she has NIJ funding for a longitudinal study of predictors of bullying and dating violence among adolescents. Dorothy will serve as a consultant and will oversee the accuracy and presentation of writing on the topics of dating and sexual violence and sexual harassment.
- **Systematic review methods:** Lisa De La Rue and Josh Polanin will be responsible for screening articles. Both have experience using reference managers and screening citations. They will be responsible for the search of articles, the first and second rounds of screening, and coding each study.
- **Statistical analysis:** Josh Polanin will be the lead on the statistical analyses. Recently at the Campbell Colloquium in Copenhagen, he taught methodological sessions on introductory methods of quantitative synthesis and advanced issues of study quality coding. In addition, Josh has published a meta-analysis on the effects of bullying prevention programs on bystander intervening behavior in *School Psychology Review*. Therese Pigott, who has recently published a book entitled, *Advances in meta-analysis*, will oversee Josh's work.
- **Information retrieval:** Lisa De La Rue and Josh Polanin will be responsible for information retrieval. Both have experience using reference managers and screening citations. Dorothy Espelage's undergraduate researchers may be used to double-code included primary studies.

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## **POTENTIAL CONFLICTS OF INTEREST**

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There are no conflicts of interest.

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## **SUPPORT**

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We do not anticipate needing additional support due to the expertise afforded by our various team members.

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## **FUNDING**

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We are applying for funding from the Education Coordination Group's Systematic Review Grants Program. Below is the timeline anticipated for this review.

*2 December 2012*

- Submit title registration to Campbell Collaboration.

*21 January 2013*

- Submit protocol proposal to Campbell Collaboration.

*7 February 2013*

- Contact potential authors for additional studies.

*21 March 2013*

- Receive protocol reviews.

*5 April 2013*

- Submit revised protocol based on reviews.

*5 April 2013*

- Coding Begins.
- LDR and JRP will code each study independently. DLE's research team, trained by LDR and JRP, will double code each study.

*6 May 2013*

- Coding ends; analysis and review writing begins.
- JRP and Terri Pigott (TDP) will be responsible for the analysis. Both have extensive expertise using meta-analytic datasets. LDR and DLE will be responsible for producing

the text of the report. Each has experience writing reports and scientific literature.

*30 June 2013*

- Submit review to Campbell Collaboration

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## **PRELIMINARY TIMEFRAME**

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- Date you plan to submit a draft protocol: 21 January 2013
- Date you plan to submit a draft review: 30 June 2013

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## DECLARATION

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### **Authors' responsibilities**

By completing this form, you accept responsibility for preparing, maintaining, and updating the review in accordance with Campbell Collaboration policy. The Coordinating Group will provide as much support as possible to assist with the preparation of the review.

A draft protocol must be submitted to the Coordinating Group within six months of title acceptance. If drafts are not submitted before the agreed deadlines, or if we are unable to contact you for an extended period, the Coordinating Group has the right to de-register the title or transfer the title to alternative authors. The Coordinating Group also has the right to de-register or transfer the title if it does not meet the standards of the Coordinating Group and/or the Campbell Collaboration.

You accept responsibility for maintaining the review in light of new evidence, comments and criticisms, and other developments, and updating the review at least once every three years, or, if requested, transferring responsibility for maintaining the review to others as agreed with the Coordinating Group.

### **Publication in the Campbell Library**

The support of the Coordinating Group in preparing your review is conditional upon your agreement to publish the protocol, finished review and subsequent updates in the Campbell Library. Concurrent publication in other journals is encouraged. However, a Campbell systematic review should be published either before, or at the same time as, its publication in other journals. Authors should not publish Campbell reviews in journals before they are ready for publication in the Campbell Library. Authors should remember to include the following statement in reviews that are published elsewhere: "This is a version of a Campbell review, which is available in The Campbell Library".

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**I understand the commitment required to undertake a Campbell review, and agree to publish in the Campbell Library. Signed on behalf of the authors:**

**Form completed by: Lisa De La Rue**

**Date: 2 January 13**

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