The Fourth R

A school-based program to prevent adolescent violence and related risk behaviours

Classroom and Small Group Strategies to Reduce Dating Violence and End Abuse

Ray Hughes
David A. Wolfe
San Francisco, CA
March 30, 2012

Relationships

What is the Fourth R?

• A relationship-based approach to prevent adolescent violence and related risk behaviours
  – Peer and dating violence
  – Substance use
  – High risk sexual behaviour
• School-based comprehensive prevention approach
Adolescent Risk Behaviours: The Relationship Connection

Positive Youth Development
- Want to help teens go beyond not drinking, not being violent, etc.
- What do they WANT their relationships to look like, not merely what to avoid
- Build resilience for future stressful situations
- Universal intervention
  - No stigma for being involved
  - All teens will end up in difficult interpersonal situations
  - Increase capacity of bystanders

Skill Development
- Focus on helping teens keep themselves safe in potentially dangerous situations
- Recognize that some of these behaviours are normative
- Criminalization has not been an effective way to reduce problems and can exacerbate problems
Resources for Schools and Communities

- 7th, 8th, 9th Health Education
- 9th – 12th English
- Alaskan Native version
- Alternative Education
- After-School Program Part 1 and Part 2
- Parents
- Community Partnership and Training Opportunities
- University Safe Schools Course

7th Grade Unit Overview: 
*Personal Safety and Injury Prevention*

<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Healthy Relationships</td>
</tr>
<tr>
<td>2</td>
<td>Impact of Bullying and Harassment</td>
</tr>
<tr>
<td>3</td>
<td>Benefits and Dangers of Technology</td>
</tr>
<tr>
<td>4</td>
<td>Stress and Emotional Regulation</td>
</tr>
<tr>
<td>5</td>
<td>Decision Making</td>
</tr>
<tr>
<td>6</td>
<td>Skills Into Practice</td>
</tr>
<tr>
<td>7</td>
<td>Practicing Skills and Culminating Activity</td>
</tr>
</tbody>
</table>

Grade 11 English

- 4 Non-Fiction Units
- 24 Lessons
- Topics Include:
  - Media Violence: Video Games
  - Bullying
  - Dating Violence
  - Substance Use and Abuse
## Alternative Education

- Adapting the core lessons so that they meet Ontario Secondary Curriculum Expectations across several subject areas as well as addressing the needs of mixed-grade classrooms.
- Adding lessons to address issues relevant to Alternative Education students (e.g., expanded lessons on drug use/abuse).
- Enhancing role-play opportunities for additional skill-building.
- Teaching students basic coping skills using cognitive-behavioral strategies.
- Ensuring flexibility for non-traditional class times and delivery.

## After-School Program

**“Sports” design**
- Warm Up
- Game
- Cool Down

**Two parts**
- First part: 12 Sessions
  - Topics include apologies, healthy relationships, effective communication, influences, values, boundaries, dating violence, standing up for what is right, break-ups, etc.
- Second part: 12 sessions
  - Topics focus on healthy relationships and leadership development.
  - Topics include healthy relationships, being a leader, understanding differences, decision-making, responsibilities, empathy, upstanders, etc.

## Alaskan Native Version
Video Resources:
Skills for Effective Relationships

- Assertive Passive Aggressive
- Delay Negotiation Refusal
  - Combination
- Negotiation
  - Combination
- Passive Assertive

Teaching/Learning Strategies in Action
<table>
<thead>
<tr>
<th><strong>SEE</strong></th>
<th><strong>HEAR</strong></th>
<th><strong>FEEL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it look like when you see partners in a healthy relationship? What do you actually <strong>SEE</strong> when they are together?</td>
<td>What does it sound like when you see partners in a healthy relationship? What do you actually <strong>HEAR</strong> when they are together?</td>
<td>What do you think it feels like if you are in a healthy relationship with a partner?</td>
</tr>
<tr>
<td>What does it look like when you see friends in a healthy relationship? What do you actually <strong>SEE</strong> when they are together?</td>
<td>What does it sound like when you see friends in a healthy relationship? What do you actually <strong>HEAR</strong> when they are together?</td>
<td>What do you think it feels like when you are in a healthy friendship?</td>
</tr>
<tr>
<td>What does it look like when you see kids/youth who are in a healthy relationship with their parents? What do you actually <strong>SEE</strong> when they are together?</td>
<td>What does it sound like when you see kids/youth who are in a healthy relationship with their parents? What do you actually <strong>HEAR</strong> when they are together?</td>
<td>What do you think it feels like if you are in a healthy relationship with parents?</td>
</tr>
<tr>
<td>What does it look like when you see partners in an unhealthy relationship? What do you actually <strong>SEE</strong> when they are together?</td>
<td>What does it sound like when you see partners in an unhealthy relationship? What do you actually <strong>HEAR</strong> when they are together?</td>
<td>What do you think it feels like if you are in an unhealthy relationship with a partner?</td>
</tr>
<tr>
<td>What does it look like when you see friends in an unhealthy relationship? What do you actually <strong>SEE</strong> when they are together?</td>
<td>What does it sound like when you see friends in an unhealthy relationship? What do you actually <strong>HEAR</strong> when they are together?</td>
<td>What do you think it feels like if you are in an unhealthy relationship with friends?</td>
</tr>
<tr>
<td>What does it look like when you see kids/youth who are in an unhealthy relationship with their parents? What do you actually <strong>SEE</strong> when they are together?</td>
<td>What does it sound like when you see kids/youth who are in an unhealthy relationship with their parents? What do you actually <strong>HEAR</strong> when they are together?</td>
<td>Then and Now</td>
</tr>
</tbody>
</table>

**Post It, Pile It**

**Then and Now**

groovy far out
Findings

• Compared to students receiving the usual health class in their schools, students in the Fourth R:
  – Learned more than their counterparts about violence, substance use, and sexual health
  – Had healthier attitudes about violence
  – Enjoyed the class more and found it more useful
  – Reported experiencing less relationship aggression (both as perpetrators and victims)
  – Sexually active boys practiced safe sex 2.5 years later (i.e., always use a condom)

Findings

Results: Skill Acquisition

• Negotiation Skills
  – Fourth R students were 2.2 times more likely than control students to show at least one negotiation skill during role-play interaction

• Delay Skills
  – Fourth R female students were 4.8 times more likely to show at least one delay skill during role-play interaction

• Yielding to Pressure
  – Control students were 2.0 times more likely than Fourth R students to yield to pressure

QUESTIONS?