



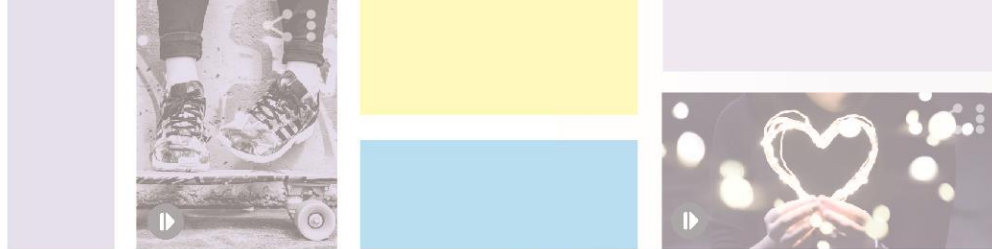
Lights, camera & action

AGAINST DATING VIOLENCE



Co-funded by the Rights, Equality & Citizenship Programme of the European Union

This project has received funding from the European Commission Directorate-General Justice and Consumers Rights, Equality and Citizen Violence Against Women Programme 2016, under grant agreement No. 776905.



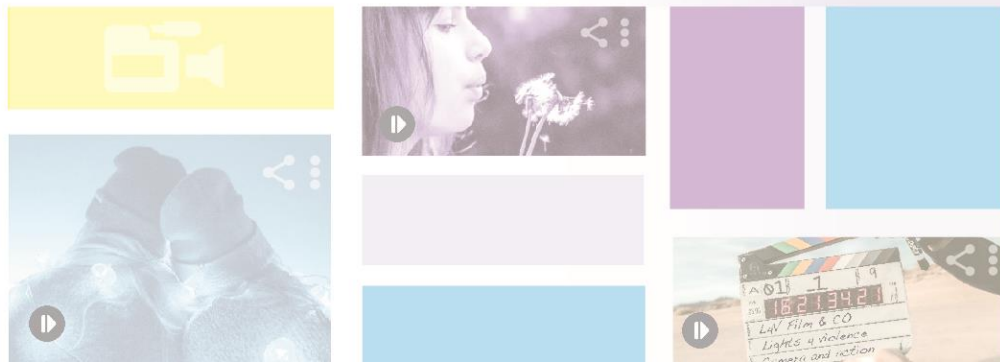
Evaluation: types of evaluation, tools, Alicante pilot study results & discussion.

Kick-off-meeting

Madrid

25-26 January 2018

Belén Sanz Barbero



Contents

1. Design
2. Participants
3. Types of evaluation:
 - Formative evaluation: pre-intervention, pilot study
 - Results evaluation: pre-during and post intervention
 - Process evaluation: during and post intervention
4. Tools
5. Alicante pilot study results



Design



- Intervention group
- Control group

- ✓ Longitudinal quasi-experimental educational intervention study with a quantitative results evaluation.
- ✓ The results evaluation will be carried out using an **on-line questionnaire** distributed to the **intervention** and the **control** group at three time periods.
- ✓ The on-line questionnaire will be previously **assessed** and adapted by a **pilot study**.





Participants

- The **intervention** and **control** group will be composed of boys and girls **13 to 15 years old**, studying at high schools in the city.
- The **control group** will be made up of students from **other centers** with similar socioeconomic characteristics (relating to class composition and locations) to the centers which will provide the students in the intervention group.
- The evaluation survey of the results will be given to a total of 300 students per country, 120 to 150 from the intervention group and 150 from the control group.
- Center selection will be carried out by contacting different secondary education centers from the city as considered appropriate by the members of the research team (non-random sample).



Contents

Design

Participants

Types of evaluation:



- **Formative evaluation: pre-intervention, pilot study**
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Tools

Alicante pilot study results



Formative evaluation: pre-intervention, pilot study

• Objective of the pilot study

The objective of the pilot study is to assess and adapt the *on line* questionnaire that we will use to evaluate the results in the intervention and control group.

How?

- Calculating the time it takes the students to complete the questionnaire.
- Determining the competencies and capacities of the participants to carry out the on-line questionnaire.
- Carrying out an internal validation of the questionnaire among the study population by calculating reliability and internal consistency indices.





Formative evaluation: pre-intervention, pilot study

- **Participants of the pilot study**

Pilot study will be carried out with a minimum of **20 teenagers** (10 boys and 10 girls) who are finishing the same grade as those who will later receive the intervention (from 13 to 15 years old).

Pilot study will be carried out in the same center that will be implemented the intervention.

This pilot study should be finished in between June-July 2018 (before classes end due to summer holidays).





Formative evaluation: pre-intervention, pilot study

• Tools and logistics

The questionnaire you will use in the pilot study includes:

- Ten scales, that can be summarized in several indices that are our dependents variables.
- Covariates: demographic variables, socioeconomic variables, experiences of abuse and/or mistreatment by an adult and exposure to dating and to dating violence.

We will provide you the survey in English language, and you have to send us the survey in your language. You should do this maximum by the end of April 2018. After this, we will include the survey in a program to generate the *on-line questionnaire* for your country pilot study.





Formative evaluation: pre-intervention, pilot study

• Tools and logistics

The scales and the covariates that we are going to use have been validated in different countries. You should explore if these scales have been used in your country and if they have been validated or not in your context.

If a scale has been validated in your country:

You have to use it without modifying anything. The items must be used in the same order, and scored in the same direction that had previously been used by other authors.

You have to make sure if your validated scale differs with the English version that we will provide you. It could be possible that the order of the items or the direction of the scored were different. In this case, is very important that you inform us.

If one scale has not been validated in your country:

You have to translate the English version into your language. For translation, you have to do a **forward-backward translation**, with independent translators in each direction. Items must be translated in the same order, and scored in the same direction as the English version.

Deadline: end of April 2018.





Formative evaluation: pre-intervention, pilot study

- **Tools and logistics**

When you send us the questionnaire translated into your language, we will include it in a program to generate the *on-line questionnaire*.

Previously to carrying out the pilot study, we will send you a link asking you to check the survey. You have to inform us about mistakes or suggest modifications.

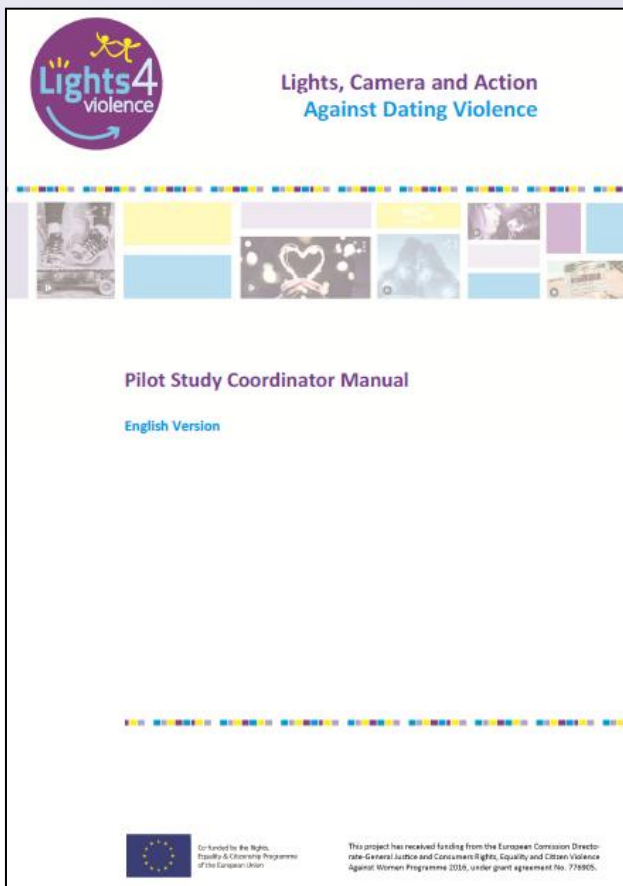
https://es.surveymonkey.com/r/draft_pilot_english

After that, we will send you the definitive link to implement the pilot study.

https://es.surveymonkey.com/r/pilot_english

We will send you a Coordinator Pilot Study Manual, that includes all the survey's screens and a blank area where you have to include all the questions, comments or incidents that happened during the pilot study.





Lights4Violence English

* 18.- What is the highest level of schooling your MOTHER/PARENT 1 completed?

- Did not complete primary school
- Completed primary school
- Completed secondary school
- Completed university
- Do not know

* 19.- What is the highest level of schooling your FATHER/PARENT 2 completed?

- Did not complete primary school
- Completed primary school
- Completed secondary school
- Completed university
- Do not know

Comments:

Do the participants know the parent's level of schooling? Is it necessary to specify what is included in each category? If the question generates doubts among the participants, please write it down





Lights4Violence English

* 18.- What is the highest level of schooling your MOTHER/PARENT 1 completed?

- Did not complete primary school
- Completed primary school
- Completed secondary school
- Completed university
- Do not know

* 19.- What is the highest level of schooling your FATHER/PARENT 2 completed?

- Did not complete primary school
- Completed primary school
- Completed secondary school
- Completed university
- Do not know

Comments:

Do the participants know the parent's level of schooling?
Is it necessary to specify what is included in each category?
Does the question generate doubts among the participants?

Please write it down.





Formative evaluation: pre-intervention, pilot study

• Tools and logistics

Summary

- From our Institute (ISCIII) we will provide you the questionnaire in English language.
- You have to send the questionnaire in your own language to the ISCIII.
- We –ISCIII- will give you a link to verify the on line questionnaire.
- You have to inform us about language mistakes or suggest modifications.
- The Institute –ISCIII-. will send a link to carry out the pilot study and a Manual to include comments, or incidents that arise during the event.





Contents

Design

Participants

Types of evaluation:

- Formative evaluation: pre-intervention, pilot study
- **Results evaluation: pre-during and post intervention**
- Process evaluation: during and post intervention



Tools

Alicante pilot study results

Objective

To evaluate the changes that our intervention produces in the dependent variables



Results evaluation: pre-during and post intervention

The results evaluation will be carried out using the assessed on-line questionnaire during the pilot study.

The survey will be carry out in the intervention and control group, at three time periods:

- Baseline, time 0 or T0: before the start of the program (August-September 2018).
- Time 1 or T1: after finishing the study- including the dissemination phase- (April-May 2019).
- Time 2 or T2: six months after the implementation of the intervention (max. in November 2019).



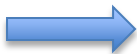
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Design

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- Formative evaluation: pre-intervention, pilot study
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- **Process evaluation: during and post intervention**



Tools

Alicante pilot study results

Objectives

- 1.- To know if the intervention has been carried out according to the previous planning
- 2.- To know the satisfaction of the participants with the program



Process evaluation: during and post intervention

Objective 1:

To know if the intervention has been carried out according to the previous planning, we will collect the following variables. This information will be asked in a form that we will provide you

- Percentage of student participation in each session.
- Hours dedicated to each session.

Objective 2:

To evaluate the satisfaction of the participants with the program, the questionnaire directed to students during the T1 period (at the end of the program) will include the following questions:

- *What are the most important aspects of the program that you would like to highlight?*
- *On a scale ranging from 1 to 10 being 1 the lowest and 10 the highest, how would you rate your satisfaction with the program?*

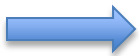
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Tools

The questionnaire

Alicante pilot study results



Tools: the questionnaire

The questionnaire you will use includes:

- Ten scales, that can be summarized in several indices that they are our **dependent variables**.
- **Covariates**: demographic variables, socioeconomic variables, having or not a partner, experiences of abuse and/or mistreatment by an adult, and exposure to dating violence.





Scales

Tools: the questionnaire

1

Student Social Support Scale

The SSSS (60 items) assesses student's perceived emotional, appraisal, informational, and instrumental social support received from teachers, parents, close friends, and peers. Students rate each behavior on two dimensions: availability and importance.

2

School Social Climate (CECSCE), Factor 1

It is made up of items of The California School Climate and Safety Survey. In this project we use the first factor. Items are indicative of the capacity for assistance, respect, safety and comfort etc., as perceived in the school center.

3

Maudsley Violence Questionnaire (MVQ)

The scale is comprised of two factors: 'machismo' (42 items) and 'acceptance of violence' (14 items).

4

Ambivalent Sexism Inventory (ASI)

The scales include 2 sub-scales: The first one is the hostile sexism scale (HS), which is composed of 11 items and the second sub-scale is the benevolent sexism scale (BS), which is also composed of 11.





Scales

Tools: the questionnaire

5

Social Problem-Solving Inventory-Revised Scale (SPSI-R)

SPSI-R abbreviated version is a brief scale of 25 items that permits measuring the capacities of young people to resolve their social problems. It includes the following sub-scales: Positive Problem Orientation, Negative Problem Orientation, Rational Problem Resolution; Avoidance Style and Impulsivity/Carelessness Style.

6

Aggression Questionnaire-Refined (AQ-R-12)

The AQ-R-12, measures with 12 items, four aspects of aggression: Physical Aggression and Verbal Aggression, Hostility, and Anger.

7

Interpersonal Reactivity Index (IRI)

IRI structure to be made up of four independent dimensions of seven items each: a) Fantasy, b) Perspective taking c) Empathetic concern, and d) Personal distress.

8

Rosenberg Self-Esteem Scale

A unidimensional 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self.





Scales

Tools: the questionnaire

9

Assertive Interpersonal Schema Questionnaire - AISQ

Assertive behavior questionnaire that analyzes four variables that refer to external emotional support, practical personal ability, interpersonal management and affective personal ability.

10

Subjective Happiness Scale

The Subjective Happiness Scale include four items that give us s a global measure of subjective happiness that evaluates wellbeing as a global psychological phenomenon.



Tools: the questionnaire

Covariates

Demographic variables

Age, Sex, Birthplace, Parents' birthplace, Nuclear family.

Socioeconomic variables

Mother's employment, Father's employment, Mother's education, Father's education.

Dating experiences

Having (or lacking) a partner
Exposure to dating violence

Childhood mistreatment

Experiences of abuse and/or mistreatment by an adult .

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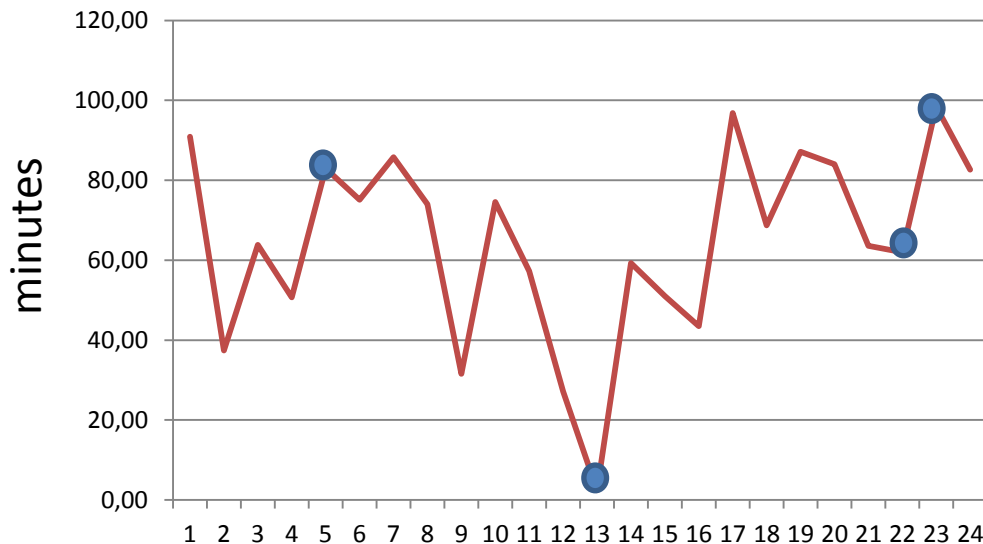
Tools



Alicante pilot study results



Alicante pilot study results



Statistics

Time		
N	Valid	23
	Missing	1
Mean		67,3203
Median		68,7333
Std. Deviation		20,39674
Range		71,23
Minimum		27,18
Maximum		98,42

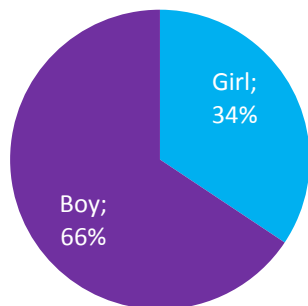
- Four participants did not finish the survey. Two of them were immigrants.



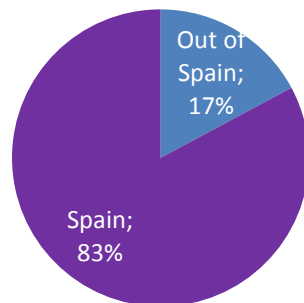
Alicante pilot study results

Demographic and socioeconomic variables

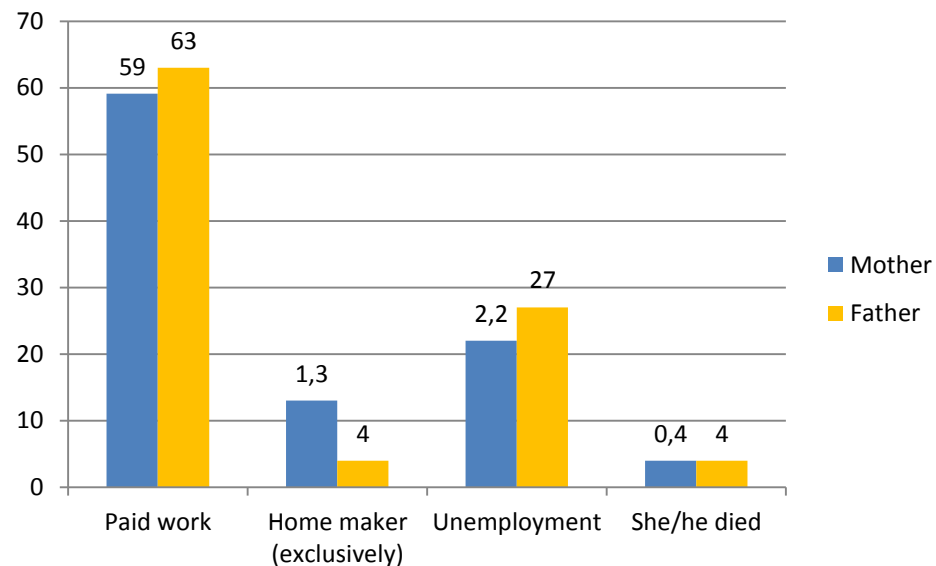
You are a...



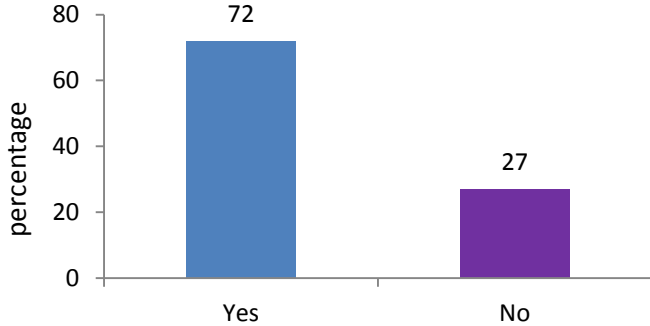
In which country were you born?



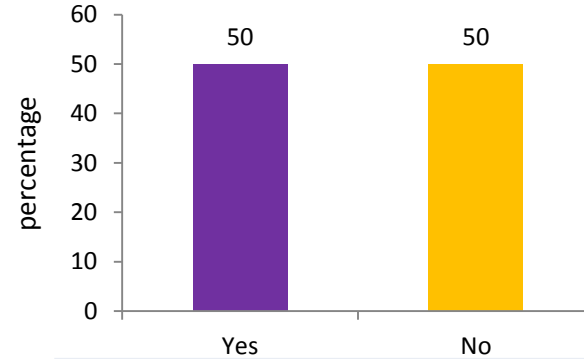
Parent's main activity



Have you ever been in a dating relationship?

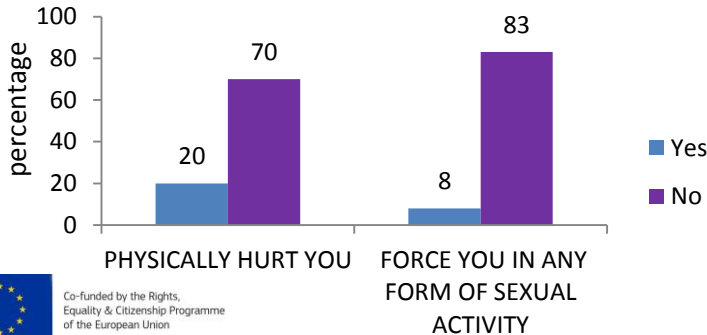


Do you know any woman that experiences or has experienced intimate partner violence?

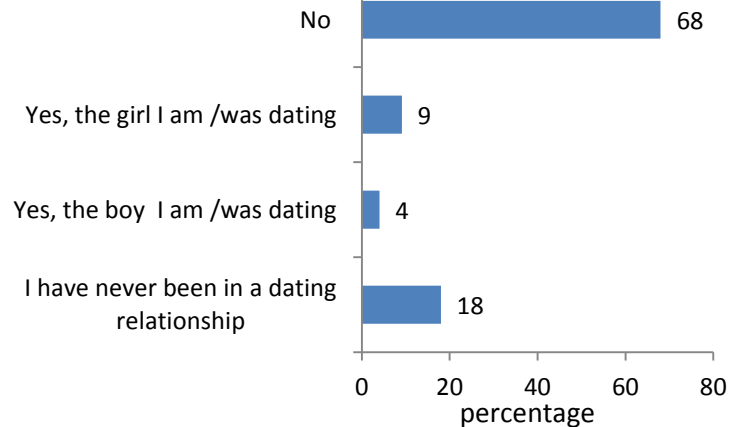


Experiences in childhood

BEFORE YOU WERE 15 YEARS OLD, somebody who was 18 years or older



Has the person that you have been on a date with ever TRIED TO CONTROL YOUR DAILY ACTIVITIES





Reliability (internal consistency)

	Cronbach's Alpha	Number of items
CASS FREQUENCY		
Parents	0.907	12
Teacher	0.789	12
Compa	0.894	12
Close friend	0.919	12
People school	0.907	12
CASS IMPORTANCE		
Parents	0.863	12
Teacher	0.867	12
Compa	0.918	12
Close friend	0.887	12
People school	0.924	12
MVQ		
Acceptance	0.740	14
Machismo	0.880	42

Alicante pilot study results

	Cronbach's Alpha	Number of items
ASI		
Benevolent sexism	0.793	11
Paternalism	0.745	4
Gender differentiation	0.556	3
Heterosexuality	0.735	4
Hostile sexism	0.733	11
CECSCE	0.713	8
SPSI-R	0.753	25
AQR-12		
Verbal aggression	0.702	3
Physical aggression	0.820	3
Hostility	0.714	3
Anger	0.759	3
ROSENBERG (self-esteem)	0.810	10
AISQ	0.899	21

CASS: Student Social Support Scale; **CECSCE:** School Social Climate, Factor 1; **MVQ:** Maudsley Violence Questionnaire; **ASI:** Ambivalent Sexism Inventor; **SPSI-R:** Social Problem-Solving Inventory-Revised Scale; **Rosenberg Self-Esteem Scale;** **IRI:** **AISQ:** Assertiveness: Assertive Interpersonal Schema Questionnaire ; **AQ-R-12:** Aggression Questionnaire-Refined





Spearman correlations

Alicante pilot study results

	CASSS FREQ	CASSS IMP	CECSCE	MVQ MACHISMO	MVQ ACCEP	MVQ	ASI BENEV. SEXIM	ASI HOSTILE SEXIM	SPSI-R	AQR12	SELF- ESTEEM
CASSS IMP	.287										
CECSCE	.068	-.171									
MVQ MACHISMO	-.725**	-.081	-.248								
MVQ ACCEP.	-.504 [†]	.053	-.039	.686**							
MVQ	-.674**	-.015	-.227	.968**	.821**						
ASI BENEV. SEXIM	-.367	-.234	.234	.436 [†]	.135	.360					
ASI HOSTILE SEXIM	-.413	-.391	.161	.310	.032	.219	.769**				
SPSI-R	.263	.611**	-.398	.096	-.029	.112	.254	.020			
AQR12	.051	-.098	-.235	.147	-.032	.182	-.052	-.156	.135		
SELF- ESTEEM	.368	-.025	.621**	-.730**	-.308	-.658**	-.214	-.157	-.273	-.220	
ASSERTIVENESS	.150	.215	.156	-.459 [†]	-.106	-.403	-.349	-.248	-.039	-.165	.677**

CASSS: Student Social Support Scale; CECSCE: School Social Climate, Factor 1; MVQ: Maudsley Violence Questionnaire; ASI: Ambivalent Sexism Inventor; SPSI-R: Social Problem-Solving Inventory-Revised Scale; Rosenberg Self-Esteem Scale; IRI: AISQ: Assertiveness: Assertive Interpersonal Schema Questionnaire ; AQ-R-12: Aggression Questionnaire-Refined



After the pilot study in Alicante, we decided:

- In Spain, participants will do the survey in two sessions (the same day, before and after their morning break).
- We have changed the order of some answers in demographic and dating variables.
- We have eliminated three questions.
- Most participants show high level of readiness to carry out the on-line questionnaire.
- Four participants with low level of Spanish language couldn't finish the survey in the pilot study. In this cases, we can offer them to complete it in any of the available versions of the project.
- Despite of the small sample recruited in the pilot study, we observed very high internal consistency coefficients.





Thank you!

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