



*Formerly Family Violence Prevention Fund*



# Engaging Young Male Athletes and Coaches to Prevent Sexual Violence in the School Setting

**Maria Catrina D. Jaime, MPH, CPH**

**Elizabeth Miller, MD, PhD**

**Children's Hospital of Pittsburgh,  
University of Pittsburgh Medical Center**

**Brian O'Connor, MS**

**Futures Without Violence**



# Overview of the Workshop

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- **Background: Sexual Violence & Adolescent Relationship Abuse**
- **Objective 1: Overview of “Coaching Boys Into Men” (CBIM) and Program Materials**
- **Objective 2: Evaluation of CBIM Program**
- **Objective 3: Implementation and Best Practices of CBIM**



**Background:**  
**Sexual Violence (SV) &  
Adolescent Relationship Abuse  
(ARA)**



# Statistics on SV & ARA

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- **1 in 4** women, and **1 in 5** adolescent girls report a lifetime experience of physical or sexual violence from a partner
- **14 – 18%** of college-aged and adult women report forced intercourse or attempted forced intercourse while **1 in 10** high school girls report forced sex
- Intimate Partner Violence (IPV) disproportionately impacts younger women (i.e. ages 16 to 24 years)
- Over **three quarters** of women sexually assaulted indicate that their first experience was before age 25



# Male perpetration of IPV is common and begins early

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- An estimated **15%** of 8th and 9th grade male students report having ever perpetrated dating violence; **6%** of high school males report severe physical or sexual violence perpetration in the past year
- **18% to 37%** of college men have used physical violence against a female partner; **21% to 31%** report sexual coercion or assault
- Effective programs to prevent IPV perpetration are limited



# IPV is a gendered problem

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- While recent studies focus on IPV as 'mutual problem,' these studies focus solely on physical violence perpetration.
- Given that sexual violence comprises an estimated half of dating violence experiences, assessment of physical violence alone will not accurately capture what is really going on.

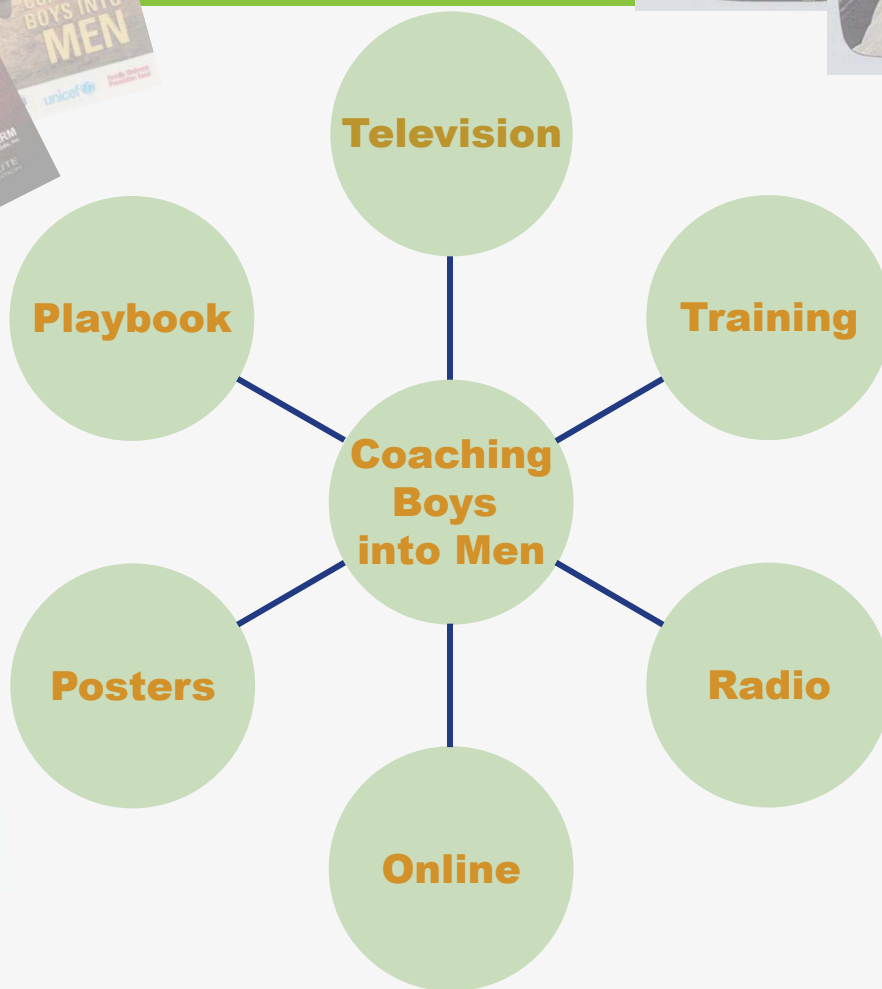


## **Objective 1:**

# **Overview of “Coaching Boys Into Men” (CBIM) and Program Materials**

- **CBIM Toolkit**
- **Role Play Activity**
- **Group Discussion**
- **Question and Answer**







# CBIM Theories

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- Bystander behavior
  - Engaging communities
- Social cognitive theory
  - Social context
- Theories of gender and power
  - Masculinity
  - Gender-role attitudes



# The CBIM Coaches Kit

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## The CBIM Playbook

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

## The CBIM CARD SERIES

- Messages delivered in 15 minute discussions once a week

## References & Resources

- Coaches Kits available at [www.coaches-corner.org](http://www.coaches-corner.org)
- Includes CBIM Overview & professional referral information



# The CBIM Coaches Kit

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Trained high school coaches talk to their male athletes about:

1. What constitutes disrespectful and **harmful vs. respectful** relationship behaviors,
2. Promoting more **gender-equitable attitudes**
3. Modeling **bystander intervention** when disrespectful male behaviors toward women and girls are witnessed.



# Program Elements

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## **CBIM Model:**

- Focused on reducing sexual violence, including sexual harassment as well as within dating relationships
- Coaches are the primary leaders of the program
- Easily integrated and implemented (15 mins/week)
- Partnerships between schools, community-based organizations, sports associations, and others
- Training and assistance for coaches during the season
- Program materials developed with coaches
  - Playbook, Card Series, and other resources
- Program evaluation



## **Objective 2:**

# **Evaluation of CBIM Program**

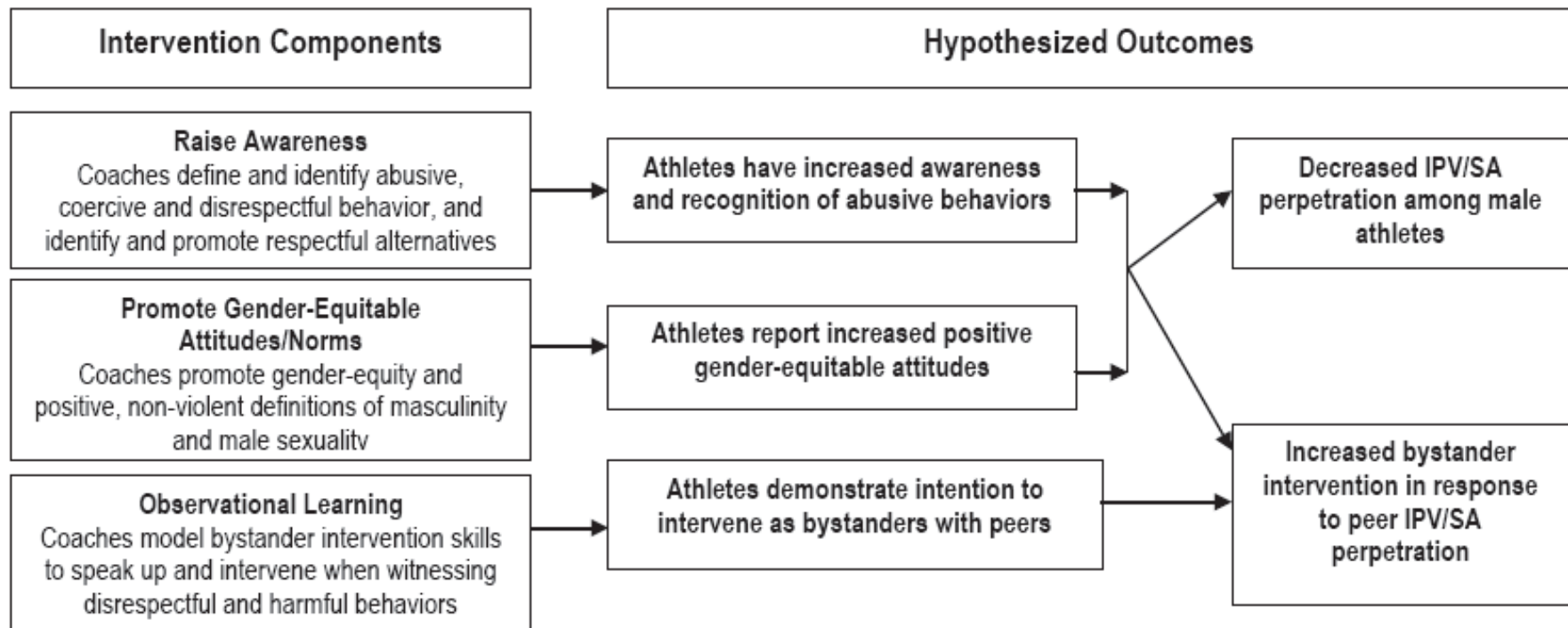
- **Evaluation Plan**
- **Methodology**
- **Measurement Instruments**
- **Results**
- **Question and Answer**



# CBIM Evaluation

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Figure 1. Conceptual Model of Intervention Design and Hypothesized Outcomes



# CBIM Evaluation

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- Center For Disease Control and Prevention: Three-Year Evaluation of 16 high schools based in the Sacramento region
  - Year 1 – Data Collection (Baseline and 3 Month Follow Up) & Program Implementation at Intervention Schools
  - Year 2 – Cont. Data Collection (1 Year Follow Up) & Program Implementation at Control Schools
  - Year 3 – Data Analysis and Evaluation

CDC grant: CE001561-01  
Clinical Trials Registration: NCT01367704



# Methodology

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- Two-Armed Cluster Randomized Controlled Trial
  - 16 total high schools in Sacramento, 8 randomized into intervention and 8 into control
- Athletes surveyed at baseline (N=2092), at 3 months post-intervention (N=1879) and at 12 months post-intervention (N=1264)
- 60 minute training session with coaches after athletes complete baseline/1year follow up survey
- Athletes participated in 13 focus groups (N=53). Sessions took place in 7 different schools. Athletes were involved in the following sports: Baseball, Cross Country, Football, Golf, Lacrosse, Soccer, Tennis, and Track & Field.





# Intention to Intervene

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- How likely are you to do something to try and stop what's happening if a male peer or friend of yours is:
  - making rude or disrespectful comments about a girl's body, clothing or makeup?
  - doing unwelcome or uninvited things toward a girl (or group of girls) such as howling, whistling or making sexual gestures?
  - showing other people sexual messages or naked/sexual pictures of a girl on a cell phone or the internet?

Cronbach's Alpha = 0.87



# Gender Equitable Attitudes Scale

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- “Masculinity” items include statements about being a boy/man, such as “A young boy/man should be physically tough, even if he is not big.”
- “Male sexuality” items include statements about how boys/men behave sexually such as “Boys/men don’t usually intend to force sex (like holding down, or using physical strength) on a girl/woman but sometimes they can’t help it.”
- “Role of female behavior” items include statements about how girls/women act that may lead to violence against women such as “If a girl is raped, it is often because she didn’t say no clearly enough.”

Cronbach’s Alpha = 0.79



# Knowledge of Abusive Behavior

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- “This is a list of things that some people say or do to people they date. Please rate each of the following actions towards a girlfriend or boyfriend...”
  - Name calling or insulting them
  - Telling them they’re ugly or stupid
  - Make fun of them in front of other people
  - Telling them what to do all the time
  - Trying to convince them to have sex

Cronbach’s Alpha = 0.92



# **Coaching Boys into Men**

## **Summary of Evaluation Findings**



# Results of Randomized Controlled Trial

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## **3 Month Follow up (end of sports season):**

- Statistically significant increases in:
  - intentions to intervene
  - positive bystander intervention
  - recognition of abusive behaviors (among full intensity athletes)

## **12 Month Follow up:**

- Statistically significant decreases in:
  - Abuse perpetration
  - Negative bystander behavior



# Findings from Evaluation with Coaches

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## 3 Month Follow up:

- Statistically significant increases in:
  - Positive bystander intervention behaviors
  - Coach confidence intervening with athletes
  - Frequency of discussion with athletes
  - Frequency of program discussion with other coaches



# Sacramento Athletes Speak...

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- **Messages related to sexual abuse behaviors:**

“Your sexual relationship shouldn’t be exploited because girls probably take that more to heart than guys do...Coach just talked to us about how not to...talk about your sex life in front of anyone.”

“Well, bragging about sexual reputation, ‘cause a lot of boys at our school kinda do that. So, that was a really good topic because there is a lot of examples to that--and then the ‘Disrespectful Behavior towards Women and girls,’ because one time on the track one of the football players insulted our two athletes, so that was another topic that we used.”

“It was about bragging about sexual reputation. Some guys on the soccer team would brag about, ‘Oh, I did that to her,’ and stuff and the coaches would tell us not to laugh and how we should point them out or either walk away and talk about it later...”



# Sacramento Athletes Speak...

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- **Effect on Team:**

“...it could impact a girl’s life if stuff like this happens. So the guys need to be role models to their teammates in a way.”

“I think we became more aware of it, ...When you don’t see it, you don’t really think about it. It was brought to our attention.”

- **On Being a Role Model:**

“[The girls said] He used to be heck of mean, but did you talk to him or something? Because he’s heck of nice now.”“





# Sacramento Athletes Speak...

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- **Harmful Language:**

“...‘You play ball like a girl....’ Girls take it more offensively because they think it’s negative towards them in a way.”

“...if you’re trying to tell their teammate that they’re not doing so well, don’t say, ‘Oh dude, you just got raped,’ especially around girls. “

- **Intervention:**

“You’re not just going to let them just get beat up, you gotta step in somewhere.”



# Sacramento Coaches Speak...

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- **Changes in Athletes:**

“The teasing changed....The language that they used for teasing each other... The one about calling each other girls...they were always a couple of boys in here that used to always say ‘come on ladies’ and now they are correcting [each other ].”

- **Final Thoughts:**

“you address issues that are hard for kids to communicate about in a relatively safe environment”

“Keep doing it....Not everybody gets a chance to have conversations with their kids regarding matters like this...”



# Sacramento Coaches Speak...

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- **Memorable Moments:**

Card on violence towards women stood out: “A lot of my wrestlers were like ‘I’ve never seen it’... ‘Well studies show there is...Think about this, think about your sister, your moms, your girlfriends, this is what they are going to be experiencing ...You guys gotta not only not do it but prevent your friends from doing this as well’...Just giving them [athletes] the facts...it was a little shocking [for] them”

“We did the pledge, we signed and I emailed it to everybody, it was the idea that you went through this you guys are going to do your best to match your commitment not be demeaning to woman and watch what you say



## **Objective 3:**

# **Implementation and Best Practices of CBIM**

- **Implementation and Best Practices in the Field**
- **Break out session**
- **Group discussion**
- **Question and Answer**



# Creating Collaborative Partnerships

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- Futures Without Violence – Connecting with national domestic violence non-profit organization
- Violence Prevention Advocate – Training local domestic violence agencies
- School Administration, Coaches and Athletes – Establishing trust and building relationships



# Connecting to Schools

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- Violence Prevention Advocate as Trainer
- Work the HIERARCHY to get BUY-IN
  - Start with Superintendent → Principal → Athletic Director (AD)
- Get a GOOD ASSESSMENT
  - How much of an advocate is the AD going to be on behalf of you and the program?
  - AD plays a pivotal role in the success of the program



# Connecting to Schools

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- Types of Athletic Director s(AD)
  - EXAMPLES of Star AD vs. Challenging AD
- TEMPLATE scripts for handling various ADs
- KEY strategies for working with ADs



# Recruiting Coaches

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- Recognize the need for a **MARKETING/SALES** Pitch for the program
- **KEY** talking points at the initial meeting and following up with coaches
- Best way to handle coaches who are uncomfortable or disinterested





# Training Coaches

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- IMPORTANT time for Relationship Development
- What to KEEP IN MIND
  - “How am I going to establish rapport with this person?”
  - “What do I have in common with this person that’s going to make this relationship work?”



# Training Coaches

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- KEY Must be Adaptable & Flexible
- Establish the training TIMEFRAME
  - IDEAL is 60 minute training session
  - What to do if TIME is LIMITED



# Supporting Coaches During Delivery

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- KNOW their game schedule
- TRACK coaches delivery of the program
- How to handle UNRESPONSIVE coaches



# Supporting Coaches During Delivery

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- Overview of Strategies
  - Communication
  - Relationship Development
  - Adaptability/Flexibility



# Intervention Incidents

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- Making sure trainer is available, visible and proactive
- Be aware of things happening in the community. This can lead to good opportunities to provide coaches with local information to build into their lessons
- Connection to DV agency for resources and access to support is **CRITICAL**



# Thank you!

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Children's Hospital of Pittsburgh, UPMC, Pittsburgh, PA

Maria Catrina Virata, MPH

[maria.virata@chp.edu](mailto:maria.virata@chp.edu)

Elizabeth Miller, MD, PhD

[elizabeth.miller@chp.edu](mailto:elizabeth.miller@chp.edu)

Futures Without Violence, San Francisco, CA

Brian O'Connor

[boconnor@futureswithoutviolence.org](mailto:boconnor@futureswithoutviolence.org)

