

Final Summary Report for the Evaluation of the Connections: Dating and Emotions Curriculum

**By Scott Gardner, Ph.D.
South Dakota State University
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Second, I wish to acknowledge the financial assistance of the Agriculture Experiment Station at South Dakota State University, which has helped fund a multi-year project to assess the benefits of relationship education for high school students. This funding paid most of the salary for my graduate research assistant on this project.

Lastly, I wish to thank those who have worked as part of our research team on this project. Special thanks to Rila Boellaard who honestly did the lion's share of the hard work. Rila mailed, tracked, entered, reviewed, fixed, assessed, wrote, researched, typed and organized in order to get all the work done when it needed to be done. Thanks also to the other workers who helped in entering, cleaning and checking the data: Lelei Peniata, Sang Hyun Kim, and Aaron (AJ) Stoick.

Connections: Dating and Emotions Evaluation Results

Executive Summary

The Connections: Dating and Emotions (Connections) curriculum was evaluated in 10 high schools across the United States with over 500 students during the 2003-2004 school year. The sample contained an ethnically diverse cross-section of the country. Students both in the Connections class as well as a comparative Non-Connections class were surveyed both before and after the curriculum was taught. It is important to note that in the results discussed below, while the Connections students improved in the area in question, the Non-Connections students either did not improve or in many areas showed some deterioration.

The results of the evaluation suggest that the Connections curriculum is particularly effective in improving students' ability to resist sexual pressure. Additionally, the curriculum also appears to benefit students behaviorally by decreasing their negative behaviors in school, at home as well as in relationships with other students. Lastly, there are also some positive impacts on student attitudes toward positive relationship formation.

Knowledge

The Connections curriculum does appear to be effective in increasing the knowledge of key healthy relationship concepts.

Behaviors

The Connections curriculum is effective as a teen pregnancy prevention curriculum. Students improved significantly in their perceived ability to resist sexual pressure while those students not taking the curriculum remained unchanged. Students are more likely to communicate with their parents after taking the curriculum which further strengthens their likelihood of avoiding risky sexual activity.

Students taking the curriculum also decrease their use of violence with their boyfriend or girlfriend, decrease their use of verbal aggression in the relationship, and decrease how often they get into trouble in school, and at home. Additionally, students report a significantly decreased acceptance of dating violence.

These findings suggest that Connections may also be an effective violence prevention curriculum particularly in the area of boyfriend - girlfriend relationships.

Attitudes

The Connections curriculum is effective in terms of improving attitudes. The curriculum has a significant and strong impact on student attitudes toward positive relationship formation. Students taking the Connections curriculum become much more likely to say they will take advantage of marriage preparation classes in the future, marriage enrichment classes after marriage, and marriage counseling if their marriage is in trouble. Students not taking this course remain unchanged in their likelihood of participating in such effective preventative interventions. The Connections students also seemed to remain unchanged in their level of self-esteem while the Non-Connections students significantly decreased in their levels of self-esteem over the same time period.

In summary, the Connections: Dating and Emotions curriculum is effective as a teen pregnancy prevention curriculum. Additionally, the curriculum is effective at preventing future relationship and marriage difficulties by improving key attitudes that should lead to students participating in behaviors and activities which are protective against future marital distress, domestic violence and divorce. The curriculum also shows promise in reducing violence in relationships and negative behaviors at school and at home.

Evaluation of the Connections: Dating and Emotions Curriculum

The Connections: Dating and Emotions (Connections) curriculum was evaluated in 10 high schools across the United States during the 2003-2004 school year. The evaluation was conducted by Dr. Scott Gardner and colleagues at South Dakota State University (SDSU) in Brookings, South Dakota. Surveys were sent to the teachers in 10 high schools in the United States who agreed to participate in the research (consent of the school principal was also required). By agreeing to participate, the teachers agreed to give the survey to their class in which the Connections curriculum was being taught as well as to one other class they were teaching in which they did not teach Connections. Students were also given a post-test after the Connections curriculum was taught to the Connections class (approximately 2-4 months later). Teachers collected parent consent forms and returned all materials to Dr. Gardner. Research was conducted according to acceptable social science standards. Appropriate approval was obtained from the SDSU Human Subjects Committee to ensure ethical procedures were in place.

The Survey and Scales

The survey (see Appendix A) assessed demographic variables, knowledge regarding the curriculum concepts, behaviors in relationships, and attitudes regarding dating and relationships. Specific behaviors assessed included items such as a self-report of the number of times during the past four months s/he had been in trouble at school and at home and reports of the frequency of various tactics used to resolve conflicts with a boyfriend/girlfriend/best friend. Although some of the variables in question were taken from only one question on the survey, most were assessed by new or established scales containing a number of questions. These various scales are described below. Coefficient alpha scores are reported for the various scales. This coefficient measures the reliability of the scale. In this case we could expect that items in a reliable scale would be answered somewhat similarly to one another. Scores of .60 or higher are generally seen as acceptable.

Knowledge Scale: Based on the “objectives” and “key concepts” sections of the teacher’s manual, 20 questions were asked of the students before and after taking the curriculum (see Appendix B). Coefficient alphas for this study from the pre-test knowledge $\alpha=.65$ (.68 on the post-test).

Conflict Tactics Scale: (Strauss, 1979) - A revision of Form - R was used in this study (see Appendix A, second page). Students indicated how often they had employed each of 18 tactics for resolving conflicts. Rather than asking about how often the student had done these things with a spouse, a “boyfriend, girlfriend or best friend” was used. Also the more violent tactics such as “Threatened him/her with a knife or gun” were not included so as to be more acceptable to the school administrators who sometimes felt the questions were too personal. The scale produces three sub-scale scores: Reasoning (how often reasoning was used such as “Discussed an issue calmly”), Verbal Aggression (such as “Yelled at him or her”), and Violence (such as “Slapped him or her”). Straus (1990) reports coefficient of reliability (coefficient alpha) averages were: Reasoning $\alpha=.61$ (ranged from .50 to .76), Verbal Aggression $\alpha=.80$, Violence $\alpha=.79$. Coefficient alphas from the pre-tests for this study were Reasoning $\alpha=.62$ ($\alpha=.61$ on the post-test), Verbal Aggression $\alpha=.86$ ($\alpha=.86$ on the post-test), Violence $\alpha=.92$ ($\alpha=.92$ on the post-test).

To assess attitudes, a number of scales were generated from the questions in the questionnaire.

Divorce Attitudes: This scale consisted of eight questions answered on a 4-point scale from strongly agree to strongly disagree (see Appendix C). A sample question is “It’s O.K. for a couple WITH NO children to divorce if one spouse cheats on the other.” Reliability for this scale was pretest $\alpha=.77$ (post-test $\alpha=.81$).

Marriage Attitudes: This scale consisted of two questions answered on a 4-point scale from strongly agree to strongly disagree (see Appendix D). A sample question is “Marriage is a good and desirable thing.” The reliability on this scale for this study was pretest $\alpha=.75$ (post-test $\alpha=.78$).

Attitudes Toward Counseling: This scale assessed student attitudes toward premarital counseling, post-marital counseling, and marriage enrichment programs. This scale consisted of four items answered on a 4-point scale from strongly agree to strongly disagree (see Appendix E). A sample question is “I will go to

premarital counseling with my fiancé before I get married.” Reliability on this scale for this study was pretest $\alpha=.79$ (post-test $\alpha=.82$).

Resisting Sexual Pressure: This scale assessed student views toward sexual pressure. This scale consisted of five questions answered on a 5-point scale from strongly disagree to strongly agree (see Appendix F). A sample question is “I feel good enough about myself that I can say ‘no’ to sex even if my friends are pressuring me to say ‘yes’.” The reliability on this scale for this study was pretest $\alpha=.65$, (post-test $\alpha=.65$).

Ask Parents’ Advice: This scale evaluates student trust in confiding in their parents or guardians about sexual issues. This scale consisted of two questions answered on a 4-point scale from strongly agree to strongly disagree (see Appendix G). A sample question is “I feel I can ask my parents about sex.” The reliability on this scale for this study was pretest $\alpha=.85$ (post-test $\alpha=.84$).

Wait to have Sex: This scale measures student intent to wait to have sex and the ability to analyze the risks that may be attached to having sex in their teens. This scale consists of five questions based on a 4-point scale from strongly disagree to strongly agree (see Appendix I). A sample question is “It is too risky for young teens to have sex.” The reliability on this scale for this study was pretest $\alpha=.85$ (post-test $\alpha=.80$).

Dating Violence: This scale looks at student acceptance of dating or marriage violence in today’s society. This scale contains two questions based on a 4-point scale from strongly agree to strongly disagree (see Appendix J). A sample question is “In today’s society, pushing a spouse or dating partner is understandable under some circumstances.” The reliability on this scale for this study was pretest $\alpha=.76$ (post-test $\alpha=.77$).

Rosenberg Self-esteem Scale: This scale analyzes student self-esteem. This scale is based on nine questions based on a 5-point scale from almost never to almost always (see Appendix K). A sample question is “I feel that I’m a person of worth, at least on an equal basis with others.” The reliability on this scale for this study was pretest $\alpha=.83$ (post-test $\alpha=.88$).

Demographics

A total of 534 students completed and returned questionnaires. Of those, 307 remained in the final sample used to conduct the statistical analyses. The other student surveys were excluded for one of the following reasons: no valid parent consent form was returned, the student completed only a pre-test or a post-test but not both, or the student appeared to guess on chunks of the survey (for example answering all the questions a,a,a,a,a,a,a,a,a,a,a,a,a,a,a,a... for several pages).

The remaining sample had a nice balance of racial groups, age ranges, parent incomes, etc. as shown below. The Connections and Non-Connections groups did not differ significantly on any of the demographic variables.

Ethnicity:

- Black/African American– 6.2%
- Hispanic/Mexican American– 8.5%
- Asian American– 1%
- Native American– .7%
- White/Caucasian– 75.2%
- Other (including those who marked more than one category of the above)- 8.5 %

Gender:

- Males: 31.1%
- Females: 68.4%

Age:

- Range 11.75 – 19.3
- Average 16.02

Parents' Household Income:

- Ranged from “under \$10,000” to “\$80,000+”
- Average: “\$40,000-60,000”

Group:

- Connections: 198
- Non-Connections: 109
- Total: 307

Schools Participating

| <u>School</u> | <u>City</u> | <u>% of study</u> | <u>Population by school's zip code</u> |
|-----------------------------|-------------------|-------------------|--|
| Arlington High School | Arlington, WA | 15.1% | 33,838 |
| Lake Stevens High School | Lake Stevens, WA | 9.5% | 16,491 |
| Moravia Central High School | Moravia, NY | 5.6% | 3,907 |
| Bowling Green High School | Bowling Green, KY | 9.9% | 20,687 |
| Fort Dodge High School | Fort Dodge, IA | 14.1% | 30,357 |
| Hermann High School | Hermann, MO | 13.8% | 5,842 |
| Kingman High School | Kingman AZ | 3.3% | 38,857 |
| Cranston High School | Cranston, RI | 3.9% | 37,382 |
| Berea High School | Berea, OH | 3.6% | 19,005 |
| Colorado High School | Colorado City, TX | 12.8% | 8,510 |

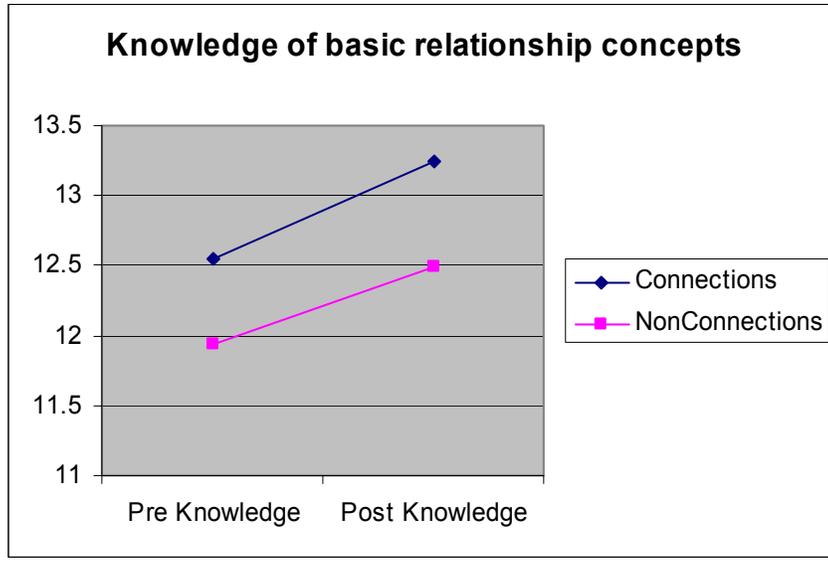
Statistical Analyses and Findings

The statistics shown in this section are based on the standard that analyses with a p -value of less than .05 are statistically significant. This means that there is only a small chance that we could be wrong when we say the Connections group significantly differs on a certain measure from the Non-Connections group. The analyses in this section are primarily repeated measures analyses of variance where the pre- and post-test scores of the students are used as the repeated measure and the Connections versus the Non-Connections group is used as the grouping variable. The main outcome we are looking at in each analysis is whether the time by group interaction is statistically significant. This would suggest that while the Connections group improved over time (pre-test to post-test), the Non-Connections group deteriorated or did not improve significantly in comparison to the Connections group. When this is the case, it is indicated in the results as the “time by group interaction was significant.” In some cases, the time by group interaction is not significant, but the Connections group still improved significantly and the Non-Connections group did not improve significantly. These are indicated below by saying that “the Connections group improved significantly.” This means that although the curriculum did not have enough of an impact to be statistically significant when compared to the non-Connections group, there may still be a positive effect of the curriculum. For example, if the Non-Connections group improves slightly, but the Connections group improves a lot on a certain measure, the time by group interaction may not be significant but it still appears that the curriculum does have a positive impact to a degree on the variable in question. In essence there may be an impact of the curriculum on this variable, but we are not 100% certain.

The results are presented under the areas of knowledge, attitudes and behavior.

Knowledge

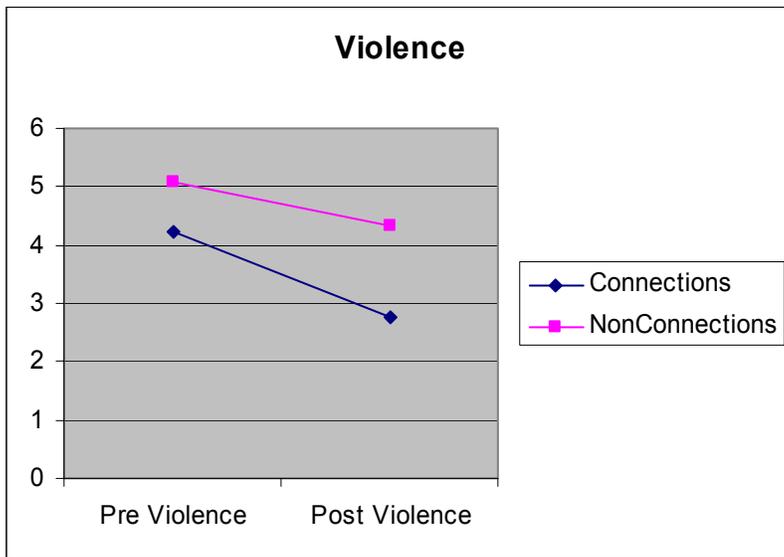
If the curriculum is effective, we would expect that students would become more able to recall key curriculum content and concepts after taking the curriculum.



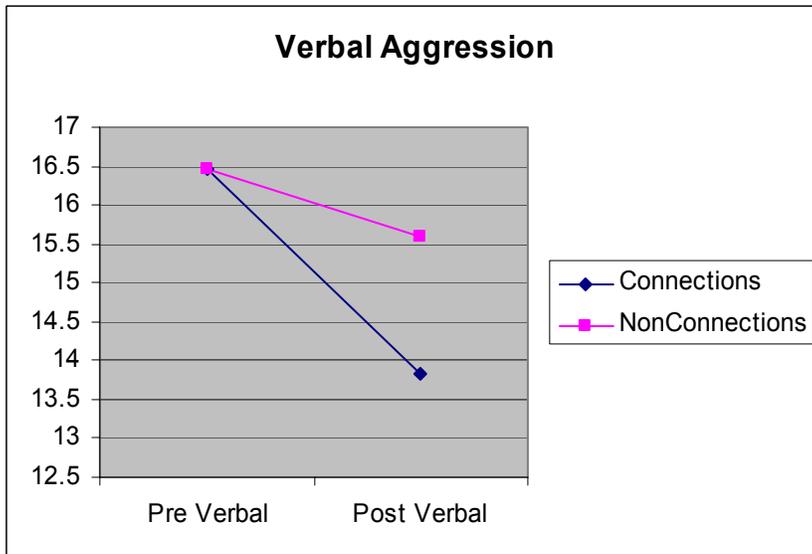
* The Connections group changes significantly ($t(139) = -3.281$, $p = .001$). While the Connections group increases significantly in knowledge of the basic relationship concepts the Non-Connections group does not make a significant change.

Behavioral Indicators

A major goal of any effective curriculum is to affect current as well as future behavior of the students. Specific behaviors assessed in this study were: use of violence, verbal aggression, and reasoning as ways of resolving conflicts with their boyfriend/girlfriend or close friend; number of times getting into trouble at school and at home; and likelihood of talking to parents about serious relationship and other issues. Below are the results of these analyses.

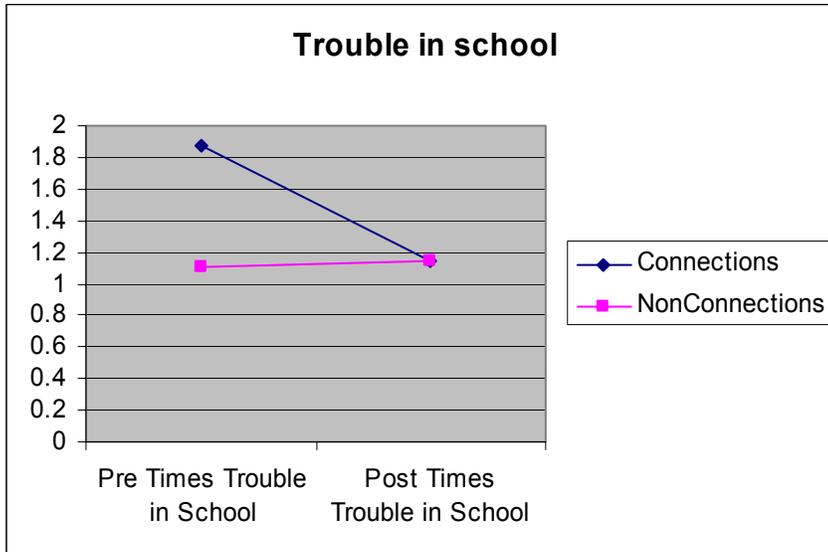


* The Connections group changes significantly ($t(183)=2.922$, $p=.004$). This indicates that while the Connections group significantly decreases their use of violence with boyfriends/girlfriends/best friends after taking the curriculum, the Non-Connections group does not change significantly over time period.

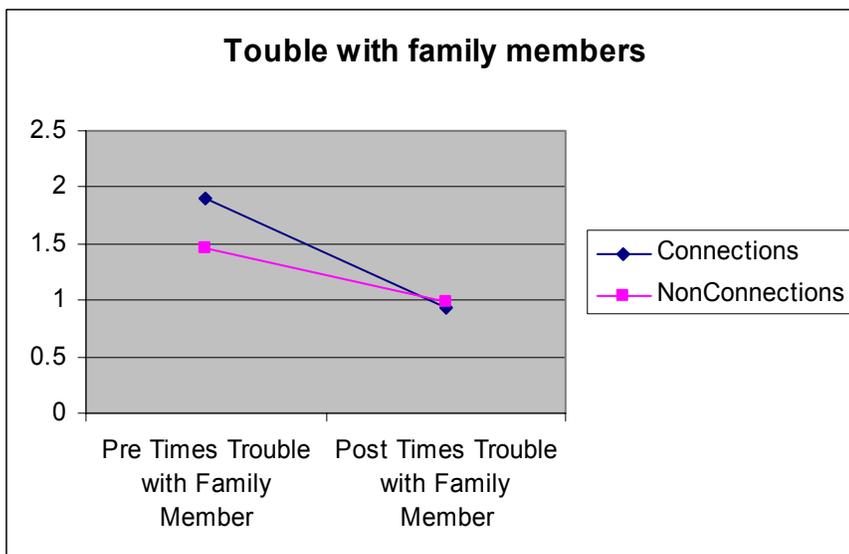


* The Connections group changes significantly ($t(179)=3.341$, $p=.001$). While the Connections group decreases its use of verbal aggression, the Non-Connections group shows no statistically significant change over the course of the class.

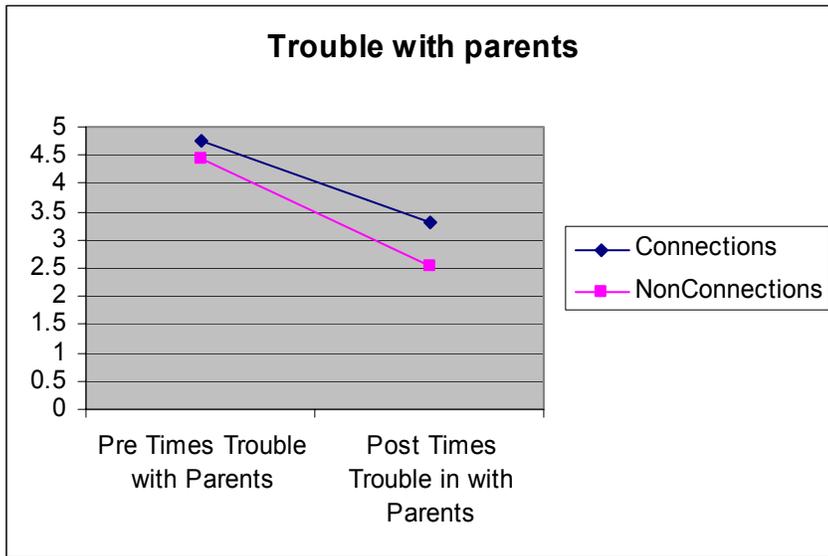
The groups showed no significant differences in terms of how often they use reasoning as a tactic for resolving interpersonal conflicts.



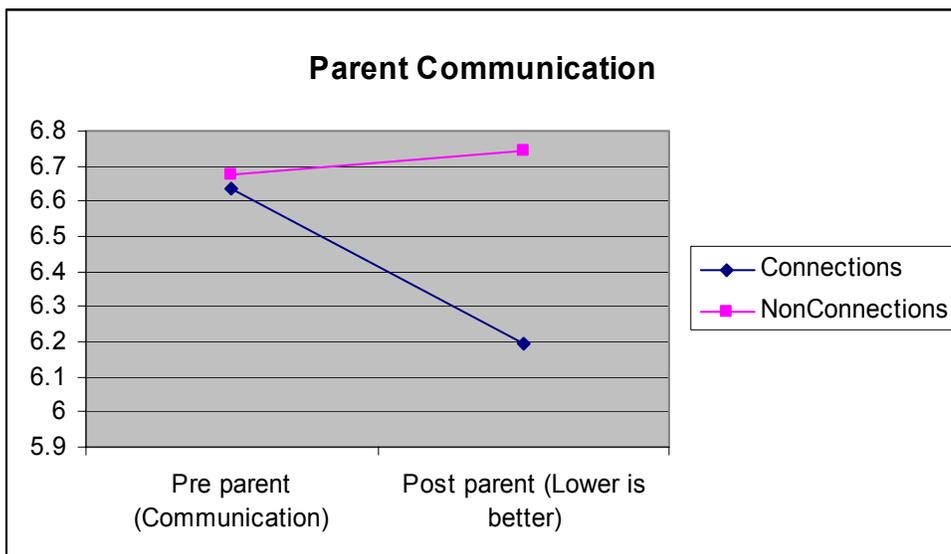
* The Connections group changes significantly ($t(193)=2.145$, $p=.033$). While the Connections group decreases the number of times they got into trouble at school, the Non-Connections group shows no statistically significant change over the course of the class.



* The Connections group changes significantly ($t(185)=3.382, p=.001$). While the Connections group decreases the number of times they got into trouble with family members, the Non-Connections group shows no statistically significant change over the course of the class.



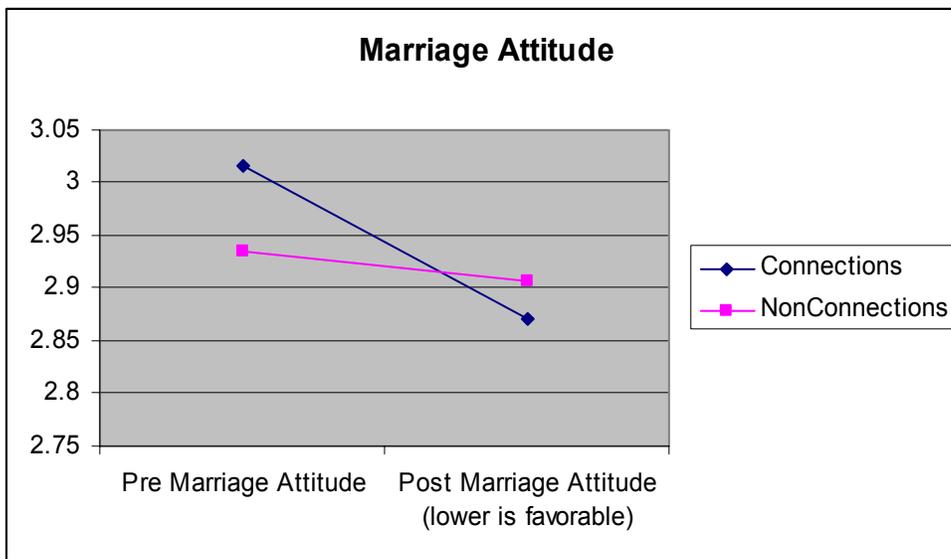
* The Non-Connections group changes significantly ($t(92)=2.25, p=.027$). While the Non-Connections group decreases the number of times they got into trouble with their parents, the Connections group shows no statistically significant change over the course of the class.



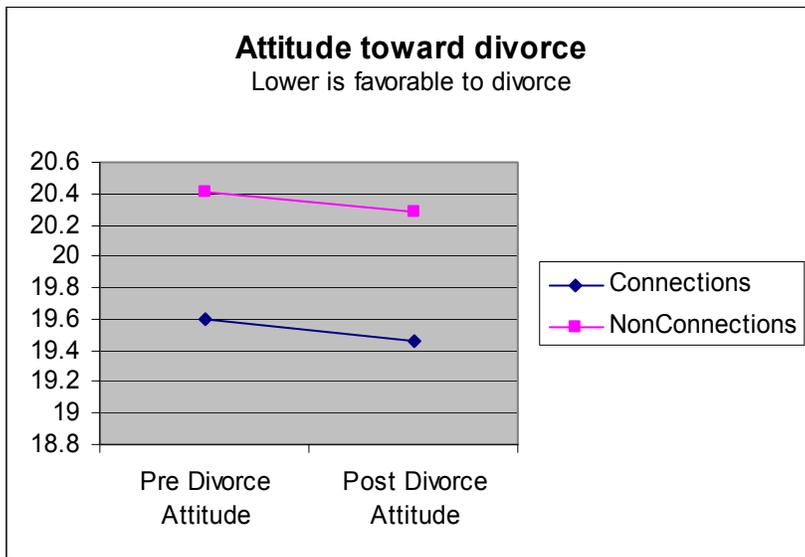
* The Connections group changes significantly ($t(179)=2.764, p=.006$). This indicates that while the Connections group increased their quality of communication with their parents after taking the curriculum, the Non-Connections group remained unchanged in their communication with their parents over the same time period.

Attitudes

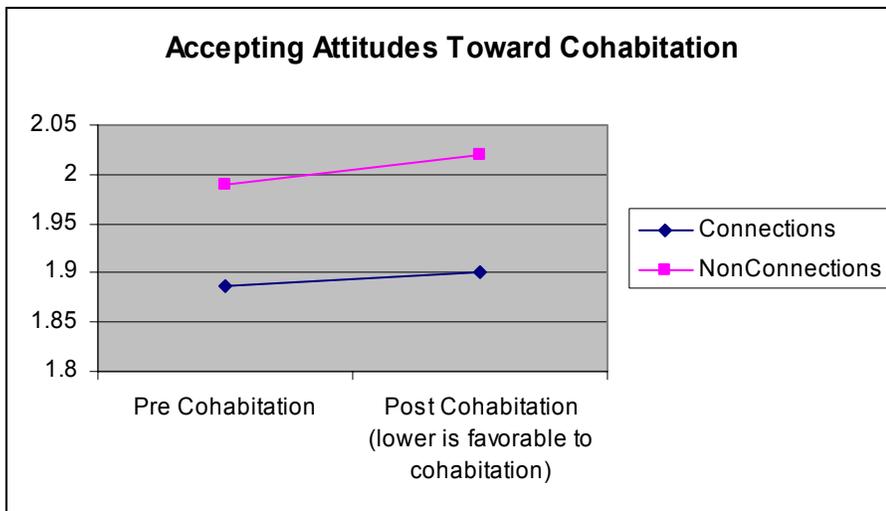
Another major goal of this evaluation was to assess changes in attitudes, which can and do affect future behaviors. Attitudes assessed included: attitude toward marriage, toward divorce, toward cohabitation, likelihood of their future marriage ending in divorce, and attitude toward pre- and post-marital counseling and marriage enrichment after marriage. Results of these analyses are graphically portrayed below.



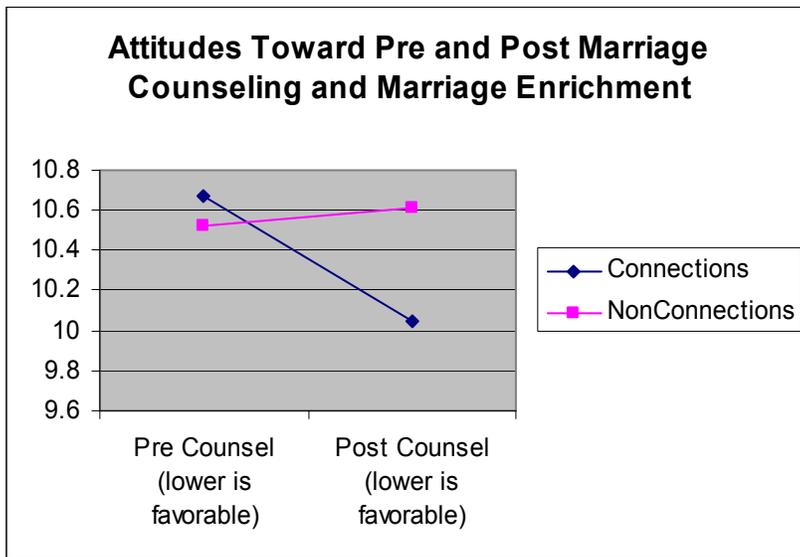
* For the attitude toward marriage, neither group has a significant change. Connections students improve more in their likelihood of seeing marriage as a good and desirable thing.



* For the attitudes toward divorce, neither group has a significant change.



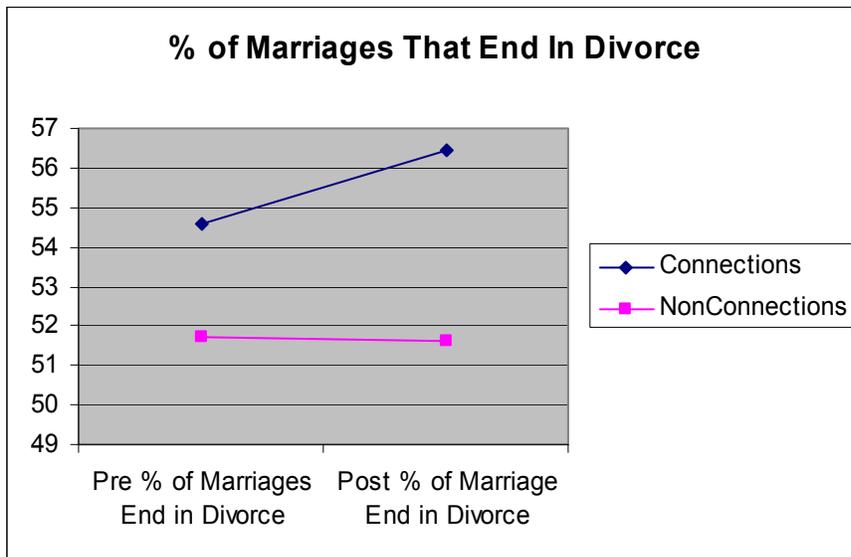
* For students' attitude toward cohabitation, neither group changes significantly in their attitude toward cohabitation.



* Note that the time by group interaction is significant ($F(1,282)=6.01, p=.015$). This indicates that the Connections group becomes more likely to participate in marriage preparation classes before marriage, marriage counseling if their marriage has problems, and marriage enrichment opportunities along the way. On the other hand, the Non-Connections students become less likely to take advantage of these important opportunities.



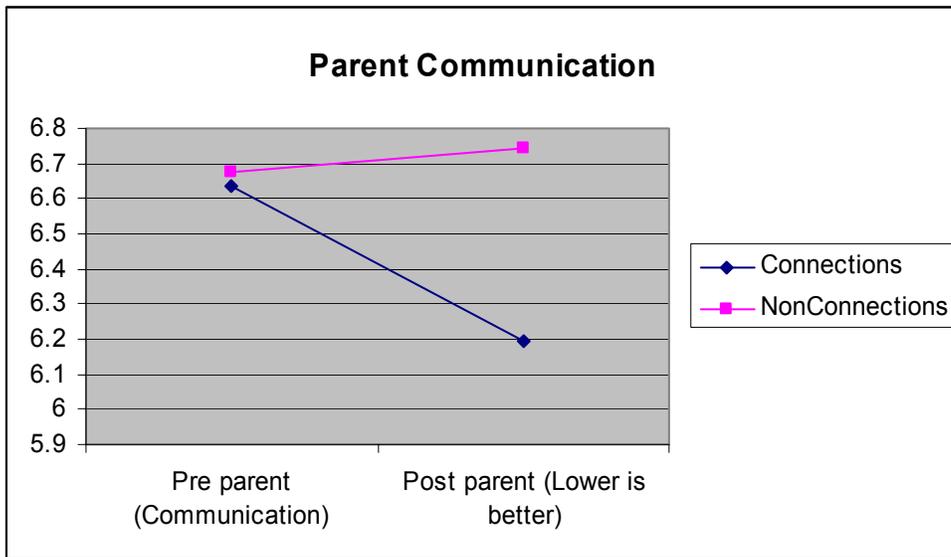
* For students' self esteem, there was a statistically significant negative change for the Non-Connections group, but not for the Connections group.



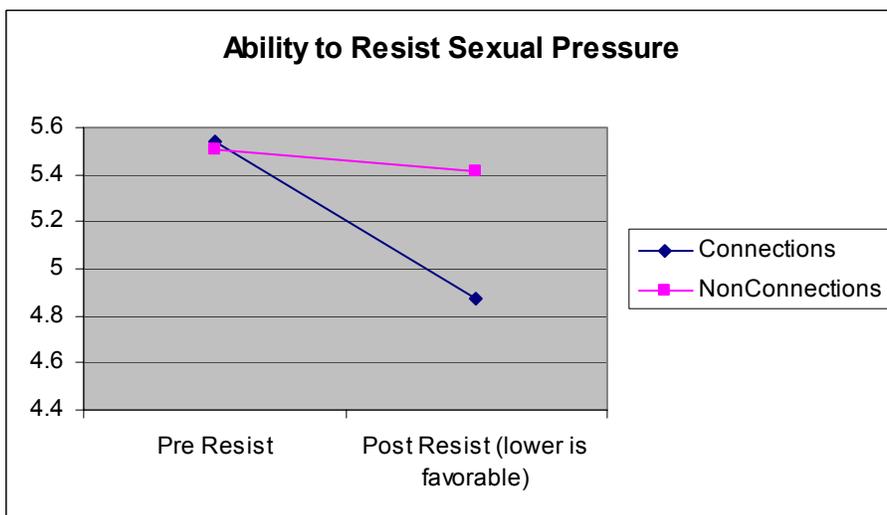
* No significant difference was found for the students' perception of the percent of marriages in general that end in divorce.

Teen Pregnancy Prevention Risk Factors

In addressing the area of teen pregnancy prevention, a number of risk factors have been identified in past research. Some of the best predictors of teen pregnancy are early initiation of sexual intercourse and continuing to be sexually active. We did ask students if they were currently sexually active. In addition, the questionnaire did assess other risk factors for teen pregnancy identified in the research including: having poor communication with parents, having parents and friends who encourage and participate in promiscuity, ability of the child to assertively reject sexual advances, and the child waiting to be involved in sexual intercourse.

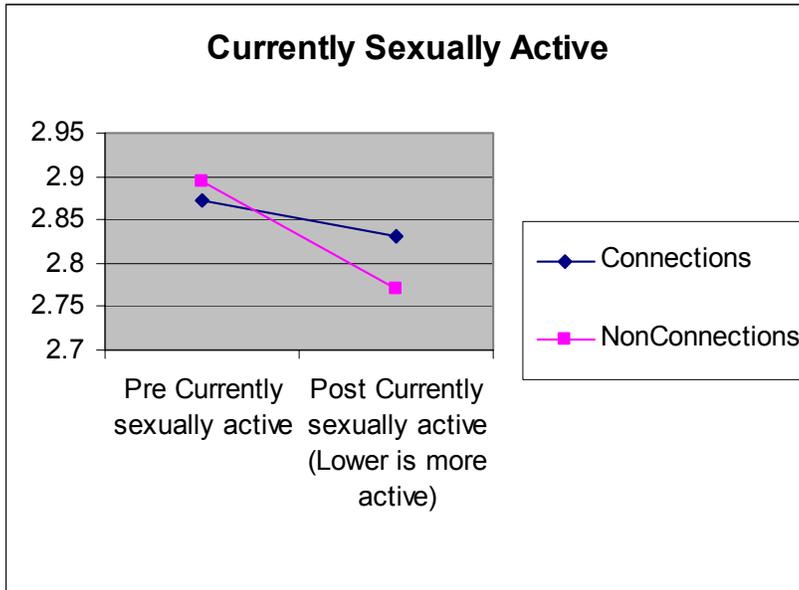


* The Connections group changes significantly ($t(179)=2.764$, $p=.006$). This indicates that while the Connections group increased their quality of communication with their parents after taking the curriculum, the Non-Connections group remained unchanged in their communication with their parents over the same time period.



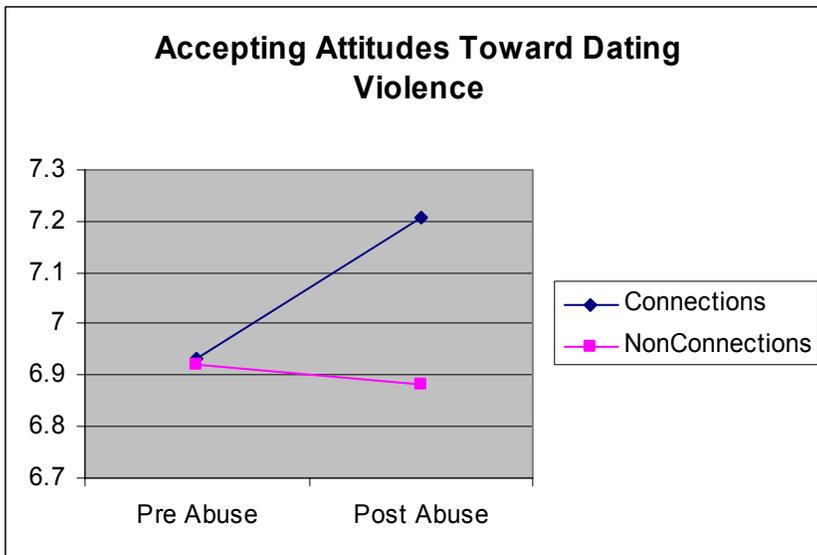
* The Connections group changes significantly ($t(188)=4.91$, $p<.0001$). This indicates that while the Connections group increased their ability to resist sexual pressure after taking the curriculum, the Non-Connections group remained unchanged in their ability to resist sexual pressure over the same time period.

No statistically significant change occurred for the students' reported likelihood of waiting to engage in sexual intercourse until they were older, nor for their likelihood of asking their parents for advice on sexual relationships.



* Not significant for either group, however the trend is interesting

Other Findings



* For attitudes toward dating violence the Connections group changes significantly ($t(179)=2.764$, $p=.006$). While the Connections group becomes less likely to condone dating violence, the Non-Connections group remains the same.

Summary of Student Surveys

At the end of the post-test questionnaire, the students taking the Connections curriculum were asked to complete questions about their opinions about the Connections curriculum. Students answered from strongly disagree (1) to strongly agree (6). The average scores are presented below along with the percent of students who disagreed (answered “strongly disagree” or “disagree”) and agreed (answered “strongly agree” or “agree”). Approximately 166 students had valid answers for this section.

| | | | | | |
|--------------------------|-----------------|-------------------------|----------------------|--------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Strongly Disagree | Disagree | Tend to Disagree | Tend to Agree | Agree | Strongly Agree |

- The content of the Connections curriculum has been useful to me in my daily life.
Average 3.68, 34.1% disagreed, 65.9% agreed

- When working on the Connections curriculum, I felt enthusiastic and eager about it.
Average 3.71, 50% disagreed, 50% agreed

- In general, the materials covered and exercises we did in Connections were easy for me.
Average 4.6, 13.9% disagreed, 86.1% agreed

- I have learned new skills in Connections that I plan to use in my relationships.
Average 4.68, 27.1% disagreed, 72.9% agreed

- I have learned new information in Connections that will help me to be more effective in my relationships.

Average 4.15, 26.5% disagreed, 73.5% agreed

- I am confident of my abilities to use the skills and knowledge presented in Connections.

Average 4.28, 21.7% disagreed, 78.3% agreed

- Overall, my impression of the Connections curriculum is that it's a worthwhile experience.

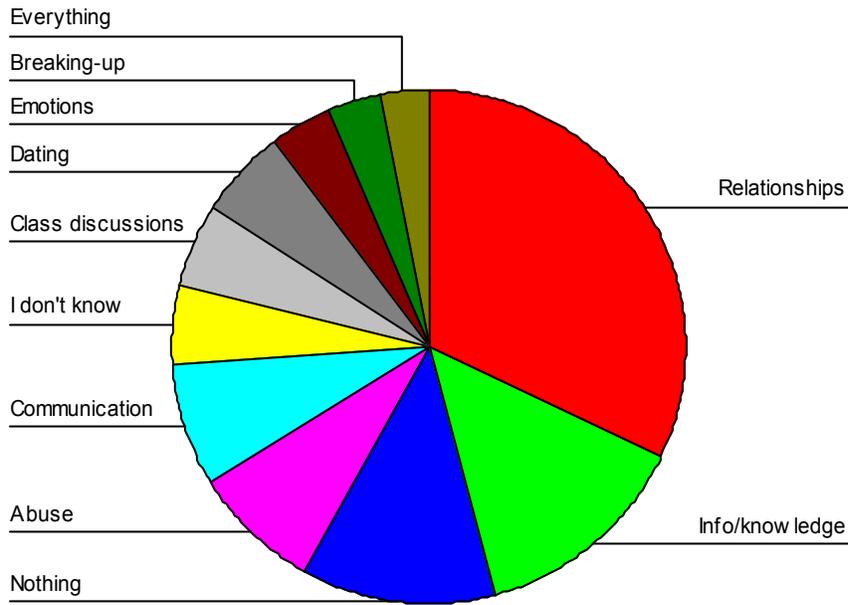
Average 4.55, 29.7% disagreed, 70.3% agreed

Students Opinions to Open-ended Questions

Students were also asked open-ended questions about their opinions of the curriculum. These responses of the students who completed this section are summarized below.

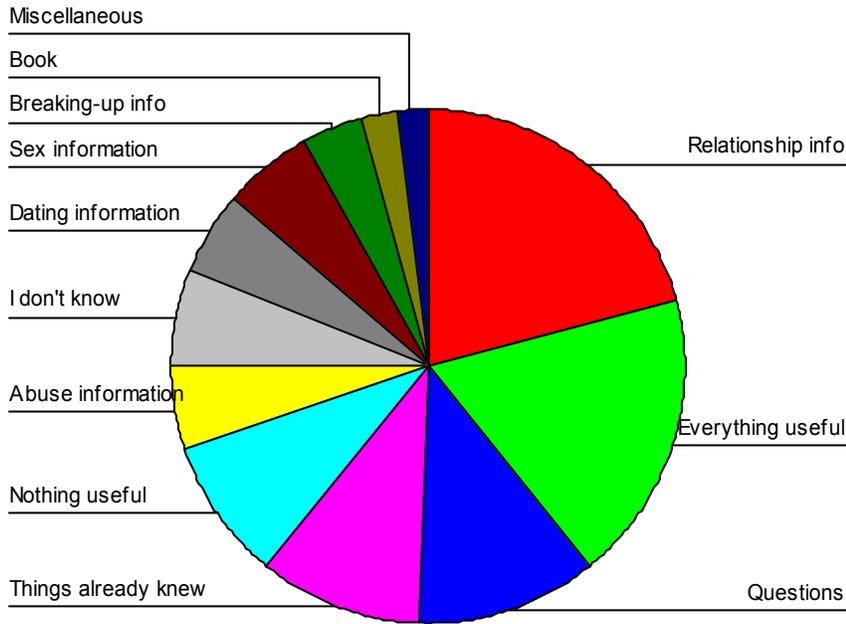
The thing(s) I found the most useful in the Connections curriculum was/were:

- | | |
|---------------------------|-------|
| ▪ Relationships..... | 31.8% |
| ▪ Info/Knowledge | 14.0% |
| ▪ Nothing | 12.1% |
| ▪ Abuse | 8.3% |
| ▪ Communication | 7.6% |
| ▪ I don't know | 5.1% |
| ▪ Class discussions | 5.1% |
| ▪ Dating | 5.7% |
| ▪ Emotions | 3.8% |
| ▪ Breaking-up | 3.2% |
| ▪ Everything | 3.2% |



The thing(s) I found the least useful was/were:

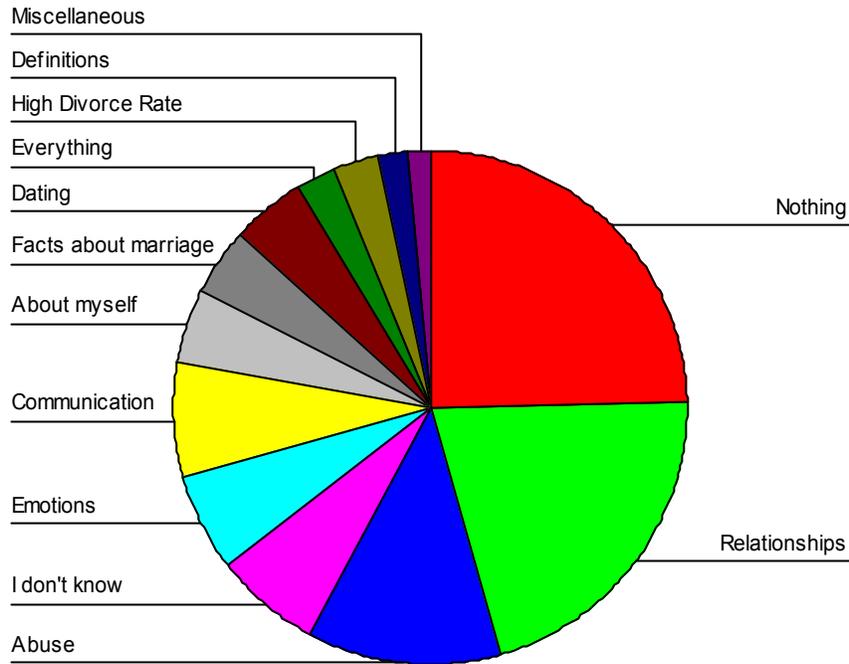
- Relationship information..... 20.9%
- Everything was useful 18.2%
- Questions 3.8%
- Things already knew 3.4%
- Nothing was useful 2.9%
- Abuse information 5.4%
- I don't know 6.1%
- Dating information 5.4%
- Sex information 5.4%
- Breaking-up information 4.1%
- Book 2.0%
- Miscellaneous 2.0%



What new information did you learn from Connections that you didn't know before?

- Nothing..... 24.8%
- Relationships..... 20.8%
- Abuse 12.1%
- Communication..... 7.4%
- I don't know 6.7%
- Emotions 6.0%
- About myself 4.7%
- Dating 4.7%
- Facts about marriage 4.0%
- Everything 2.7%
- High divorce rate 2.7%

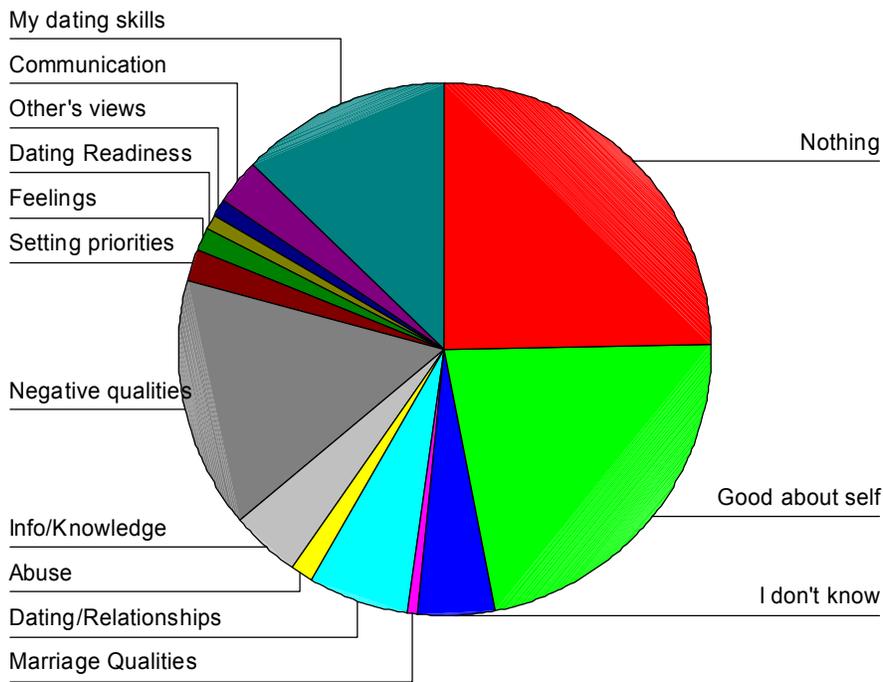
- Definitions 2.0%
- Miscellaneous 1.3%



What new things did you learn about yourself from this curriculum that you weren't aware of before?

- Nothing..... 24.8%
- I found out good things about myself..... 22.1%
- Qualities about self that are not positive 15.4%
- My own relationship/dating skills 12.8%
- Dating/Relationships in general 6.0%
- I don't know.....4.7%
- Information/Knowledge4.0%
- Communication 2.7%
- Setting priorities2.0%
- Feelings1.3%

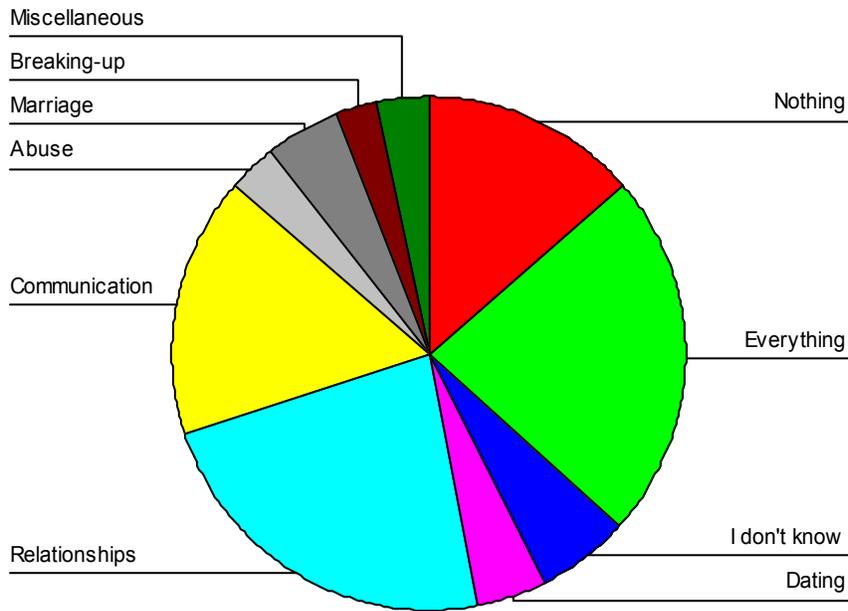
- Abuse 1.3%
- Other’s views 1.3%
- Qualities of marriage7%
- Dating readiness7%



What information from the curriculum do you plan to use in the future?

- Everything 22.9%
- Relationships 22.9%
- Communication 16.3%
- Nothing 13.7%
- I don't know 5.9%
- Dating 4.6%
- Marriage 4.6%
- Abuse 3.3%

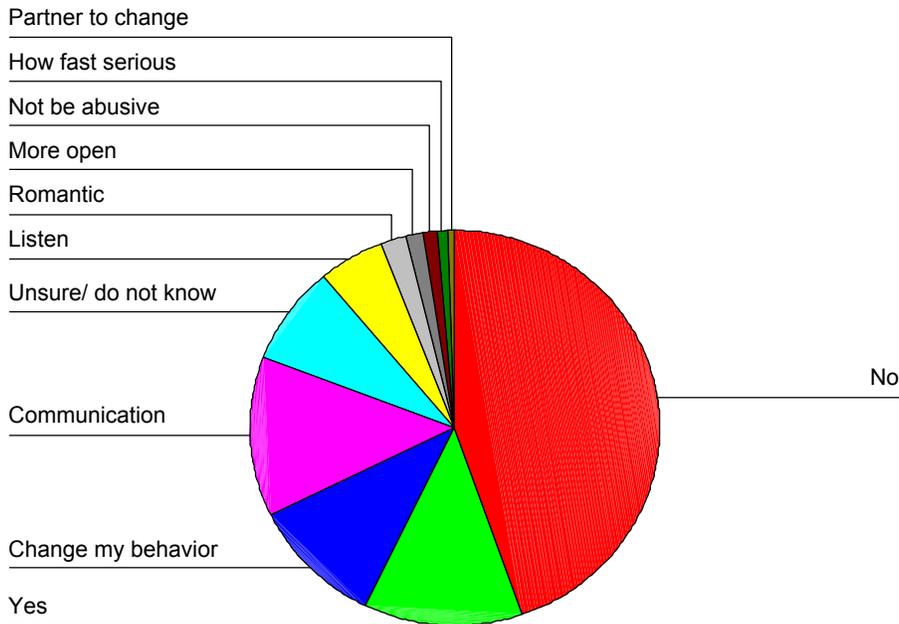
- Miscellaneous 3.3%
- Breaking-up 2.6%



Do you expect to change anything about your current relationships (romantic or otherwise) with people as a result of completing the Connections curriculum? If so, what?

- Nothing 44.7%
- Yes 12.5%
- Change my behavior 10.5%
- Communication 13.2%
- Unsure/I do not know 7.9%
- Listen 5.3%
- Romantic 2.0%
- More open 1.3%

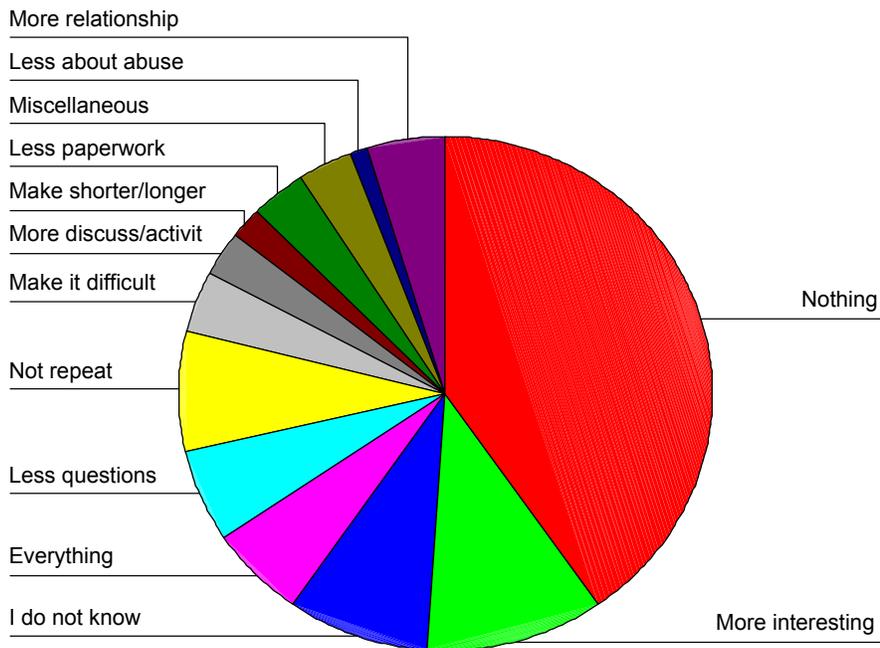
- Not be abusive, yell 1.3%
- To change how fast I get serious7%
- I want my partner to change7%



What would you change about the curriculum?

- Nothing 40.4%
- Make more interesting/fun 10.6%
- I do not know 8.6%
- Not so repetitious 7.3%
- Everything 6.0%
- Less questions 6.0%
- More information about relationships 4.6%
- Make it difficult 4.0%
- Less paperwork 3.3%

- Miscellaneous 3.3%
- More discussion/activities2.6%
- Make it shorter/longer 2.0%
- Not so much about abuse 1.3%



Summary of Teacher Surveys

As part of the evaluation, teachers were asked about their opinion of the Connections curriculum. A summary of their answers is found below.

The curriculum was taught to students in grades 9-12.

The participating teachers:

- Have been teaching an average of 13.5 years ranging from 1 to 28 years.
- This was their first year of teaching Connections materials.
- Eight teachers covered all of the lessons in the Connections curriculum. One covered all but two lessons
- Used both the Connections curriculum and other supplemental materials.

The participating teachers were asked to choose the degree to which they agreed or disagreed with the following statements about the Connections curriculum:

| | | | | | |
|--------------------------|-----------------|-------------------------|----------------------|--------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Strongly Disagree | Disagree | Tend to Disagree | Tend to Agree | Agree | Strongly Agree |

The teachers' responses ranged from tend to disagree to strongly agree for the following concepts

Content is applicable

| | |
|------------------|-----|
| Tend to disagree | 10% |
| Tend to agree | 20% |
| Agree | 40% |
| Strongly agree | 30% |

Teacher's manual is easy

| | |
|------------------|-----|
| Tend to disagree | 10% |
| Tend to agree | 10% |
| Agree | 20% |
| Strongly agree | 60% |

Positive short term impact

| | |
|----------------|-----|
| Tend to agree | 30% |
| Agree | 50% |
| Strongly agree | 20% |

Long term impact

| | |
|----------------|-----|
| Tend to agree | 50% |
| Agree | 40% |
| Strongly agree | 10% |

Curriculum is successful in reaching kids who really need to hear it

| | |
|------------------|-----|
| Tend to disagree | 10% |
| Tend to agree | 50% |
| Agree | 10% |
| Strongly agree | 30% |

Appropriate for the ages you taught

| | |
|------------------|-----|
| Tend to disagree | 10% |
| Tend to agree | 20% |
| Agree | 40% |
| Strongly agree | 20% |

Parents support the curriculum

| | |
|----------------|-----|
| Tend to agree | 50% |
| Agree | 30% |
| Strongly agree | 20% |

Long term positive impact on community

| | |
|------------------|-----|
| Disagree | 10% |
| Tend to disagree | 10% |
| Tend to agree | 40% |
| Agree | 30% |

Students were receptive

| | |
|------------------|-----|
| Tend to disagree | 10% |
| Tend to agree | 30% |
| Agree | 40% |
| Strongly agree | 20% |

Students understood

| | |
|----------------|-----|
| Tend to agree | 40% |
| Agree | 50% |
| Strongly agree | 10% |

Will use Connections again

| | |
|------------------|-----|
| Tend to disagree | 20% |
| Agree | 40% |
| Strongly agree | 40% |

Will retain curriculum as is

| | |
|------------------|-----|
| Disagree | 10% |
| Tend to disagree | 20% |
| Tend to agree | 40% |
| Agree | 10% |
| Strongly agree | 10% |

Students have clearer idea of dating relationship

| | |
|------------------|-----|
| Tend to disagree | 10% |
| Tend to agree | 40% |
| Agree | 40% |
| Strongly agree | 10% |

Male students seem to enjoy

| | |
|------------------|-----|
| Tend to disagree | 30% |
| Tend to agree | 20% |
| Agree | 30% |
| Strongly agree | 10% |

Female students seem to enjoy

| | |
|------------------|-----|
| Tend to disagree | 20% |
| Agree | 30% |
| Strongly agree | 50% |

Students' communication positively affected

| | |
|------------------|-----|
| Disagree | 10% |
| Tend to disagree | 10% |
| Tend to agree | 40% |
| Agree | 30% |
| Strongly agree | 10% |

Students problem solving improved

| | |
|------------------|-----|
| Tend to disagree | 10% |
| Tend to agree | 40% |
| Agree | 40% |

Students' decisions are positively affected

| | |
|----------------|-----|
| Tend to agree | 20% |
| Agree | 60% |
| Strongly agree | 10% |

Students seem less likely to take risks

| | |
|------------------|-----|
| Tend to disagree | 20% |
| Tend to agree | 70% |
| Agree | 10% |

Students create identity

| | |
|------------------|-----|
| Tend to disagree | 10% |
| Tend to agree | 70% |
| Agree | 20% |

Students self-esteem positively affected

| | |
|------------------|-----|
| Tend to disagree | 10% |
| Tend to agree | 40% |
| Agree | 50% |

Students set goals

| | |
|------------------|-----|
| Tend to disagree | 30% |
| Tend to agree | 50% |
| Agree | 20% |

Students more comfortable in relationships

| | |
|------------------|-----|
| Tend to disagree | 30% |
| Tend to agree | 40% |
| Agree | 30% |

Students better equipped for relationships

| | |
|------------------|-----|
| Tend to disagree | 10% |
| Tend to agree | 30% |
| Agree | 30% |
| Strongly agree | 30% |

Students demonstrate improved dating skills

| | |
|------------------|-----|
| Tend to disagree | 10% |
| Tend to agree | 60% |
| Agree | 20% |
| Strongly agree | 10% |

Students are better delaying serious dating

| | |
|------------------|-----|
| Tend to disagree | 20% |
| Tend to agree | 70% |
| Agree | 10% |

When asked to rate the Connections curriculum, in comparison to other relationship and marriage curriculums,

40 percent of the teachers rated it somewhat better than most and 30 percent stated it was equal to most. The other 30 percent did not respond to this question.

Other curricula the participating teachers do or have used were:

- AVERTS
- CALM-teaching
- Other textbooks

Pros of the Connections curriculum:

- “Clear cut lesson plans”
- “Good discussion questions”
- “Easy to use and understand”
- “Gets right to the issues teens need to talk about.”
- “Great lecture material for the teacher”
- “I thought the material was very beneficial and accurate. I liked teaching this curriculum.”
- “It helped the student on the fence and reinforced students making good choices.”
- “My students enjoyed the workbook. Combining several lessons to fit over 90 minute block worked fine.”
- “Variety of activities – some active, some quiet, some group, some individual. Nice format.”
- “Nicely condensed into an easy to use unit of study.”
- Good activities – forced students to become more introspective.”
- Appropriate topics, follows logical sequence – springboard for serious/intense conversations.”

Cons of the Connections curriculum:

- “Could use more specifics on communication skills, which I added on my own- “I messages” etc.”
- “I didn’t see much change on students making poor choices.”
- ““Good information – however it is not possible to lecture to 9th graders. Perhaps information pages for them instead of lecture notes for the teacher.”
- “Lack of assessment on daily work. Lack of media. Lack of reading activities. (We stress reading here.)”
- “Much of the workbook drug on, addressing the same thing over and over.”
- “Not enough hands on activities”
- “Need more activities”
- “Not enough depth of material.”
- “Too many worksheets. Students complained about the same question appearing repeatedly.”
- “Some of the yes and no questions could be answered easier with short answer.”
- “Needs lots of supplementation”

Other comments of the Connections curriculum:

- “I would like to see material for these “hurting, damaged” kids that affects them personally.”
- Overall the curriculum worked out great and I agree with the reasoning behind it, way to go!”
- Some students had not experienced dating relationships yet so didn’t relate to some worksheets.”
- Thank you so much for allowing my students and I to participate in your study. We enjoyed the great discussions we had as a result of the curriculum.”
- There was lots of good content in the “lecture notes” sections, but I don’t know if the activities reached the content in some cases. Thanks for the opportunity!”
- “We really enjoyed the Connections study.”

Appendix A Questionnaire

ID # _____

Date: ___/___/___

What is your current grade average?

- (A) F (D) B
(B) D (E) A
(C) C

Please circle the one that best describes your current relationship situation:

- (A) Not dating and single (C) Dating Exclusively (Only one person)
(B) Dating various people (D) Recently broke up

Do you have any children of your own? (A) yes (B) no

If yes, how many? _____

What are your current living arrangements?

- (A) Living with both your biological/adoptive parents
(B) Living with one of your biological/adoptive parents
(C) Living with other family members
(D) Living with other friends/roommates

Write your answer to each question in the blanks provided. Your answer should be what YOU think about each item.

1. About how many times have you gotten into trouble **at school** in the past 2 months? _____
2. About how many times have you gotten into trouble **at home with your parents/guardian** in the past 2 months?
3. About how many times have you gotten into trouble **with other family members** in the past 2 months? _____
4. At what age will you likely get married? _____
5. How many years should a couple wait after marriage before having a baby? _____
6. What percent of marriages end in divorce? _____
7. When you get married, what percent chance is there that your marriage or future marriage will end in divorce? _____
8. How long should two people date each other before getting married? _____
9. In today's society, slapping a spouse or dating partner is understandable under some circumstances...YES! yes no NO!
10. In today's society, pushing a spouse or dating partner is understandable under some circumstances...YES! yes no NO!

Directions: Using the following scale as a guide, describe your family the way it is right now. Circle one number for each statement.

| 1 | 2 | 3 | 4 | 5 | |
|--|----------------------|---------------|----------------|--------------------|---|
| Almost never (AN) | Once in a while (OW) | Sometimes (S) | Frequently (F) | Almost always (AA) | |
| | | | | | <u>AN</u> <u>OW</u> <u>S</u> <u>F</u> <u>AA</u> |
| 1. Family members ask each other for help..... | | | | | 1 2 3 4 5 |
| 2. In solving problems, the children’s suggestions are followed..... | | | | | 1 2 3 4 5 |
| 3. We approve of each other’s friends..... | | | | | 1 2 3 4 5 |
| 4. Children have a say in their discipline..... | | | | | 1 2 3 4 5 |
| 5. We like to do things with just our immediate family..... | | | | | 1 2 3 4 5 |
| 6. Different persons act as leaders in our family..... | | | | | 1 2 3 4 5 |
| 7. Family members feel closer to other family members than to people outside the family..... | | | | | 1 2 3 4 5 |
| 8. Our family changes its way of handling tasks..... | | | | | 1 2 3 4 5 |
| 9. Family members like to spend free time with each other..... | | | | | 1 2 3 4 5 |
| 10. Parent(s) and children discuss punishment together..... | | | | | 1 2 3 4 5 |
| 11. Family members feel very close to each other..... | | | | | 1 2 3 4 5 |
| 12. The children make the decisions in our family..... | | | | | 1 2 3 4 5 |
| 13. When our family gets together for activities, everybody is present..... | | | | | 1 2 3 4 5 |
| 14. Rules change in our family..... | | | | | 1 2 3 4 5 |
| 15. We can easily think of things to do together as a family..... | | | | | 1 2 3 4 5 |
| 16. We shift household responsibilities from person to person..... | | | | | 1 2 3 4 5 |
| 17. Family members consult other family members on their decisions..... | | | | | 1 2 3 4 5 |
| 18. It is hard to identify the leader(s) in our family..... | | | | | 1 2 3 4 5 |
| 19. Family togetherness is very important..... | | | | | 1 2 3 4 5 |
| 20. It is hard to tell who does which household chores..... | | | | | 1 2 3 4 5 |
| 21. I feel that I’m a person of worth, at least on an equal basis with others..... | | | | | 1 2 3 4 5 |
| 22. I feel that I have a number of good qualities..... | | | | | 1 2 3 4 5 |
| 23. All in all, I am inclined to feel that I am a failure..... | | | | | 1 2 3 4 5 |
| 24. I am able to do things as well as most other people..... | | | | | 1 2 3 4 5 |
| 25. I feel I do not have much to be proud of..... | | | | | 1 2 3 4 5 |
| 26. I take a positive attitude toward myself..... | | | | | 1 2 3 4 5 |
| 27. On the whole, I am satisfied with myself..... | | | | | 1 2 3 4 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 28. I wish I could have more respect for myself..... | 1 | 2 | 3 | 4 | 5 |
| 29. I certainly feel useless at times. At times I think I am no good at all..... | 1 | 2 | 3 | 4 | 5 |

No matter how well two people get along, there are times when they disagree, get annoyed with the other person, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. The following are a list of some things you might do when you have an argument with your (boyfriend/girlfriend (or best friend) if you aren't currently dating). Indicate how many times (once, twice, 3-5 times, 6-10 times, 11-20 times, more than 20 times, or never) in the past 2 months you have done each of the following.

Please complete both columns when necessary (when you answer '0')

Use the following scale:

- 1 = once**
- 2 = twice**
- 3 = 3-5 times**
- 4 = 6-10 times**
- 5 = 11-20 times**
- 6 = more than 20 times**
- 0 = never**

If you circled '0' for any items, have you ever done it in your life with this person?
1 = Yes
0 = No

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| A. Discussed an issue calmly..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| B. Got information to back up my side of things..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| C. Brought in, or tried to bring in, someone to help settle things | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| D. Insulted or swore at him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| E. Argued heatedly but did not yell..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| F. Yelled at him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| G. Sulked or refused to talk about an issue..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| H. Stomped out of the room or house or yard..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| I. Cried..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| J. Did or said something to spite him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| K. Threatened to hit or throw something at him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| L. Threw or smashed or hit or kicked <u>something</u> (not the person) | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| M. Threw something at him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| N. Pushed, grabbed, or shoved him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| O. Slapped him or her..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| P. Kicked, bit, or hit him or her with a fist..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| Q. Hit or tried to hit him or her with something..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |
| R. Beat him or her up..... | 1 | 2 | 3 | 4 | 5 | 6 | 0 | 1 | 0 |

Using the following scale as a guide, indicate how much you agree or disagree with each statement. Circle only one response for each statement. Answer as honestly as you can.

| | YES! Strongly Agree (SA) | yes Somewhat Agree (sa) | no Somewhat Disagree(sd) | NO! Strongly Disagree (SD) |
|---|-----------------------------|----------------------------|-----------------------------|-------------------------------|
| | <u>SA</u> | <u>sa</u> | <u>sd</u> | <u>SD</u> |
| 1. Marriage is a good and desirable thing..... | YES! | yes | no | NO! |
| 2. I will likely get married some day..... | YES! | yes | no | NO! |
| 3. My parent(s)/guardian think(s) marriage is a good and desirable thing..... | YES! | yes | no | NO! |
| 4. My parents have a good marriage..... | YES! | yes | no | NO! |
| 5. Divorce is an important option for married people to have..... | YES! | yes | no | NO! |
| 6. I will probably get divorced at least once if I ever marry..... | YES! | yes | no | NO! |
| 7. It's O.K. for a couple WITH NO children to divorce if one spouse cheats on the other..... | YES! | yes | no | NO! |
| 8. It's O.K. for a couple WITH children to divorce if one spouse cheats on the other..... | YES! | yes | no | NO! |
| 9. It's O.K. for a couple WITH NO children who fight all the time to divorce..... | YES! | yes | no | NO! |
| 10. It's O.K. for a couple WITH children who fight all the time to divorce | YES! | yes | no | NO! |
| 11. It's O.K. to divorce if a couple WITH NO children just has unsolvable differences..... | YES! | yes | no | NO! |
| 12. It's O.K. to divorce if a couple WITH children just has unsolvable differences..... | YES! | yes | no | NO! |
| 13. I will take a compatibility test with my fiancé before I get married..... | YES! | yes | no | NO! |
| 14. I will take a marriage preparation course with my fiancé before I get married..... | YES! | yes | no | NO! |
| 15. I will go to premarital counseling with my fiancé before I get married..... | YES! | yes | no | NO! |
| 16. After I'm married, I will attend a marriage enrichment class with my spouse..... | YES! | yes | no | NO! |
| 17. After I'm married, if we are having trouble in our marriage, we will go to counseling..... | YES! | yes | no | NO! |
| 18. My parents understand me..... | YES! | yes | no | NO! |
| 19. I can go to my parents for help with personal situations..... | YES! | yes | no | NO! |
| 20. If a marriage is having problems, having a baby will improve the marriage relationship..... | YES! | yes | no | NO! |
| 21. It's O.K. to live with a dating partner and not be married..... | YES! | yes | no | NO! |
| 22. Do you personally talk to your parent or guardian when something is bothering you?..... | YES! | yes | no | NO! |
| 23. Does your parent or guardian listen to you when you want to tell them something?..... | YES! | yes | no | NO! |
| 24. Do you talk to your parent or guardian about having a girlfriend/boyfriend? | YES! | yes | no | NO! |
| 25. If my boyfriend/girlfriend wanted to have sex, but I didn't, I would find it pretty hard to say no | YES! | yes | no | NO! |
| 26. It is too risky for teens to have sex | YES! | yes | no | NO! |
| 27. Not having sex until marriage is the best choice a teen can make | YES! | yes | no | NO! |
| 28. I think many of my friends are having sex | YES! | yes | no | NO! |
| 30. I feel good enough about myself that I can say "no" to sex even if my friends are pressuring | | | | |

| | | | | |
|---|-----------|-----------|-----------|-----------|
| me to say "yes" | YES! | yes | no | NO! |
| 31. I feel I can ask my parents about sex | YES! | yes | no | NO! |
| 32. I intend to talk to my parents or guardian about sex | YES! | yes | no | NO! |
| 33. I intend to say "no" if I am being pressured to have sex | YES! | yes | no | NO! |
| | SA | sa | sd | SD |
| 34. I intend to NOT have sex until I am married | YES! | yes | no | NO! |
| 35. People should not pressure others into having sex with them | YES! | yes | no | NO! |
| 36. It's okay for a boy to tell a girl that he loves her so he can have sex with her..... | YES! | yes | no | NO! |
| 37. My friends think a person should not have sex until marriage | YES! | yes | no | NO! |
| 38. My parents think a person should not have sex until marriage | YES! | yes | no | NO! |
| 39. I am currently sexually active | YES! | yes | no | NO! |

Circle the best answer

If you are concerned about what to say or do in a certain dating situation...

- just say what you are thinking and it will be ok
- you can practice what you are going to say/do beforehand
- don't worry about it until it actually happens
- avoid it and then you won't have to worry

When you begin a new relationship ...

- It is important to speed up how well you know each other in a dating relationship so you can build a foundation quickly
- It is not helpful to take time to learn about each other since you will get to know each other over time
- It is helpful to take time to learn about each other and take things slowly
- It is not important to get to know a lot about the other person because relationships are for fun

If you begin to see problems in a dating relationship

- It is likely that what is wrong will get worse
- It just means you will need to work harder
- It is likely that things will get better
- Problems can go away if they are ignored long enough

If you are in an abusive relationship

- You need to break it off
- You need to give the other person time to change
- You need to change which will help the other person stop being abusive
- If you really love each other, things will likely work out

If there is a misunderstanding between you and boyfriend/girlfriend/best friend...

- it is not important to apologize, this shows weakness
- it is not important to compromise if you are right
- it is important to consider the other person's feelings
- it is important to make sure you get your way

How do you know if you are mature enough to go on a date?

- you begin to be interested in dating and having relationships
- you are old enough to drive yourself on a date
- you are 14 years old
- you have the ability to consider someone else's needs not just your own

Which of the following is a good reason to date?

- A. to feel loved and needed
- B. to fill a gap in our lives
- C. to have friendship and offer strength

Not attempting to connect with others may lead to what emotions?

- A. loneliness, isolation, rejection, depression
- B. contentment, solitude, acceptance, happiness

What is stonewalling?

- A. building a “wall” around yourself through friends and support networks
- B. pretending that nothing the other person says will hurt you in any way
- C. withdrawing emotionally from a conversation

What is a main sign of trouble in a relationship?

- A. Spending less time with each other, because you have an after school job
- B. Changes in communication
- C. Spending time with friends instead of together
- D. Doing more things with his/her family

Sally and Joe have been dating for a year, but Sally is interested in dating Sam instead. Soon she finds out that Sam is interested in dating her. What would be Sally’s best move?

- A. Break up with Joe and start dating Sam while she has the opportunity
- B. Break up with Joe and wait several months before dating anyone else
- C. Talk things over with Joe before making any decision
- D. Talk things over with Sam and tell him that she’s still in a committed relationship right now

What is active listening?

- A. Talking and listening to each other at the same time just as long as you are not both talking at the same time
- B. actively participating in the conversation by first listening and sometimes talking about your own ideas
- C. being willing to set aside the things you want to discuss until later and concentrate on what the other person is saying

Being sensitive to and understanding another’s feeling, situations, and motives is

- A. sympathy
- B. empathy
- C. pathology
- D. dystrophy

One way to show respect to your boyfriend/girlfriend/best friend is by

- A. making sure you are popular so they can be proud of hanging out with you
- B. considering their safety
- C. always talking about what is important to you
- D. controlling the conversation so they don’t have to

True or False. In order to be nice to your partner, it is best to avoid talking about significant problems in your relationship that will upset your partner.

True or False. One important element for a good dating relationship is to spend all your free time with each other.

True or False. Jealousy is a normal and healthy emotion.

True or False. A relationship in trouble always needs to end.

True or False. If you decide to break up with someone and then after the breakup you feel anger, sadness, emptiness, guilt, disappointment, sadness regret, rejection and failure; then you probably made the wrong decision.

True or False. If breaking up will make your partner really sad or mad, it is easiest to just avoid them and let them figure it out rather than telling them face to face.

You are done! Thank you for your time!

Connections: Dating and Emotions Student Evaluation

Name First and Last _____

Directions: For Items 1-7 use the following scale to choose your answer. Circle only one number for each item:

| | | | | | |
|------------------------------|--------------------|-----------------------------|---------------------------|------------------|---------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| Strongly disagree(sd) | Disagree(d) | Tend to disagree(td) | Tend to agree (ta) | Agree (a) | Strongly agree(sa) |

| | <u>sd</u> | <u>d</u> | <u>td</u> | <u>ta</u> | <u>a</u> | <u>sa</u> |
|--|-----------|----------|-----------|-----------|----------|-----------|
| 1. The content of the Connections curriculum has been useful to me in my daily life.... | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. When working on the Connections curriculum, I felt enthusiastic and eager about it..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. In general, the materials covered and exercises we did in Connections were easy for me..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I have learned new skills in Connections that I plan to use in my relationships..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. I have learned new information in Connections that will help me to be more effective in my relationships..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. I am confident of my abilities to use the skills and knowledge presented in Connections..... | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Overall, my impression of the Connections curriculum is that it's a worthwhile experience..... | 1 | 2 | 3 | 4 | 5 | 6 |

Answer the following questions honestly and with as much detail as possible. Use the back of this sheet if you need more room.

8. The thing(s) I found the most useful in the Connections curriculum was/were:

9. The thing(s) I found the least useful was/were:

10. What information did you learn from Connections that you didn't know before?

11. What new things did you learn about yourself from this curriculum that you weren't aware of before?

12. What information from the curriculum do you plan to use in the future?

13. Do you expect to change anything about your current relationships (romantic or otherwise) with other people as a result of completing the Connections curriculum? If so what?

14. What would you change about the curriculum?

Appendix B Knowledge Scale

If you are concerned about what to say or do in a certain dating situation...

- E. just say what you are thinking and it will be ok
- F. you can practice what you are going to say/do beforehand
- G. don't worry about it until it actually happens
- H. avoid it and then you won't have to worry

When you begin a new relationship ...

- E. It is important to speed up how well you know each other in a dating relationship so you can build a foundation quickly
- F. It is not helpful to take time to learn about each other since you will get to know each other over time
- G. It is helpful to take time to learn about each other and take things slowly
- H. It is not important to get to know a lot about the other person because relationships are for fun

If you begin to see problems in a dating relationship

- E. It is likely that what is wrong will get worse
- F. It just means you will need to work harder
- G. It is likely that things will get better
- H. Problems can go away if they are ignored long enough

If you are in an abusive relationship

- E. You need to break it off
- F. You need to give the other person time to change
- G. You need to change which will help the other person stop being abusive
- H. If you really love each other, things will likely work out

If there is a misunderstanding between you and boyfriend/girlfriend/best friend...

- E. it is not important to apologize, this shows weakness
- F. it is not important to compromise if you are right
- G. it is important to consider the other person's feelings
- H. it is important to make sure you get your way

How do you know if you are mature enough to go on a date?

- E. you begin to be interested in dating and having relationships
- F. you are old enough to drive yourself on a date
- G. you are 14 years old
- H. you have the ability to consider someone else's needs not just your own

Which of the following is a good reason to date?

- D. to feel loved and needed
- E. to fill a gap in our lives
- F. to have friendship and offer strength

Not attempting to connect with others may lead to what emotions?

- C. loneliness, isolation, rejection, depression
- D. contentment, solitude, acceptance, happiness

What is stonewalling?

- D. building a "wall" around yourself through friends and support networks
- E. pretending that nothing the other person says will hurt you in any way
- F. withdrawing emotionally from a conversation

What is a main sign of trouble in a relationship?

- E. Spending less time with each other, because you have an after school job
- F. Changes in communication
- G. Spending time with friends instead of together

H. Doing more things with his/her family

Sally and Joe have been dating for a year, but Sally is interested in dating Sam instead. Soon she finds out that Sam is interested in dating her. What would be Sally's best move?

- E. Break up with Joe and start dating Sam while she has the opportunity
- F. Break up with Joe and wait several months before dating anyone else
- G. Talk things over with Joe before making any decision
- H. Talk things over with Sam and tell him that she's still in a committed relationship right now

What is active listening?

- D. Talking and listening to each other at the same time just as long as you are not both talking at the same time
- E. actively participating in the conversation by first listening and sometimes talking about your own ideas
- F. being willing to set aside the things you want to discuss until later and concentrate on what the other person is saying

Being sensitive to and understanding another's feeling, situations, and motives is

- E. sympathy
- F. empathy
- G. pathology
- H. dystrophy

One way to show respect to your boyfriend/girlfriend/best friend is by

- E. making sure you are popular so they can be proud of hanging out with you
- F. considering their safety
- G. always talking about what is important to you
- H. controlling the conversation so they don't have to

True or False. In order to be nice to your partner, it is best to avoid talking about significant problems in your relationship that will upset your partner.

True or False. One important element for a good dating relationship is to spend all your free time with each other.

True or False. Jealousy is a normal and healthy emotion.

True or False. A relationship in trouble always needs to end.

True or False. If you decide to break up with someone and then after the breakup you feel anger, sadness, confusion, emptiness, guilt, disappointment, sadness regret, rejection and failure; then you probably made the wrong decision.

True or False. If breaking up will make your partner really sad or mad, it is easiest to just avoid them and let them figure it out rather than telling them face to face.

Appendix C

Divorce Attitudes

| | | | |
|--|---|---|--|
| 1 | 2 | 3 | 4 |
| YES! Strongly Agree(SA) | yes Somewhat Agree(sa) | no Somewhat Disagree(sd) | NO! Strongly Disagree(SD) |

SA sa sd SD

1. Divorce is an important option for married people to have.....YES! yes no NO!
2. I will probably get divorced at least once if I ever marry.....YES! yes no NO!
3. It's O.K. for a couple WITH NO children to divorce if one spouse cheats on the other...YES! yes no NO!
4. It's O.K. for a couple WITH children to divorce if one spouse cheats on the other.....YES! yes no NO!
5. It's O.K. for a couple who fight all the time to divorce if they have NO children.....YES! yes no NO!
6. It's O.K. for a couple who fight all the time to divorce if they have children.....YES! yes no NO!
7. It's O.K. to divorce if a couple WITH NO children just has unsolvable differences.....YES! yes no NO!
8. It's O.K. to divorce if a couple WITH children just has unsolvable differences.....YES! yes no NO!

Appendix D

Marriage Attitudes

| | | | |
|---------------------------|---------------------------|------------------------------|------------------------------|
| 1 | 2 | 3 | 4 |
| YES! | yes | no | NO! |
| Strongly Agree(SA) | Somewhat Agree(sa) | Somewhat Disagree(sd) | Strongly Disagree(SD) |

| | <u>SA</u> | <u>sa</u> | <u>sd</u> | <u>SD</u> |
|--|-----------|-----------|-----------|-----------|
| 1. Marriage is a good and desirable thing..... | YES! | yes | no | NO! |
| 2. I will likely get married some day..... | YES! | yes | no | NO! |

Appendix E

Attitudes Toward Counseling

| 1 YES! Strongly Agree(SA) | 2 yes Somewhat Agree(sa) | 3 no Somewhat Disagree(sd) | 4 NO! Strongly Disagree (SD) |
|--|--------------------------------|----------------------------------|---|
| | | | <u>SA</u> <u>sa</u> <u>sd</u> <u>SD</u> |
| 1. I will take a marriage preparation course with my fiancé before I get married.....YES! | yes | no | NO! |
| 2. I will go to premarital counseling with my fiancé before I get married.....YES! | yes | no | NO! |
| 3. After I'm married, I will attend a marriage enrichment class with my spouse.....YES! | yes | no | NO! |
| 4. After I'm married, if we are having trouble in our marriage, we will go to counseling.....YES! | yes | no | NO! |

Appendix F

Resisting Sexual Pressure

| 1 | 2 | 3 | | | 4 | |
|--|--------------------|-----------------------|-----------|-----------|------------------------|-----------|
| YES! | yes | no | | | NO! | |
| Strongly Agree(SA) | Somewhat Agree(sa) | Somewhat Disagree(sd) | | | Strongly Disagree (SD) | |
| | | | <u>SA</u> | <u>sa</u> | <u>sd</u> | <u>SD</u> |
| 1. If my girlfriend/boyfriend wanted to have sex, but I didn't, I would find it | | | | | | |
| pretty hard to say no..... | | | YES! | yes | no | NO! |
| 2. I feel good enough about myself that I can say "no" to sex even if my friends | | | | | | |
| are pressuring me to say "yes"..... | | | YES! | yes | no | NO! |
| 3. I intend to say "no" if I am being pressured to have sex..... | | | | | | |
| | | | YES! | yes | no | NO! |

Appendix G
Ask Parents' Advice

| 1 | 2 | 3 | 4 |
|--|--------------------|-----------------------|---|
| YES! | yes | no | NO! |
| Strongly Agree(SA) | Somewhat Agree(sa) | Somewhat Disagree(sd) | Strongly Disagree (SD) |
| | | | <u>SA</u> <u>sa</u> <u>sd</u> <u>SD</u> |
| 1. I feel I can ask my parents for advice about sex..... | | | |
| YES! | yes | no | NO! |
| 2. I intend to talk to my parents or guardian about sex..... | | | |
| YES! | yes | no | NO! |

Appendix H
Currently sexually active

| 1 | 2 | 3 | 4 |
|---|---------------------------|------------------------------|---|
| YES! | yes | no | NO! |
| Strongly Agree(SA) | Somewhat Agree(sa) | Somewhat Disagree(sd) | Strongly Disagree (SD) |
| | | | <u>SA</u> <u>sa</u> <u>sd</u> <u>SD</u> |
| 1. I am currently sexually active | | | YES! yes no NO! |

Appendix I

Wait to have Sex

| 1 | 2 | 3 | 4 | | | | |
|--|--------------------|-----------------------|------------------------|-----------|-----------|-----------|-----------|
| YES! | yes | no | NO! | | | | |
| Strongly Agree(SA) | Somewhat Agree(sa) | Somewhat Disagree(sd) | Strongly Disagree (SD) | | | | |
| | | | | <u>SA</u> | <u>sa</u> | <u>sd</u> | <u>SD</u> |
| 1. It is too risky for young teens to have sex..... | YES! | yes | no | NO! | | | |
| 2. Not having sex until marriage is the best choice a teen can make..... | YES! | yes | no | NO! | | | |
| 3. My friends think a person should not have sex until marriage..... | YES! | yes | no | NO! | | | |
| 4. My parents think a person should not have sex until marriage..... | YES! | yes | no | NO! | | | |
| 5. I intend to not have sex until I am married..... | YES! | yes | no | NO! | | | |

Appendix J
Dating Violence

| 1 | 2 | 3 | 4 |
|----------|----------|----------|----------|
| YES! | Yes | no | NO! |

1. In today's society, slapping a spouse or dating partner is understandable
under some circumstances..... Yes! yes no NO!

2. In today's society, pushing a spouse or dating partner is understandable
under some circumstances..... Yes! yes no NO!

Appendix K

Rosenberg Self-Esteem Scale

1 **2** **3** **4** **5**
 Almost never(AN) Once in a while(OW) Sometimes(S) Frequently(F) Almost always(AA)

| | <u>AN</u> | <u>OW</u> | <u>S</u> | <u>F</u> | <u>AA</u> |
|---|-----------|-----------|----------|----------|-----------|
| 1. I feel that I'm a person of worth, at least on an equal basis with others..... | 1 | 2 | 3 | 4 | 5 |
| 2. I feel that I have a number of good qualities..... | 1 | 2 | 3 | 4 | 5 |
| 3. All in all, I am inclined to feel that I am a failure..... | 1 | 2 | 3 | 4 | 5 |
| 4. I am able to do things as well as most other people..... | 1 | 2 | 3 | 4 | 5 |
| 5. I feel I do not have much to be proud of..... | 1 | 2 | 3 | 4 | 5 |
| 6. I take a positive attitude toward myself..... | 1 | 2 | 3 | 4 | 5 |
| 7. On the whole, I am satisfied with myself..... | 1 | 2 | 3 | 4 | 5 |
| 8. I wish I could have more respect for myself..... | 1 | 2 | 3 | 4 | 5 |
| 9. I certainly feel useless at times. At times I think I am no good at all..... | 1 | 2 | 3 | 4 | 5 |