

Appendix M. Evidence-Based/Promising Programs

<i>Name</i>	<i>Evidence Base</i>	<i>Target Audience</i>	<i>Pros</i>	<i>Cons</i>
Programs for pre-K-12				
Second Step	Has been evaluated- shows reduction in aggressive behaviors, increased likelihood of choosing pro-social goals and social competence	Elementary/Middle School	<ul style="list-style-type: none"> • Early intervention in conflict resolution • Reduction in aggressive behavior • Multi-grade format allows for age-appropriate progression 	<ul style="list-style-type: none"> • Not specifically geared towards sexual violence • Expensive
Safe Dates	Evaluation shows behavior change when implemented with fidelity	Middle School - Universal population	<ul style="list-style-type: none"> • Pre-packaged curriculum • Already evaluated • Follows principles of effective prevention programming • Positive reviews from the field 	<ul style="list-style-type: none"> • Expensive on a large scale • Very paper-heavy (uses many copying resources) • Multi-session often difficult to get into schools because of time constraints • Focus on dating violence (including sexual, physical and emotional)
Expect Respect	Emerging Best Practice- Evaluation Ongoing	Middle/High School Teens	<ul style="list-style-type: none"> • Comprehensive • Includes universal and selected population strategies • Includes youth leadership component • Follows principles of effective prevention programming 	<ul style="list-style-type: none"> • Multi-session often difficult to get into schools because of time constraints • Focus on dating violence (including sexual, physical and emotional)
Ending Violence Curriculum- Break the Cycle	Positive evaluation showing increased knowledge of dating violence 6 months after.	High School Students	<ul style="list-style-type: none"> • Pre-Packaged Curriculum • Brief • Easily implemented by school teachers • Can be implemented into many school subjects • Could be “foot-in-the-door with schools • Could be part of a larger prevention effort 	<ul style="list-style-type: none"> • Brief • Focus on dating violence (including sexual, physical and emotional) • Does not meet principles of effective prevention programming • Shows increased awareness, but no behavior change 6 months after implementation
One By One: Teens Explore Date Rape	No evaluation available, positive anecdotal evidence from prevention educators	Middle/High School Students	<ul style="list-style-type: none"> • Curriculum with video and 50 min activities • Easily implemented by prevention educators • Positive response from students • Examines real-life situation portrayed in video (including acknowledging ambiguity) 	<ul style="list-style-type: none"> • No evaluation • Expensive • Could be considered too graphic for some schools

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Men of Strength (MOST) clubs	Emerging best practice- evaluation ongoing.	high-school men, Universal or selected, being adapted for use in college age men and military	<ul style="list-style-type: none"> • Engages men • bystander intervention approach • follows principles of effective prevention programming 	<ul style="list-style-type: none"> • challenges finding leaders • expensive to implement on a smaller scale • time challenges in schools
Programs for Colleges and Universities				
Green Dot	Strong research rationale including bystander intervention, diffusion of innovation (DOI) and perpetrator data. Evaluation Ongoing.	College students, universal	<ul style="list-style-type: none"> • Bystander intervention and DOI theory • Allows for multiple levels of engagement by participants • For core group, follows principles of effective prevention programming • Could be modified for other populations • Understandable framing • Flexible levels of participation (increases participation- some change is better than nothing) • 	<ul style="list-style-type: none"> • Evaluation not complete
Men of Strength (MOST) clubs	Emerging best practice- evaluation ongoing.	high-school men, Universal or selected, being adapted for use in college age men and military	<ul style="list-style-type: none"> • Engages men • bystander intervention approach • follows principles of effective prevention programming 	<ul style="list-style-type: none"> • challenges finding leaders • expensive to implement on a smaller scale • time challenges in schools
Mentors in Violence Prevention (MVP)	Positive evaluation- shows change in knowledge and behavior	College men, Universal	<ul style="list-style-type: none"> • Engages men • bystander intervention approach • follows principles of effective prevention programming 	<ul style="list-style-type: none"> • requires 2 trainers for each session (recruitment/retention)
Bringing in the Bystander	Emerging best practice- evaluation ongoing.	College students, Universal	<ul style="list-style-type: none"> • bystander intervention approach • follows principles of effective prevention programming 	<ul style="list-style-type: none"> • Evaluation ongoing • Media-heavy, could get expensive