



Respectful Relationships Evaluation

Report 2.1: Preliminary Analysis of Baseline Data – Round 3

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Table of Contents

1	Introduction	5
2	Summary of Round 3 projects	6
3	Methodology	8
3.1	Evaluation overview and goals	8
3.2	Data collection and analysis	8
	<i>Questionnaire development</i>	9
	<i>Consent and questionnaire delivery</i>	12
	<i>Analytical approach to analysis of survey data</i>	14
	<i>Focus groups</i>	15
	<i>Process evaluation</i>	15
	<i>Ethics and research approvals</i>	16
3.3	Challenges and limitations.....	16
4	Results	18
4.1	Survey results – preliminary findings.....	18
	<i>Personal characteristics</i>	18
	<i>Program feedback and attitudinal measures</i>	21
	<i>Pre- and post-program comparisons of attitudinal measures</i>	23
	<i>Summary</i>	27
	References	28
	Appendix A: Technical Appendix	29
	<i>Program Feedback</i>	29
	<i>Cronbach’s Alpha Results</i>	33
	<i>Scales and paired t test results</i>	34

List of Tables

Table 1 Round 3 project summary*	7
Table 2 Overview of data collection methods – all Round Three projects.....	9
Table 3 Validated scales used in original survey, primacy school and abridged versions	10
Table 4 Questionnaire type and waves completed by project	11
Table 5 Schools contacted and recruited to evaluation	12
Table 6 Sample sizes by wave and organisation.....	13
Table 7 Round 3 outcome evaluation focus groups	15
Table 8 Round 3 individual characteristics by organisation.....	20
Table 9 Summary of responses (frequencies and percentages) to the item agreement with “I found the program useful/helpful” by organisations.....	29
Table 10 Summary of responses (frequencies and percentages) to the item agreement with “I enjoyed the program” by organisations	29
Table 11 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has made me more aware of what abusive relationship behaviours are” by organisations.....	30
Table 12 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has increased my relationship skills” by organisations.....	30
Table 13 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has increased my awareness of how I want to be treated in a relationship” by organisations.....	31
Table 14 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has increased my awareness of how I should treat others in a relationship” by organisations.....	31
Table 15 Summary of responses (frequencies and percentages) to the item agreement with “I think I have more confidence in my ability to help myself /find support if I experience violence or abuse” by organisations	32
Table 16 Cronbach's alpha results by scales	33
Table 17 Scale summary and t test results for “Acceptance of Dating Abuse Scale” by organisations.....	34
Table 18 Scale summary and t test results for “The Attitudes Towards Male Psychological Dating Violence Scale” by organisations.....	35
Table 19 Scale summary and t test results for “The Attitudes Towards Female Psychological Dating Violence Scale” by organisations.....	35
Table 20 Scale summary and t test results for “Response to Anger Scale” by organisations.....	36
Table 21 Scale summary and t test results for “Conflict Resolution Skills Scale” by organisations.....	37
Table 22 Scale summary and t test results for “Attitudes Towards Women Scale for Adolescents” by organisations.....	38

List of Figures

Figure 1 Age of questionnaire respondents (n=1307)	18
Figure 2 Program enjoyment and usefulness: Respondent agreement to program feedback	21
Figure 3 Increased skills, awareness and abilities: Respondent agreement to program feedback items 3 to 7	23
Figure 4 Attitudes towards male psychological dating violence: Average scale scores for individuals who responded both pre-program and post-program	24
Figure 5 Attitudes towards female psychological dating violence: Average scale scores for individuals who responded both pre-program and post-program	24
Figure 6 Responses to anger: Average scale scores for individuals who responded both pre-program and post-program	25
Figure 7 Conflict resolution skills: Average scale scores for individuals who responded both pre-program and post-program	26
Figure 8 Acceptance of dating violence: Average scale scores for individuals who responded both pre-program and post-program	26
Figure 9 Attitudes towards women for adolescents: Average scale scores for individuals who responded both pre-program and post-program	27

1 Introduction

This report of the Respectful Relationships Evaluation Project has been prepared by researchers from the Institute for Social Science Research (ISSR) at The University of Queensland (UQ) for the Department of Social Services (DSS). The report provides findings from a preliminary evaluation of projects funded by DSS's Respectful Relationships initiative in Round 3.

DSS provides leadership in Australian Government policy and project management on issues affecting women and gender equality, family and community safety, and the delivery of women's safety initiatives. DSS, in partnership with State and Territory governments, has been responsible for the implementation of a range of initiatives aimed at reducing violence against women, particularly initiatives under the *National Plan to Reduce Violence against Women and their Children 2010-2022*. Respectful Relationships is a primary prevention initiative that seeks to reduce sexual assault and domestic and family violence through education. The initiative funds projects which are focused on young people and aimed at raising awareness of ethical behaviour; developing protective behaviours; and developing skills in conducting respectful relationships. The Australian Government has committed funding over five years from 2008-09 to 2012-13, investing more than \$9 million to implement Respectful Relationships education projects across Australia. In addition, four Indigenous Respectful Relationships projects totalling \$556,000 were funded under Round Two under the Indigenous Family Safety Program. In 2012, \$3.7 million was allocated to 11 projects for the third round of funding. All funded projects were undertaken in schools, sporting clubs, and community organisations.

This report is the first in a series of three, evaluating the process and outcome performance of projects funded during Round Three of the Respectful Relationships initiative. The evaluation approach to Round three projects includes both an evaluation of project content and models against national standards of best practice and an evaluation of participant outcomes in achieving the desired awareness, attitudes and behaviours in the recipient population. The current report provides a summary of projects, an overview of the outcome and process evaluation, and preliminary findings of participant outcomes.

2 Summary of Round 3 projects

Eleven projects were funded in Round Three of the Respectful Relationships initiative (project characteristics are summarised in Table 1 **Error! Reference source not found.**below). The projects targeted diverse participant groups including mainstream primary and high school students, students in flexible learning option schools, Aboriginal young people, young people from culturally and linguistically diverse (CALD) backgrounds in school settings, and young people in community or other institutional settings such as detention. Participants ranged in age from 8 to 24 years.

Projects varied in size and scope. Duration ranged from single one to two hour sessions to ongoing programs lasting up to two years. Projects also varied in size, with some targeting several thousand participants across multiple sites, while others targeted smaller groups within single schools or communities.

Many of the programs were delivered in school settings, including mainstream high schools and primary schools, but also in tertiary courses and alternative or special education settings. Programs were also delivered to participants in other settings such as Aboriginal communities, existing support groups (for example, young mothers, migrant and refugee support groups, youth support services) and youth detention. Most of the organisations funded to deliver Respectful Relationships programs in Round 3 were counseling and support organisations for women and families, however youth support organisations and migrant and refugee support services also received funding.

Table 1 Round 3 project summary*

Organisation	Project	Location	Setting	Total projected participant numbers	Age(s)	Gender	Participant composition	Average duration
Centacare Catholic Family Services	Change-I Am	SA	Aboriginal community-based	36	8-24	mixed	Indigenous	22 months
Interrelate	Kids Connexions and My Family	NSW	Primary schools	10,000	10-13	mixed	non-targeted	4 sessions
Ipswich Women's Centre Against Domestic Violence	LOVE BiTES	QLD	High schools and alternative education streams	3000	14-17	mixed	non-targeted	1 full day session
Migrant Resource Centre	X-Pect Respect	TAS	CALD, migrant and alternative education stream for students	225	12-16	segregated	CALD and migrant	10 sessions
Relationships Australia NT	RESPECT program	NT	High schools	500	14-18	segregated	Indigenous and CALD youth	3 sessions
Uniting Communities	Respectful Relationships	SA	Mainstream and flexible learning high schools, various other institution and community settings	1800	12-17	mixed	Various	6 sessions
Vocational Partnerships Group Inc.	Respectful Relationships FNQ	QLD	High schools and alternative education stream	770	12-18	segregated	Indigenous, non-targeted	6 sessions
Women's Council for Domestic and Family Violence	Promoting Respect	WA	High schools	270	12-17	mixed	non-targeted	3 sessions
Women's Health West	You, Me and Us	VIC	Primary schools, English courses within Universities and TAFEs	500	18-24	mixed	non-targeted	1 session
YWCA NSW	Kids, Families, Communities	NSW	Primary schools and high schools	1940	10-14	mixed	non-targeted	5 session
YWCA of Canberra	Respect Communicate Choose	ACT	Primary schools	1000	9-12	mixed	non-targeted	9 session

*Based on information from funding application documents. Details will be updated from process evaluation document review and interviews for inclusion in the final report.

3 Methodology

3.1 Evaluation overview and goals

The evaluation of Round 3 Respectful Relationships projects consisted of both an outcome evaluation and a process evaluation.

Process evaluation: The process evaluation examined how projects were developed and implemented, and how this aligned with standards outlined by the National Association of Services Against Sexual Violence (NASASV).

Outcome evaluation: The objective of the outcome evaluation was to examine change in participants' knowledge, values, attitudes and beliefs around respectful dating relationships that could be attributed to participation in a Respectful Relationships program.

3.2 Data collection and analysis

The process evaluation included an analysis of interviews conducted with project representatives and school teachers, and a review of project documentation undertaken by the research team. As at 29 November 2013, data collection for the process evaluation had commenced and will continue until the end of 2013. More detail about the process evaluation methodology will be provided in subsequent deliverables.

The outcome evaluation involved the completion of questionnaires by project participants before and after participation, and focus groups with participants post-project where questionnaire completion was not appropriate. For the outcome evaluation, questionnaires were developed to measure attitudes and behaviours relating to gender and respectful relationships both before and following the delivery of a program. Measures were based on validated scales or adaptations of these scales for the Australian context.

A consistent approach to evaluation of the different projects was maintained where possible to aid comparability of data. However, different data collection approaches were required for some projects where the standard questionnaire approach was not appropriate or feasible e.g. for young children under 12 years of age. Two adapted questionnaires were developed: an abridged version for projects where limited time or limited literacy precluded the completion of the full questionnaire; and a primary school version that was shorter again and excluded attitudinal measures inappropriate for younger age groups.

Focus groups were conducted with participants where the completion of written surveys was not feasible. This included Flexible Learning Option, students who participated in the ICAN stream of the Uniting Communities project and Aboriginal participants of programs by Relationships Australia NT and Centacare. The informal and verbal characteristics of focus groups were considered preferable for these groups by project organisations because of general disengagement of students and overall social dynamics and cultural preferences.

Table 2 Overview of data collection methods – all Round Three projects

	Outcome evaluation		Process evaluation	
	Survey	Focus group	Staff interview	Teacher interview
Centacare Catholic Family Services (SA)		✓	✓	
Interrelate (NSW)	✓		✓	✓
Ipswich Women's Centre Against Domestic Violence (QLD)	✓		✓	
Migrant Resource Centre (TAS)			✓	✓
Relationships Australia NT (NT)		✓	✓	
Uniting Communities (SA)	✓	✓	✓	✓
Vocational Partnerships Group Inc. (QLD)	✓		✓	✓
Women's Council For Domestic and Family Violence (WA)	✓		✓	✓
Women's Health West (VIC)	✓		✓	✓
YWCA NSW (NSW)	✓		✓	✓
YWCA of Canberra (ACT and SA)	✓		✓	✓

Questionnaire development

The survey was developed using questionnaire items and scales validated in previous research (in line with recommendations for evaluation in the NASASV National Standards (Carmody, 2009). Questionnaire items and scales were selected from a compendium compiled by an Australian expert on gender and dating violence, Dr Michael Flood (Flood 2008). Standardised scale items have been drawn from five validated scales previously used in national and international quantitative studies examining attitudes and beliefs around teen dating violence (see Table 3 for further details on scales used in the different survey variants). In some cases, only a selection of scale items were used to reduce the length of the questionnaire or to exclude items not relevant in the context of this research. The selected scale items measure a range of attitudes and beliefs addressed through the different Respectful Relationship projects, including acceptance of dating violence, attitudes towards male and female psychological dating violence, attitudes towards women, conflict resolution and responses to anger. Demographic factors, including personal and family characteristics, were included as they have been identified as a correlate of victimisation and perpetration of adolescent dating violence, and will be analysed in later reports (Foshee 2008). Measures including age, gender, ethnicity and Indigenous status, and items associated with socio-economic status (for example, non-nuclear family structure, parental education levels) were included.

Three variants of the survey were developed in consultation with project organisations and state education departments. The original survey, containing personal characteristics, the complete set of program feedback questions and selected items from five validated scales, was used for high school and young adult participants where project organisations did not express concerns about participant literacy or limited time available for survey delivery. An abridged version of this survey was developed for use with high school and young adult participants where project coordinators considered the full survey to be too onerous for participants with literacy or behavioural challenges, or where limited time in school prevented completion of the larger survey. The abridged version contains a reduced number of attitudinal scales. This allowed the research team to still measure attitudinal change without overwhelming the relevant participant population. An adapted version of the survey was also developed for primary school aged participants. The survey was adapted in consultation with project organisations and includes age-appropriate questions (no questions about attitudes related to dating relationships) and less personal characteristics and program feedback questions to reduce the length and difficulty of the survey for younger participants. Appendix C includes copies of each questionnaire used in this evaluation. See Table 4 for a summary of survey types used for evaluating each project.

Table 3 Validated scales used in original survey, primary school and abridged versions

	Original	Abridged	Primary school
Acceptance of dating violence (Dahlberg, Toal, Swahn, & Behrens, 2005; Foshee, n.d.)	✓	✓	
Attitudes towards male psychological dating violence scales (Price, Byers, & Team, 1999)	✓		
Attitudes towards female psychological dating violence scales (Price et al., 1999)	✓		
Responses to anger (Foshee, n.d.)	✓	✓	✓
Conflict resolution skills (Foshee, n.d.)	✓	✓	✓
Attitudes towards women for adolescents (Galambos & Petersen, 1985)	✓		

Survey respondents completed questionnaires prior to commencing their Respectful Relationships program and directly after completing the program. Where possible, participants also completed a follow-up questionnaire two to five months after the conclusion of their program. The pre-post questionnaire design aimed to measure whether young people’s attitudes on different topics relating to respectful relationships changed after taking part in a Respectful Relationships program, and whether this was maintained over a longer period of time. By measuring attitudinal change, the evaluation examined the effectiveness of each project in changing attitudes around sexual, physical and emotional abuse in relationships.

Table 4 Questionnaire type and waves completed by project

Project organisation		Questionnaire type	Pre-program	Post-program	Follow-up
Interrelate (NSW)		Primary school	✓	✓	✓
Ipswich Women's Centre Against Domestic Violence (QLD)		Original	✓	✓	
Uniting Communities (SA)		Original	✓	✓	.*
Vocational Partnerships Group Inc. (QLD)		Original	✓	✓	
Women's Council For Domestic and Family Violence (WA)		Original	✓	✓	.*
Women's Health West (VIC)	Primary school cohort	Primary school	✓	✓	.*
	ESL course cohort (young adult)	Abridged	✓	✓	
YWCA NSW (NSW)	Primary school cohort	Primary school	✓	✓	
	High school cohort	Abridged	✓	✓	
YWCA of Canberra (ACT and SA)		Primary school	✓	✓	✓
Centacare Catholic Family Services (SA)			NA		
Migrant Resource Centre (TAS)			NA		
Relationships Australia NT (NT)			NA		

*Follow-up surveys may be completed by schools participating in these projects, however they are yet to be confirmed and/or returned.

Consent and questionnaire delivery

Schools and institutions that participated in a Respectful Relationships project after March 2013 and concluded their involvement prior to end-November 2013 fell within the evaluation's data collection period. Schools were approached to take part in the evaluation, either by the UQ research team or by project organisations (at the project organisations' discretion). Participation in the evaluation was not compulsory and not all schools and institutions agreed to take part (see Table 5). Where school principals gave a reason for declining to participate in the evaluation the most common response was that the school had too many competing priorities and not enough time. Some schools reported that they received a high number of research participation requests. Other reasons included: schools' concern about the consent process and the demands it placed on parents who had low literacy and engagement levels; and, infrequently, their concerns about the 'antisocial' content of the questionnaires. One school agreed to conduct the survey but subsequently withdrew when no parental consent forms were returned.

Table 5 Schools contacted and recruited to evaluation

Organisation	Eligible schools (took part in program in 2013 and concluded by end November)	Schools recruited to survey evaluation
Interrelate	32	16
Ipswich Women's Centre Against Domestic Violence	4	2
Vocational Partnerships Group	6	1
Women's Council for Domestic and Family Violence	1	1
Women's Health West	14	7 ¹
YWCA NSW	10	8
YWCA of Canberra	7	3

When schools had agreed to take part in the evaluation, participants and parents (for participants under 18 years) were asked to provide written consent to participate. Parental and student consent forms and information forms were distributed to classroom teachers of participants under 18 years of age. These forms were sent home with students. Only students who returned both parental and student consent completed questionnaires. Participants over the age of 18 completed participant consent only.

¹ Two of these schools listed were private or university-based English Language Courses for adult students.

Questionnaires were administered by either Respectful Relationships facilitators or teachers. Pre-program questionnaires were usually completed within the Respectful Relationships session time, directly before the first session commenced, though in some school settings they were conducted during regular class time in the days prior to program commencement. Post-program surveys were usually completed within the Respectful Relationships session time, directly after the final session finished. However, in some cases participants completed the survey during regular in class time up to a week after the conclusion of the program. The number of survey respondents by wave and project cohort is summarised in Table 6 below⁵. Teachers and facilitators made efforts to ensure students completed both pre-program and post-program surveys; however this was not always possible due to student absenteeism in the first or last session, delayed consent form returns, and difficulty tracking down students in large schools if surveys were completed outside of session times. Low response numbers for some projects reflected the challenges in recruiting schools to the survey evaluation (outlined on the previous page) and poor parental consent form returns. In these cases, schools advised that poor consent form return rates were standard due to poor parental engagement and literacy. Poor parental consent form returns are discussed in Section 3.3 Challenges and limitations.

Table 6 Sample sizes by wave and organisation²

Organisation	Survey type	Wave 1 only (pre-program)	Wave 2 only (post-program)	Both waves	Total
Interrelate Family Centres	Under 12	155	91	417	663
Ipswich Women's Centre Against Domestic Violence	Mainstream	51	2	6	59
Vocational Partnerships Group	Abridged	0	0	6	6
Women's Council for Domestic and Family Violence	Mainstream	2	3	32	37
Women's Health West	Abridged	22	9	11	42
	Under 12	43	113	237	393
YWCA NSW	Abridged	44	7	51	102
	Under 12	2	1	3	6
YWCA of Canberra	Under 12	7	2	36	45
Total		327	229	798	1353

² At the time of writing, surveys were still outstanding from YWCA NSW, Uniting Communities and Ipswich Women's Centre Against Domestic Violence (IWCADV), which recently completed sessions or had not got surveys back from schools. Outstanding surveys: YWCA NSW: pre-program = 2 schools, post-program 4 schools; Uniting Communities – pre and post-program = 2 schools; IWCADV pre- and post-program = 1 school.

Analytical approach to analysis of survey data

The analysis of survey data included both a descriptive analysis of respondents' personal characteristics and their feedback on the projects, and a statistical examination of any differences in individuals' scores on attitudinal scales pre- and post-program. To examine change in an individual's scores it is necessary for responses to be collected and recorded at the two time points pre- and post-program. Therefore, individuals for whom data was collected before commencement of a program only are excluded from this analysis.

Descriptive analysis

Personal characteristics collected in the pre-program surveys were analysed across the entire survey sample and within individual projects. Respondents' feedback and perceived outcomes collected post-program were also analysed. The five-point agreement response scale was combined into the three categories of 'agree', 'neither agree nor disagree' and 'disagree' for ease of interpretation. Respondent characteristics and program feedback results are described in Section 4.1 Survey results – preliminary findings.

Attitudinal scales

Although the items included in the questionnaires were selected from scales that have been previously validated in the literature, the number of items in some of the scales used was reduced. This was undertaken to reduce length and complexity of the questionnaire and to remove items not considered relevant for the Australian context. To check reliability of the reduced scales, Cronbach's alpha statistic was computed for each scale; in other words, to check whether the different items in the scale were consistently measuring different aspects of the same concept and whether they could be reasonably combined into an aggregate measure of that concept. The statistical test showed that all scales were reliable for this respondent sample and as such all scales have been used in the analysis (Cronbach's alpha scores are reported in the technical appendix, Appendix A).

Following validation of scales, a comparison of individuals' scores pre- and post-program was conducted. As this analysis was examining change in individuals' scores, only those respondents that completed both pre- and post-program surveys were included in this analysis. Individuals' pre- and post-program scale scores were compared using a paired t-test which determines whether any changes in the mean score were statistically significant. The null hypothesis for the paired t-test was that the average difference between an individual's pre- and post-program scores was zero. Graphs displaying these results are presented in Section 4.1 Survey results – preliminary findings.

In subsequent reports, regression analyses will be conducted to control for individual characteristics when measuring attitudinal change pre and post-program.

Focus groups

Focus groups were conducted with participants in cases where the survey evaluation was considered inappropriate for cultural or literacy reasons. The decision to conduct focus groups with some projects was made in consultation with project organisation staff. Focus groups were chosen as the appropriate evaluation method for participants of three projects, outlined in Table 7. At the time of writing, focus groups had been held for participants of the Relationships Australia NT and Uniting Communities projects. Focus groups to be held with Centacare participants in December were cancelled due to Sorry Business in the Davenport Community. The feasibility of focus groups proceeding will be negotiated with Centacare in early 2014.

Table 7 Round 3 outcome evaluation focus groups

Project	Focus groups	Facilitation
Relationships Australia NT	Young Aboriginal women's group Young Aboriginal men's group	External consultant from Aboriginal Research Practitioners Network (ARPNNet)
Uniting Communities - Stream 1: Southern Innovative Community Action Networks (ICAN)	Flexible Learning Option high school group – mixed gender Disadvantaged high school – male student group Disadvantaged high school – female student group	University of Queensland researchers
Centacare Catholic Family Services	Young Aboriginal women's group (junior girls' group) Young Aboriginal women's group (senior girls' group)	External consultant from Umeewarra Aboriginal Media

Focus group guides and activities were developed in consultation with hired facilitators and with project organisations. Focus groups were conducted with participants between 2 to 6 weeks after the completion of their final Respectful Relationships session. The focus groups aimed to gauge participants' understanding of relationship violence and respectful behaviours by discussing their responses to relationship scenarios. Facilitators also explored participants' recollections of program material and sought participants' reflections on what they had learnt and their feedback on the program. A sample focus group guide is attached in Appendix B.

Process evaluation

Data collection for the process evaluation consisted of a review of project documentation, interviews with project staff representatives and, where applicable, interviews with teachers involved in project delivery in schools. As at 29 November 2013, teacher and staff interviews are underway and will be completed before the end of December. More detail on process evaluation data collection will be provided in the final report.

Ethics and research approvals

The research team sought and received numerous approvals from different ethics and research committees prior to recruiting schools and participants and collecting data. Approvals were sought and received from:

- University of Queensland Behavioural and Social Sciences Ethical Review Committee
- ACT Government Education and Training Directorate
- New South Wales Department of Education and Communities
- Queensland Department of Education, Training and Employment
- South Australian Department for Education and Child Development
- Victorian Department of Education and Early Childhood Development
- Western Australian Department of Education
- Aboriginal Health Research Ethics Committee, South Australia (outstanding)
- Various Catholic Education offices in NSW, NT and SA

3.3 Challenges and limitations

Poor survey respondent rates for some projects have been a primary challenge in the implementation of the outcome evaluation. This has resulted in small sample sizes for some projects which may limit the conclusions that can be drawn from statistical analysis. This is discussed further in the results section. As outlined previously in this report, limited survey response rates for some projects were a result of several factors, including:

- Schools declining to take part in the survey due to time constraints and competing priorities,
- Concerns about the demands the consent process and questionnaire itself placed on parents and students with low engagement and/or literacy.
- Poor return of parental consent forms, especially among schools with poor parental engagement or low literacy among parents.
- Limited number of students completing both pre and post questionnaires due to absenteeism during program sessions, or challenges locating students to complete questionnaires outside of program sessions.

The research team implemented a number of strategies, in consultation with the project organisations, to maximise school participation and consent form return. The research team and project organisations used a personalised and targeted approach to recruiting schools to build engagement and rapport. Contact with schools was respectful but persistent to ensure all receptive schools were adequately followed up and recruited to the evaluation. In some cases, project organisations liaised with schools to adjust their session delivery schedule, for example adding additional sessions, to ensure there was time for the questionnaires to be completed by the project facilitators to reduce burden on teachers. The evaluation team also developed the abridged questionnaire in consultation with project staff for delivery where time was limited. In areas where consent returns were low, the research team worked with project organisations to continuously streamline and simplify consent processes and documents to reduce barriers to parents providing consent.

While aiming for a standardised evaluation approach across the projects, data collection was adapted slightly within each project due to the different constraints posed by different schools settings, participant groups, project delivery models, and so on. In many cases, this meant the use of the under 12 or abridged survey which collected a less comprehensive set of attitudinal scales than originally intended. In addition, while a relatively consistent approach was maintained across projects, the diversity of project types and target groups has limited the ability of the research to draw comparisons across projects or to make conclusions about different aspects of project models. While some comparisons will be drawn between projects, the idiosyncratic nature of each project's delivery mode, target group, and broader social and school engagement must be considered.

4 Results

This section outlines descriptive and preliminary findings from the outcome evaluation. At the time of writing some outcome evaluation data collection was still outstanding³; these results are preliminary only and will be revised in subsequent reports.

4.1 Survey results – preliminary findings

Personal characteristics

In total, 1353 respondents completed at least one Respectful Relationships survey. Survey respondents were aged between nine years and 25 years, with the majority aged under 12 (74.5 per cent) (see Figure 1).

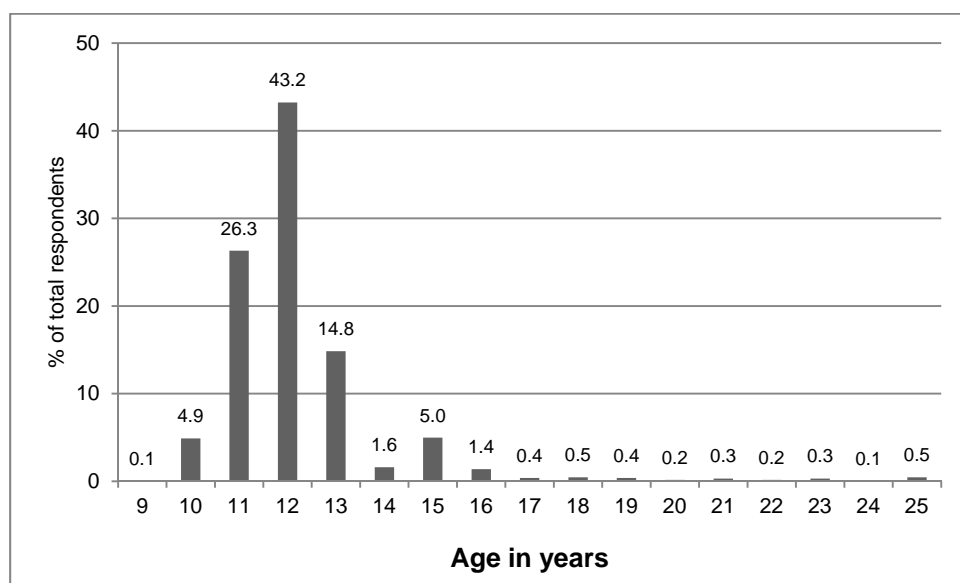


Figure 1 Age of questionnaire respondents (n=1307)

³ At the time of writing, surveys were still outstanding from YWCA NSW, Uniting Communities and Ipswich Women’s Centre Against Domestic Violence (IWCADV), which recently completed sessions or had not got surveys back from schools. Outstanding surveys: YWCA NSW: pre-program = 2 schools, post-program 4 schools; Uniting Communities – pre and post-program = 2 schools; IWCADV pre- and post-program = 1 school.

Personal characteristics are summarised in Table 8 for the entire respondent sample and each individual project. Fifty-four per cent of all survey respondents were female, and 46 per cent were male. Most projects had a similar number of boys and girls completing questionnaires, though Ipswich Women's Centre Against Domestic Violence and Women's Health West had a higher proportion of female respondents (73.7 per cent and 69.7 per cent respectively).

Across the entire sample, 10.6 per cent of respondents identified as Aboriginal, Torres Strait Islander or both Aboriginal and Torres Strait Islander. The proportion of questionnaire respondents identifying as Aboriginal and/or Torres Strait Islander was higher in some projects, particularly Interrelate (13.6 per cent) and YWCA NSW (24.5 per cent). Some projects had notably high numbers of respondents who were born in a country other than Australia. Predictably, all respondents from Women's Health West's ESL course cohort were born overseas. In contrast, only 45.5 per cent of Women's Council For Domestic and Family Violence (a mainstream high school-based program) participants were born in Australia. Roughly one quarter of the school cohorts of Women's Health West, YWCA NSW and YWCA Canberra were born overseas. More detail on countries of birth will be provided in subsequent reports when data collection is complete. These projects also had a number of respondents who spoke a primary language other than English at home, particularly Women's Council For Domestic and Family Violence with 38.2 per cent of respondents coming from households with a primary language other than English.

Table 8 Round 3 individual characteristics by organisation

Individual characteristics	Interrelate	Ipswich Women’s Centre Against Domestic Violence	Vocational Partnerships Group	Women’s Council	Women’s Health West		YWCA NSW	YWCA of Canberra	Total
	Under 12	Mainstream	Abridged	Mainstream	Abridged	Under 12	Abridged & Under 12	Under 12	
Age (mean)	11.57	15.16	14.00	14.83	20.26	11.95	12.65	11.27	12.25
Gender (female)	295 (52.3%)	42 (73.7%)	4 (66.7%)	18 (52.9%)	17 (53.1%)	158 (56.4%)	69 (69.7%)	23 (56.1%)	479 (53.8%)
Aboriginal and/or Torres Strait Islander status (ATSI)	76 (13.6%)	3 (5.3%)	2 (33.3%)	0 (0%)	1 (3.1%)	10 (3.6%)	24 (24.5%)	1 (2.3%)	117 (10.6%)
Country of birth (Australia)	555 (97.5%)	49 (86.0%)	6 (100.0%)	15 (45.5%)	0 (0.0%)	210 (76.4%)	33 (76.7%)	33 (76.7%)	962 (87.0%)
Language spoken at home (English only)	557 (97.9%)	50 (87.7)	5 (83.3%)	21 (61.8%)	234 (85.1%)	3 (11.1%)	34 (81.0%)	34 (81.0%)	996 (89.8%)

Program feedback and attitudinal measures

In the post-program survey, respondents were asked to report their agreement to a series of statements about their opinion of the program and its perceived impact on them personally. The graphs below show the percentage of respondents who reported that they ‘strongly agreed’ or ‘somewhat agreed’ with each statement. Projects for which less than 10 respondents completed the post-program questionnaire have been omitted because the small number of respondents does not allow the calculation of informative percentages. The primary school questionnaire only included the first two statements “I found the program useful/helpful” and “I enjoyed the program”, therefore Interrelate and YWCA of Canberra only have data on these two items.

Figure 2 shows the percentage of participants who agreed to the items:

- *I found the program useful/helpful, and*
- *I enjoyed the program.*

At least 75 per cent of respondents from all projects said that they found the program useful and helpful, and nearly 89% of Women’s Council For Domestic and Family Violence, YWCA NSW and YWCA of Canberra respondents agreed that the program was useful and helpful. For several projects, respondents found the program more enjoyable than useful, with more than 90 per cent of Women’s Council, Women’s Health West and YWCA of Canberra respondents reporting that they enjoyed the program.

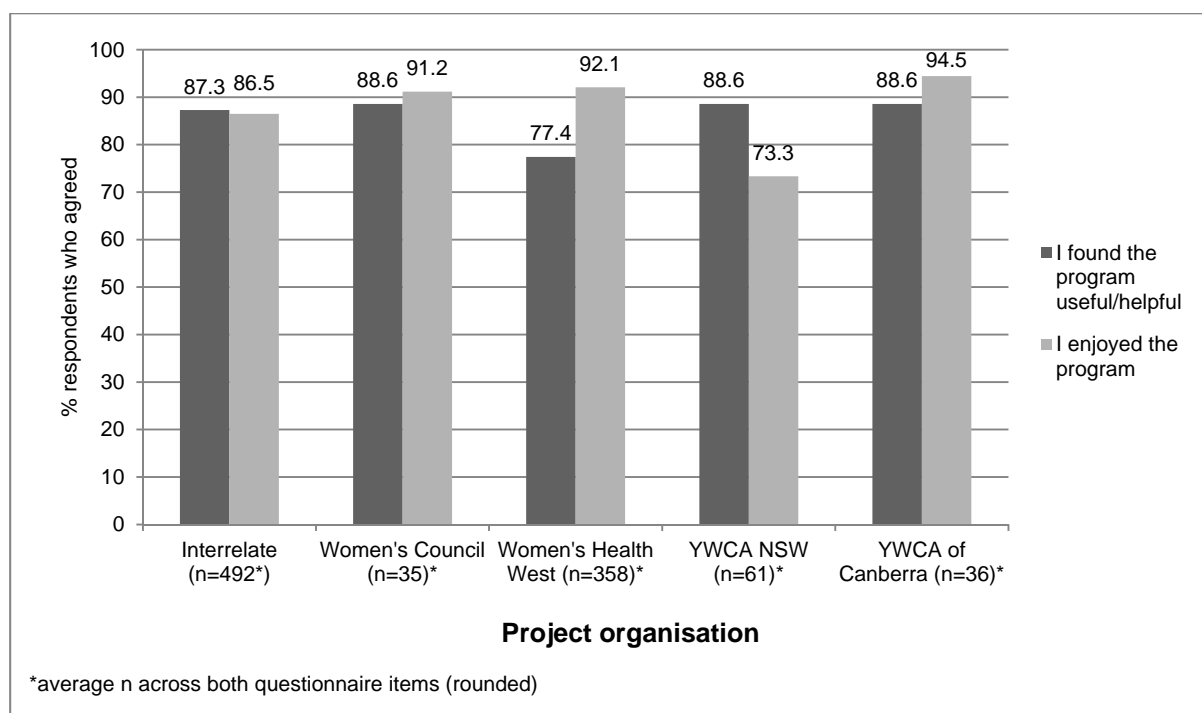


Figure 2 Program enjoyment and usefulness: Respondent agreement to program feedback

Figure 3 shows the percentage of participants who strongly agreed or somewhat agreed to the following statements:

- *I think the program has made me more aware of what abusive relationship behaviours are;*
- *I think the program has increased my relationship skills;*
- *I think the program has increased my awareness of how I want to be treated in a relationship;*
- *I think the program has increased my awareness of how I should treat others in a relationship, and*
- *I think I have more confidence in my ability to help myself / find support if I experience violence or abuse.*

Across the different projects, there was consistently high agreement from respondents that they were more aware of what abusive relationships were (Women's Council 94 per cent; Women's Health West 94 per cent; YWCA NSW 84 per cent). There was least agreement with the statement that the program had increased their relationship skills (Women's Council 69 per cent; Women's Health West 70 per cent; YWCA NSW 71 per cent), though more than 2 in 3 participants still reported that they felt their relationship skills had increased. Women's Council had notably good feedback on participants' increased awareness of how to treat others, while Women's Health West participants had high agreement to the program increasing their ability to help themselves and find support (though the small number of survey respondents in these two projects).

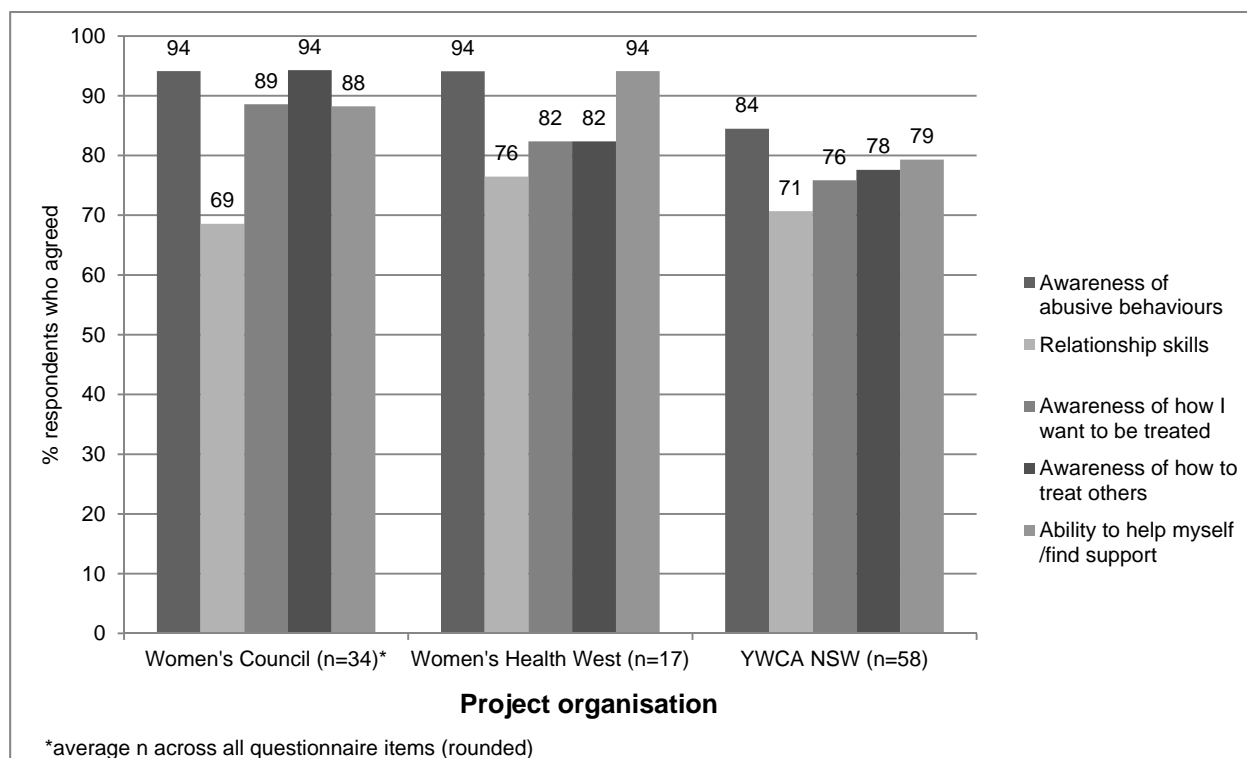


Figure 3 Increased skills, awareness and abilities: Respondent agreement to program feedback items 3 to 7

Pre- and post-program comparisons of attitudinal measures

To examine whether individuals' attitudes changed following program participation, the difference in individual scale scores pre- and post-program was computed. A paired t test was conducted to identify whether changes in attitudes were statistically significant. The paired t test analysis only includes those individuals who completed both the pre and post-program questionnaire.

Findings are presented in the graphs below, with each graph corresponding to a single attitudinal scale across evaluated projects. Each pair of bars represents individuals' pre and post-program average scale scores, respectively, by project. Below each bar is the t statistic from the paired t test, the corresponding degrees of freedom (df) and an indication of significance at the 5 per cent level (*). Comparisons that are significant at the 5 per cent level are also shown in colour.

Statistically significant attitudinal change was observed for some projects on specific scales. Figure 4 shows that participants of the Women's Council for Domestic and Family Violence project had a statistically significant improvement in attitudes towards male psychological dating violence (where higher scores equate to less acceptance of male dating violence) (mean difference = -0.23, standard error = 0.08/0.10).

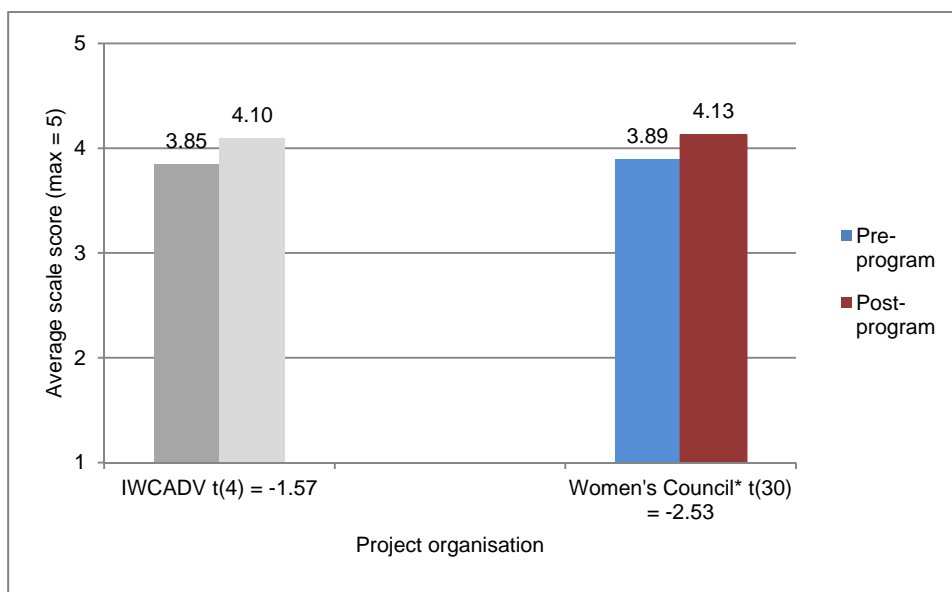


Figure 4 Attitudes towards male psychological dating violence: Average scale scores for individuals who responded both pre-program and post-program

On the other hand, participants of the Ipswich Women’s Centre Against Domestic Violence (IWCADV) reported a statistically significant improvement in attitudes towards female dating violence, where higher scores equate to less acceptance of female psychological dating violence (mean difference = -0.27, standard error = 0.30/0.31) – see Figure 5.

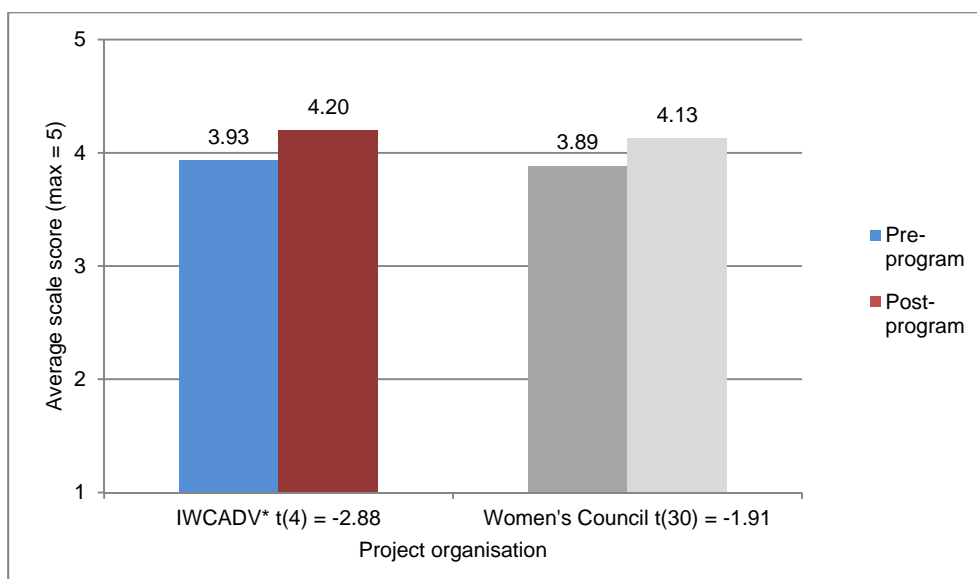


Figure 5 Attitudes towards female psychological dating violence: Average scale scores for individuals who responded both pre-program and post-program

Participants in the Women’s Health West project demonstrated a statistically significant improvement on the responses to anger scale post-program (mean difference = -0.04, standard error = 0.02/0.02), with higher scores corresponding to more constructive responses to anger (see Figure 6).

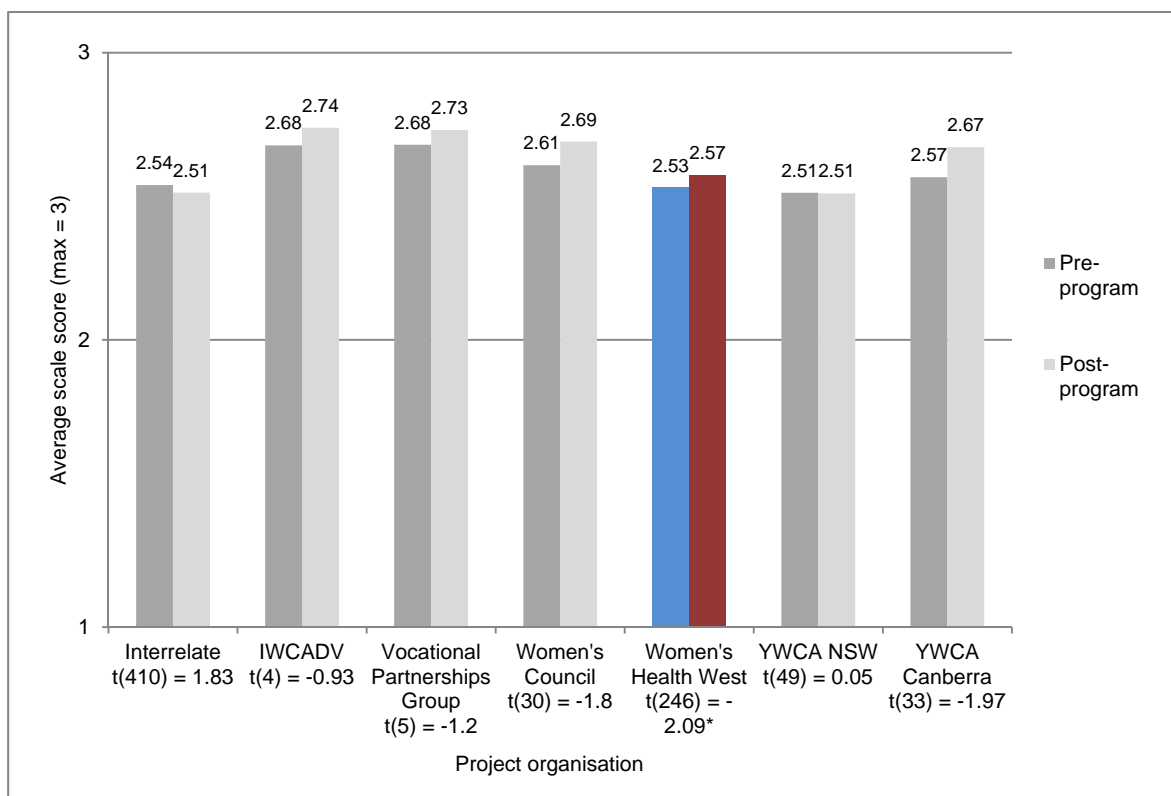


Figure 6 Responses to anger: Average scale scores for individuals who responded both pre-program and post-program

Examining results for the conflict resolution skills scale reveals that both Interrelate and Women’s Health West participants had a positive change in attitude (see Figure 7). The average of individuals’ scores increased 0.05 (mean difference = -0.05, standard error = 0.02/0.02), and 0.10 (mean difference = -0.10, standard error = 0.03/0.03) for Interrelate and Women’s Health West respectively, where a higher score suggests the respondent reports better conflict resolution skills.

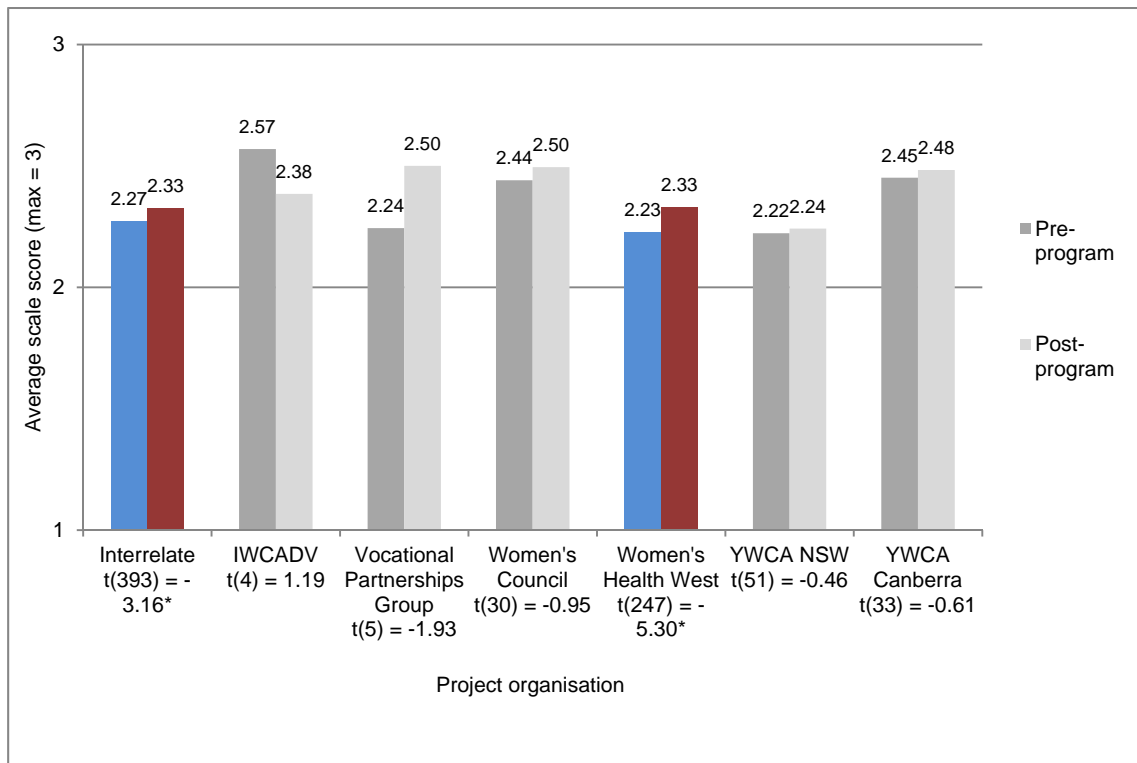


Figure 7 Conflict resolution skills: Average scale scores for individuals who responded both pre-program and post-program

No statistically significant results were observed in the current analysis for two scales: acceptance of dating violence and attitudes towards women for adolescents (see Figures Figure 8 Figure 9).

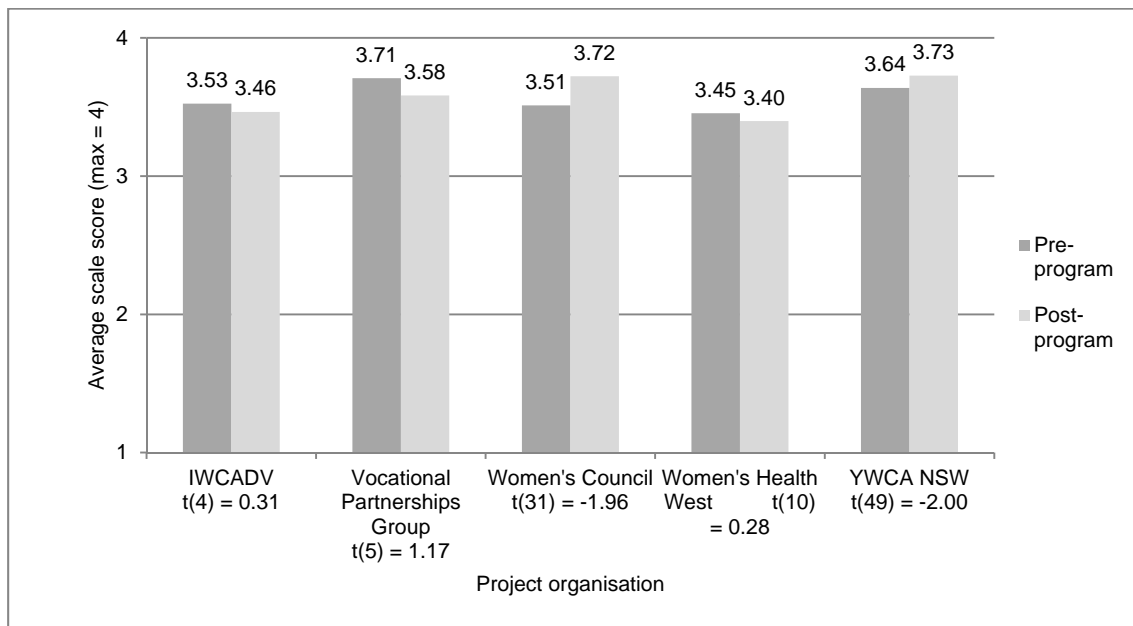


Figure 8 Acceptance of dating violence: Average scale scores for individuals who responded both pre-program and post-program

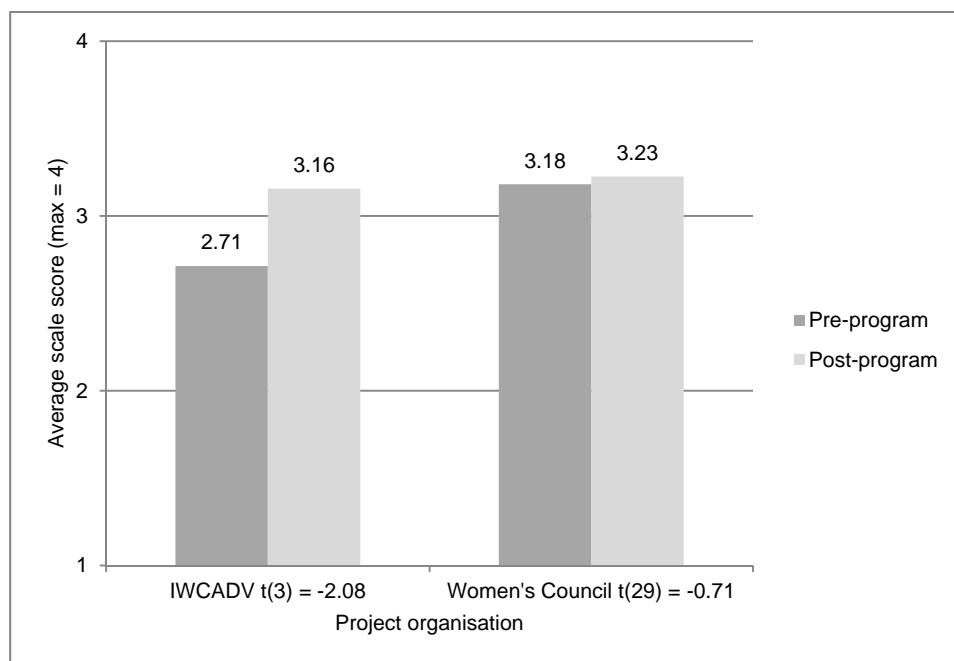


Figure 9 Attitudes towards women for adolescents: Average scale scores for individuals who responded both pre-program and post-program

Summary

Respondents rated the projects as highly positive, with generally 70 to 90 percent agreement to a range of statements about their satisfaction with their program and its perceived outcomes for them personally.

The reliability of each scale was found to be high, ranging from 0.70 to 0.86. Statistically significant improvements were observed for a few scales across some projects, as outlined above. While statistically significant improvements on attitudinal scales were not widespread, post-program scores were generally higher across all scales and projects. It is possible that more significant improvements may have been observed if the number of respondents in some projects were larger. Small sample sizes mean that observable changes need to be quite large before they reach statistical significance; it is possible that small, real changes in attitudes were not found to be statistically significant because of the inadequate statistical power of smaller respondent samples.

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Appendix A: Technical Appendix

Program Feedback

Table 9 Summary of responses (frequencies and percentages) to the item agreement with “I found the program useful/helpful” by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq.
Interrelate Family Centres	203 (40.9)	230 (46.4)	46 (9.3)	10 (2.0)	7 (1.4)	496
Ipswich Women's Centre Against Domestic Violence	1 (12.5)	7 (87.5)	0 (0.0)	0 (0.0)	0 (0.0)	8
Vocational Partnerships Group	5 (83.3)	1 (16.7)	0 (0.0)	0 (0.0)	0 (0.0)	6
Women's Council for Domestic and Family Violence	14 (40.0)	17 (48.6)	4 (11.4)	0 (0.0)	0 (0.0)	35
Women's Health West	174 (48.2)	154 (42.7)	21 (5.8)	6 (1.7)	6 (1.7)	361
YWCA NSW	28 (45.2)	20 (32.3)	10 (16.1)	2 (3.2)	2 (3.2)	62
YWCA of Canberra	15 (42.9)	16 (45.7)	0 (0.0)	2 (5.7)	2 (5.7)	35
Total	440 (43.9)	445 (44.4)	81 (8.1)	20 (2.0)	17 (1.7)	1003

Table 10 Summary of responses (frequencies and percentages) to the item agreement with “I enjoyed the program” by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Interrelate Family Centres	231 (47.3)	191 (39.1)	28 (5.7)	24 (4.9)	14 (2.9)	488
Ipswich Women's Centre Against Domestic Violence	3 (37.5)	5 (62.5)	0 (0.0)	0 (0.0)	0 (0.0)	8
Vocational Partnerships Group	5 (83.3)	1 (16.7)	0 (0.0)	0 (0.0)	0 (0.0)	6
Women's Council for Domestic and Family Violence	16 (47.1)	15 (44.1)	3 (8.8)	0 (0.0)	0 (0.0)	34
Women's Health West	235 (66.4)	91 (25.7)	17 (4.8)	6 (1.7)	5 (1.4)	354

YWCA NSW	28 (46.7)	16 (26.7)	11 (18.3)	2 (3.3)	3 (5.0)	60
YWCA of Canberra	19 (52.8)	15 (41.7)	1 (2.8)	0 (0)	1 (2.8)	36
Total	537 (54.5)	334 (33.9)	60 (6.1)	32 (3.3)	23 (2.3)	986

Table 11 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has made me more aware of what abusive relationship behaviours are” by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Ipswich Women's Centre Against Domestic Violence	3 (37.5)	4 (50.0)	1 (12.5)	0 (0.0)	0 (0.0)	8
Vocational Partnerships Group	4 (66.7)	2 (33.3)	0 (0.0)	0 (0.0)	0 (0.0)	6
Women's Council for Domestic and Family Violence	19 (55.9)	13 (38.2)	2 (5.9)	0 (0.0)	0 (0.0)	34
Women's Health West	10 (58.8)	6 (35.3)	1 (5.9)	0 (0.0)	0 (0.0)	17
YWCA NSW	34 (58.6)	15 (25.9)	5 (8.6)	2 (3.5)	2 (3.5)	58
Total	70 (56.9)	40 (32.5)	9 (7.3)	2 (1.6)	2 (1.6)	123

Table 12 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has increased my relationship skills” by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Ipswich Women's Centre Against Domestic Violence	3 (37.5)	3 (37.5)	1 (12.5)	0 (0.0)	1 (12.5)	8
Vocational Partnerships Group	3 (50.0)	3 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	6
Women's Council for Domestic and Family Violence	8 (22.9)	16 (45.7)	9 (25.7)	1 (2.9)	1 (2.9)	35
Women's Health West	8 (47.1)	5 (29.4)	3 (17.7)	0 (0.0)	1 (5.9)	17
YWCA NSW	24 (41.4)	17 (29.3)	11 (19.0)	3 (5.2)	3 (5.2)	58
Total	46 (37.1)	44 (35.5)	24 (19.4)	4 (3.2)	6 (4.8)	124

Table 13 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has increased my awareness of how I want to be treated in a relationship” by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Ipswich Women's Centre Against Domestic Violence	4 (50.0)	2 (25.0)	1 (12.5)	0 (0.0)	1 (12.5)	8
Vocational Partnerships Group	4 (66.7)	1 (16.7)	1 (16.7)	0 (0.0)	0 (0.0)	6
Women's Council for Domestic and Family Violence	18 (51.4)	13 (37.1)	4 (11.4)	0 (0.0)	0 (0.0)	35
Women's Health West	6 (35.3)	8 (47.1)	3 (17.7)	0 (0.0)	0 (0.0)	17
YWCA NSW	34 (58.6)	10 (17.2)	8 (13.8)	2 (3.5)	4 (6.9)	58
Total	66 (53.2)	34 (27.4)	17 (13.7)	2 (1.6)	5 (4.0)	124

Table 14 Summary of responses (frequencies and percentages) to the item agreement with “I think the program has increased my awareness of how I should treat others in a relationship” by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Ipswich Women's Centre Against Domestic Violence	2 (25.0)	4 (50.0)	2 (25.0)	0 (0.0)	0 (0.0)	8
Vocational Partnerships Group	5 (83.3)	1 (16.7)	0 (0.0)	0 (0.0)	0 (0.0)	6
Women's Council for Domestic and Family Violence	20 (57.1)	13 (37.1)	2 (5.7)	0 (0.0)	0 (0.0)	35
Women's Health West	6 (35.3)	8 (47.1)	3 (17.7)	0 (0.0)	0 (0.0)	17
YWCA NSW	31 (53.5)	14 (24.1)	9 (15.5)	1 (1.7)	3 (5.2)	58
Total	64 (51.6)	40 (32.3)	16 (12.9)	1 (0.8)	3 (2.4)	124

Table 15 Summary of responses (frequencies and percentages) to the item agreement with “I think I have more confidence in my ability to help myself /find support if I experience violence or abuse” by organisations

	Strongly Agree Freq. (%)	Somewhat Agree Freq. (%)	Neither Freq. (%)	Somewhat Disagree Freq. (%)	Strongly Disagree Freq. (%)	Total Freq. (%)
Ipswich Women's Centre Against Domestic Violence	4 (50.0)	3 (37.5)	0 (0.0)	1 (12.5)	0 (0.0)	8
Vocational Partnerships Group	3 (50.0)	3 (50.0)	0 (0.0)	0 (0.0)	0 (0.0)	6
Women's Council for Domestic and Family Violence	14 (41.2)	16 (47.1)	3 (8.8)	1 (2.9)	0 (0.0)	34
Women's Health West	8 (47.1)	8 (47.1)	1 (5.9)	0 (0.0)	0 (0)	17
YWCA NSW	28 (48.3)	18 (31.0)	6 (10.3)	2 (3.5)	4 (6.9)	58
Total	57 (46.3)	48 (39.0)	10 (8.1)	4 (3.3)	4 (3.3)	123

Cronbach's Alpha Results

Table 16 Cronbach's alpha results by scales

Organisation	Cronbach's Alpha Results	
	Pre-program	Post-program
Acceptance of Dating Abuse Scale	0.78	0.86
The Attitudes Towards Male Psychological Dating Violence Scale	0.77	0.82
The Attitudes Towards Female Psychological Dating Violence Scale	0.83	0.79
Response to Anger Scale	0.82	0.83
Conflict Resolution Skills Scale	0.82	0.84
Attitudes Toward Women Scale for Adolescents	0.70	0.81

Scales and paired t test results

Table 17 Scale summary and t test results for “Acceptance of Dating Abuse Scale” by organisations

		Scale Summary (all respondents)					Paired t test (same respondents across both waves only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	56	3.57	0.49	1.5	4	5	3.53	0.06	0.17	0.31	4
	Wave2 (post)	7	3.49	0.59	2.25	4						
Women's Council for Domestic and Family Violence	Wave 1 (pre)	34	3.51	0.46	2.25	4	32	3.51	-0.21	0.08	-1.96	31
	Wave2 (post)	35	3.65	0.59	1	4						
Vocational Partnerships Group	Wave1 (pre)	6	3.71	0.39	3	4	6	3.71	0.13	0.16	1.17	5
	Wave2 (post)	6	3.58	0.57	2.5	4						
YWCA NSW	Wave1 (pre)	94	3.63	0.40	2.5	4	50	3.64	-0.09	0.06	-2.00	49
	Wave2 (post)	58	3.71	0.32	2.75	4						
Women's Health West	Wave1 (pre)	33	3.50	0.40	2.5	4	11	3.45	0.06	0.10	0.28	10
	Wave2 (post)	20	3.29	0.76	1.75	4						

Table 18 Scale summary and t test results for “The Attitudes Towards Male Psychological Dating Violence Scale” by organisations

		Scale Summary (all respondents)					Paired t test (same respondents across both waves only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	56	3.88	0.63	2.60	5.00	5	3.85	-0.25	0.35	-1.57	4
	Wave2 (post)	7	3.97	0.79	3.20	5.00						
Women's Council for Domestic and Family Violence	Wave 1 (pre)	33	3.87	0.46	2.80	4.67	31	3.89	-0.23	0.08	-2.53*	30
	Wave2 (post)	35	4.08	0.60	2.60	5.00						

Table 19 Scale summary and t test results for “The Attitudes Towards Female Psychological Dating Violence Scale” by organisations

		Scale Summary (all respondents)					Paired t test (same respondents across both waves only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	57	3.94	0.64	2.54	5.00	5	3.93	-0.27	0.30	-2.88*	4
	Wave2 (post)	7	4.08	0.69	3.15	4.92						
Women's Council for Domestic and Family Violence	Wave 1 (pre)	33	3.88	0.68	1.92	4.75	31	3.89	-0.24	0.12	-1.91	30
	Wave2 (post)	35	4.04	0.67	1.92	4.92						

Table 20 Scale summary and t test results for “Response to Anger Scale” by organisations

		Scale Summary (all respondents)					Paired t test (same respondents across both waves only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Interrelate Family Centres	Wave1 (pre)	565	2.54	0.34	1.31	3.00	411	2.54		0.02		
	Wave2 (post)	505	2.52	0.37	1.15	3.00	411	2.51	0.03	0.02	1.83	410
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	57	2.60	0.30	1.54	3.00	5	2.68		0.14		
	Wave2 (post)	7	2.78	0.17	2.46	3.00	5	2.74	-0.06	0.08	-0.93	4
Vocational Partnerships Group	Wave1 (pre)	6	2.68	0.13	2.54	2.85	6	2.68		0.05		
	Wave2 (post)	6	2.73	0.09	2.62	2.85	6	2.73	-0.05	0.04	-1.20	5
Women's Council for Domestic and Family Violence	Wave 1 (pre)	33	2.60	0.30	1.85	2.92	31	2.61		0.05		
	Wave2 (post)	35	2.66	0.33	1.62	3.00	31	2.69	-0.08	0.05	-1.80	30
Women's Health West	Wave1 (pre)	312	2.53	0.32	1.25	3.00	247	2.53		0.02		
	Wave2 (post)	367	2.58	0.35	1.15	3.00	247	2.57	-0.04	0.02	-2.09*	246
YWCA NSW	Wave1 (pre)	98	2.56	0.33	1.62	3.00	50	2.51		0.05		
	Wave2 (post)	60	2.50	0.34	1.60	3.00	50	2.51	0.00	0.05	0.05	49
YWCA of Canberra	Wave1 (pre)	42	2.60	0.35	1.33	3.00	34	2.57		0.06		
	Wave2 (post)	37	2.65	0.24	2.00	3.00	34	2.67	-0.10	0.04	-1.97	33

Table 21 Scale summary and t test results for “Conflict Resolution Skills Scale” by organisations

		Scale Summary (all respondents)					Paired t test (same respondents across both waves only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Interrelate Family Centres	Wave1 (pre)	559	2.27	0.44	1.08	3.00	394	2.27	-0.05	0.02	-3.16*	393
	Wave2 (post)	491	2.33	0.43	1.15	3.00						
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	57	2.31	0.33	1.62	3.00	5	2.57	0.18	0.13	1.19	4
	Wave2 (post)	7	2.51	0.32	2.08	2.85						
Vocational Partnerships Group	Wave1 (pre)	6	2.24	0.33	1.85	2.62	6	2.24	-0.26	0.13	-1.93	5
	Wave2 (post)	6	2.50	0.36	1.77	2.69						
Women's Council for Domestic and Family Violence	Wave 1 (pre)	33	2.44	0.39	1.45	3.00	31	2.44	-0.05	0.07	-0.95	30
	Wave2 (post)	35	2.49	0.41	1.77	3.00						
Women's Health West	Wave1 (pre)	311	2.23	0.43	1.08	3.00	248	2.23	-0.10	0.03	-5.30*	247
	Wave2 (post)	368	2.35	0.42	1.15	3.00						
YWCA NSW	Wave1 (pre)	98	2.30	0.36	1.31	2.92	52	2.22	-0.02	0.05	-0.46	51
	Wave2 (post)	60	2.26	0.37	1.54	3.00						
YWCA of Canberra	Wave1 (pre)	42	2.45	0.35	1.64	3.00	34	2.45	-0.03	0.06	-0.61	33
	Wave2 (post)	37	2.47	0.40	1.46	3.00						

Table 22 Scale summary and t test results for “Attitudes Towards Women Scale for Adolescents” by organisations

		Scale Summary (all respondents)					Paired t test (same respondents across both waves only)					
		n	mean	sd	min	max	n	mean	mean diff	se	t	df
Ipswich Women's Centre Against Domestic Violence	Wave1 (pre)	57	3.19	0.45	2.25	4.00	4	2.71		0.25		
	Wave2 (post)	6	3.35	0.55	2.55	3.92	4	3.16	-0.44	0.29	-2.08	3
Women's Council for Domestic and Family Violence	Wave 1 (pre)	33	3.19	0.37	2.25	3.92	30	3.18		0.07		
	Wave2 (post)	34	3.20	0.56	2.09	4.00	30	3.23	-0.04	0.10	-0.71	29

Appendix B: Sample focus group guide – Uniting Communities ICAN school stream participants

Group details:

School/participant group:	
Date:	
Facilitator 1 name:	Phone number:
Email:	
Facilitator 2 name:	Phone number:
Email:	
Number of participants:	
Focus group time commenced:	Time completed:

Rough timeframe for focus group (guide only) – 60 minutes total

5 minutes	Introduction and ice breaker
20 minutes	Student reflection on key learnings
15 minutes	Program’s impact on behaviour
15 minutes	Testing student understanding of program content (scenarios)
5 minutes	Conclusion and wrap up

INTRODUCTION

Welcome everyone. Today we will be having a discussion about the respectful relationships sessions you have been doing with the Uniting Communities staff.

We want to know more about whether you learnt new things in these sessions, and whether you thought the sessions were useful and interesting overall.

I will be asking some questions to guide the discussion, but our aim is to have a conversation about these topics so please respond to things your friends have said or to ask them questions if you want to.

Please remember that everything we discuss today is private and confidential, and we won't tell your teachers or the facilitators what you say. And remember, there are no right or wrong answers to any of the questions I ask – please be as honest as you want to be. However, keep in mind that if you tell us that you or someone you know has experienced of committed violence we may need to tell your teacher or school counsellor.

Please make sure you give everyone a chance to talk and share their thoughts, and remember that what they say is private so should not be repeated by you to any other person outside the focus group.

It is also important to remember that it is your choice whether you participate in the discussion and you do not have to answer any questions that you are not comfortable with. You are also free to leave the discussion at any point if you no longer want to participate.

These information sheets have more information about the project. Please read it through carefully and if you have any more questions about the discussion, please ask.

If you have any questions about any of the information on this form please let me know. If you understand what we are doing today and are happy to participate, please sign the consent form.

1) STUDENTS' REFLECTION ON KEY LEARNINGS

You've just completed a program with Uniting Communities.

Can anyone tell me what the program was about? Why do you think you were asked to take part in the program, what do you think it aimed to do?

So, over the last few weeks the sessions conducted by [facilitator's name] covered a lot of topics, including healthy relationships, understanding abuse and violence in relationships, mobile phones and social media, and stereotypes of boys and girls.

Thinking back to the things you did in the classes, was there anything you learned that you found particularly interesting, or surprising?

- Option i. Students write a few words to describe their key learning and put it with blue tack on the white board. The facilitator then looks for which ones are common, or less common, and leads a group discussion on these topics.

- Option ii. If asking students to reveal their cards publically is not appropriate, get students to write their key learnings in their books and then volunteer to tell the rest of the class.

2) STUDENTS' REFLECTION ON PROGRAM'S IMPACT ON BEHAVIOUR

Let's move on now to talk about whether you think you will use the information you learned in the future.

- a) *Is there anything you might do differently in relationships now? What might you do differently?*
- b) *What about with your friends? Can you think of a time when you might use this information to help them?*
- c) *Do you think differently now when you see relationships or boys and girls in the media? How so?*
- d) *Can you tell us one or two things you would do differently when using mobile phones or the internet?*

3) DISCUSSING STUDENT UNDERSTANDING OF PROGRAM CONTENT

So, we have spoken about your opinions about the program. Now I would like to have a discussion about some of the topics you spoke about over the last few weeks with Uniting Communities. I have a couple of scenarios about relationships, where people may not be

treating each other as well as they should. I am interested to see what you think about these scenarios, and maybe what you would have done in these situations.

NOTE: Depending on time available we may cover 2 or 3 of these scenarios. The goal is to see gauge students' knowledge and understanding of the issues covered in the sessions.

Scenario 1.

Jess has just started dating Tim, a guy a few years older than her. He invites her to a party. She wants to look nice at the party and wears a dress that is short and quite tight. At the party Tim is drunk and Jess has had a few beers too. He tries to put his hand up her dress and doesn't stop when she tells him not too. He says she is a tease and keeps going, so she pushes him away. He yells in her face and calls her a slut. The next day he sends her lots of text messages apologising and saying that he didn't mean it, and that he was drunk.

Follow up questions	Issues to explore when discussing questions
<p><i>What do you think about Tim's behaviour?</i></p> <p><i>What types of abuse are occurring?</i></p>	<ul style="list-style-type: none"> • Explore attitudes towards Tim's perpetration of sexual violence (i.e. Tim groping Jess) and psychological violence (Tim calling her a slut, sending lots of texts). • Explore attitudes about female responsibility for sexual provocation – i.e. 'slut shaming' and 'teasing' • Explore attitudes about diminished male responsibility— i.e. 'I was drunk'
<p><i>Who is responsible?</i></p> <p><i>What excuses might people make for this behaviour?</i></p>	<ul style="list-style-type: none"> • Explore perception of female responsibility for sexual provocation (i.e. dressing provocatively, drinking)
<p><i>What could Jess do now?</i></p> <p><i>What do you think the impact of Tim's behaviour could have on Kate?</i></p>	<ul style="list-style-type: none"> • Explore knowledge and skills in preventing/responding to violence • Explore attitudes towards acceptance/non-acceptance of abuse and violence • Explore self esteem

Scenario 2.

Josh and Katie are boyfriend and girlfriend. One day they are watching music film clips on TV together. The female singer is dancing and wearing lots of make-up, a skimpy top and really short shorts. Josh asks Katie why she doesn't dress like the girl on in the video, and says she should start to wear more make-up to school.

Some follow up questions	Issues to explore when discussing questions
<p><i>What do you think of Josh's request?</i></p>	<ul style="list-style-type: none"> • Explore understanding of controlling behaviours in relationships • Explore understanding and attitudes of gender stereotypes in the media
<p><i>How do you think Katie could respond?</i></p>	<ul style="list-style-type: none"> • Explore peer pressure • Explore relationship and communication skills

<i>What do you think the impact of Josh’s requests could have on Katie?</i>	
<i>Why do you think Josh might think these things?</i>	<ul style="list-style-type: none"> • Explore understanding and attitudes of gender stereotypes in the media

Scenario 3.

Dave and Laura have been going out for 3 months. Laura has lots of male friends at school and Dave gets really jealous if she hangs out with them when he is not around. One day, Laura is meant to meet Dave after school. She walks out the front of school with a male friend from her class. Dave is angry and gives her the silent treatment all afternoon.

Some follow up questions	Issues to explore when discussing questions
<i>What do you think of Laura’s behaviour?</i>	<ul style="list-style-type: none"> • Attitudes towards individual interests/lives in a relationship
<i>What do you think about Dave’s behaviour?</i>	<ul style="list-style-type: none"> • Understanding and attitudes towards jealousy and controlling behaviours
<i>How could he have expressed his feelings differently?</i>	<ul style="list-style-type: none"> • Understanding of constructive responses and communication

4) STUDENT RECOMMENDATIONS FOR THE PROGRAM

Thanks for a really interesting discussion. To wrap up can we talk a little bit about your thoughts on the strengths and weaknesses of the program.

- a) *What did you like about the program?*

- b) *Is there anything you would change to make it more useful for other students?*

Appendix C: Questionnaires



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Respectful Relationships Evaluation

Pre-program questionnaire

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page.

When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers**. This survey can be completed in about 20 minutes.

Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher—

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

A – Getting to know you...

A1. What is your date of birth?

/	/	dd/mm/yyyy
---	---	------------

A2. Are you?

Female	<input type="checkbox"/>	1.
Male	<input type="checkbox"/>	2.

A3. Are you of Aboriginal or Torres Strait Islander origin?

No	<input type="checkbox"/>	1.
Yes, Aboriginal	<input type="checkbox"/>	2.
Yes, Torres Strait Islander	<input type="checkbox"/>	3.
Yes, Aboriginal and Torres Strait Islander	<input type="checkbox"/>	4.

A4. What country were your parents born in?

	Mother	Father
Australia	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Other (<i>please write below</i>)	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
Mother-		
Father-		

A5. What country were you born in?

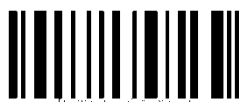
Australia	<input type="checkbox"/>	1.
Other (<i>please write below</i>)	<input type="checkbox"/>	2.

A6. What language do you mostly speak at home?

English	<input type="checkbox"/>	1.
Other (<i>please write below</i>)	<input type="checkbox"/>	2.

A7. How well do you read in English?

Very well	<input type="checkbox"/>	1.
Well	<input type="checkbox"/>	2.
Poorly	<input type="checkbox"/>	3.
Very poorly	<input type="checkbox"/>	4.



A8. What is the highest level of education your parents have completed?

	Mother	Father
Primary school	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Some secondary school	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
All years of secondary school	<input type="checkbox"/> 3.	<input type="checkbox"/> 3.
Trade or Technical Qualification	<input type="checkbox"/> 4.	<input type="checkbox"/> 4.
Degree or Diploma	<input type="checkbox"/> 5.	<input type="checkbox"/> 5.
Don't know	<input type="checkbox"/> 6.	<input type="checkbox"/> 6.

A9. Have you ever hooked up with, dated, or had a romantic relationship with someone?

No	<input type="checkbox"/> 1.
Yes	<input type="checkbox"/> 2.

A10. Who are the people you live with? (Tick all that apply).

Mother	<input type="checkbox"/> 1.
Father	<input type="checkbox"/> 2.
Step-parent	<input type="checkbox"/> 3.
Grandmother	<input type="checkbox"/> 4.
Grandfather	<input type="checkbox"/> 5.
Mother's boyfriend or partner	<input type="checkbox"/> 6.
Mother's girlfriend or partner	<input type="checkbox"/> 7.
Father's boyfriend or partner	<input type="checkbox"/> 8.
Father's girlfriend or partner	<input type="checkbox"/> 9.
Foster parent (s)	<input type="checkbox"/> 10.
Brother (s)	<input type="checkbox"/> 11.
Sister (s)	<input type="checkbox"/> 12.
Other (Who?)	

B – Your attitudes and beliefs...

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.

C – Your attitudes and beliefs (continued)...

The following statements describe attitudes toward a variety of behaviours in dating relationships which different people have. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, mildly agree, neither agree nor disagree, mildly disagree or, strongly disagree.

C1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. A guy should not insult his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. A guy should not tell his girlfriend what to do	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. A girl should ask her boyfriend first before going out with her friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. Relationships always work best when girls please their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. There is never a reason for a guy to threaten his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. Sometimes guys just can't help but swear at their girlfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. A girl should always change her ways to please her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C1. To what extent do you agree or disagree with the following statements?					
	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
h. A girl should always do what her boyfriend tells her to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy does not need to know his girlfriend's every move	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
j. There is never a good enough reason for a guy to swear at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a guy gets so angry that he yells at his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. It is O.K. for a guy to bad mouth his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. There is never a reason for a guy to yell and scream at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
n. A girl should not see her friends if it bothers her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
o. It is important for a girl to always dress the way her boyfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C2. To what extent do you agree or disagree with the following statements?					
	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. There is no excuse for a girl to threaten her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. There is never a good enough reason for a girl to swear at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. Girls have a right to tell their boyfriend how to dress.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. A guy should always do what his girlfriend tells him to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. If a girl yells and screams at her boyfriend it does not really hurt him seriously.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. Girls have a right to tell their boyfriends what to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. It is important for a guy to always dress the way his girlfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
h. Sometimes girls just can't help but swear at their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy should always ask his girlfriend first before going out with his friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C2. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
j. It is O.K. for a girl to bad mouth her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a girl gets so angry that she yells at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. Sometimes girls have to threaten their boyfriends so that they will listen.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. A girl should not control what her boyfriend wears.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

D – When you're angry...**D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?**

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

E – Girls and Boys

The statements listed below describe attitudes toward the roles of girls and women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you strongly agree, mildly agree, mildly disagree, or strongly disagree.

E1. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
a. Swearing is worse for a girl than for a boy.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. On a date, the boy should be expected to pay all expenses.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c. On average, girls are as smart as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d. More encouragement in a family should be given to sons than daughters to go to university.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e. It is all right for a girl to want to play rough sports like football.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f. In general, the father should have greater authority than the mother in making family decisions.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g. It is all right for a girl to ask a boy out on a date.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h. It is more important for boys than girls to do well in school.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
i. If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
j. Boys are better leaders than girls.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
k. Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
l. Girls should have the same freedoms as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Thank you for your participation in our research

Need to talk? Kids Helpline counsellors are available 24 hours a day, 7 days a week. Nothing is too big or too small to call them about.

Kids Helpline is Australia's only free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25.

Call 1800 55 1800

<http://www.kidshelp.com.au/teens/>





THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Respectful Relationships Evaluation

Post-program Questionnaire

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page.

When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers**. This survey can be completed in about 20 minutes.

Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher—

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

Your program...

The following statements relate to how you felt about your program. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or, strongly disagree.

1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
a. I found the program useful/helpful	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. I enjoyed the program	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. I think the program has made me more aware of what abusive relationship behaviours are	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. I think the program has increased my relationship skills	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. I think the program has increased my awareness of how I want to be treated in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. I think the program has increased my awareness of how I should treat others in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. I think I have more confidence in my ability to help myself /find support if I experience violence or abuse.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

2. What did you learn in the program that you found valuable? *(please write below)*

3. Was there anything you didn't like about the program? *(please write below)*



B – Your attitudes and beliefs...

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.

C – Your attitudes and beliefs (continued)...

The following statements describe attitudes toward a variety of behaviours in dating relationships which different people have. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, mildly agree, neither agree nor disagree, mildly disagree or, strongly disagree.

C1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. A guy should not insult his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. A guy should not tell his girlfriend what to do	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. A girl should ask her boyfriend first before going out with her friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. Relationships always work best when girls please their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. There is never a reason for a guy to threaten his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C1. To what extent do you agree or disagree with the following statements?					
	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
f. Sometimes guys just can't help but swear at their girlfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. A girl should always change her ways to please her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
h. A girl should always do what her boyfriend tells her to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy does not need to know his girlfriend's every move	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
j. There is never a good enough reason for a guy to swear at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a guy gets so angry that he yells at his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. It is O.K. for a guy to bad mouth his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. There is never a reason for a guy to yell and scream at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
n. A girl should not see her friends if it bothers her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
o. It is important for a girl to always dress the way her boyfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C2. To what extent do you agree or disagree with the following statements?					
	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. There is no excuse for a girl to threaten her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. There is never a good enough reason for a girl to swear at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. Girls have a right to tell their boyfriend how to dress.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. A guy should always do what his girlfriend tells him to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. If a girl yells and screams at her boyfriend it does not really hurt him seriously.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. Girls have a right to tell their boyfriends what to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C2. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
g. It is important for a guy to always dress the way his girlfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
h. Sometimes girls just can't help but swear at their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy should always ask his girlfriend first before going out with his friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
j. It is O.K. for a girl to bad mouth her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a girl gets so angry that she yells at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. Sometimes girls have to threaten their boyfriends so that they will listen.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. A girl should not control what her boyfriend wears.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

D – When you're angry...**D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?**

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

E – Girls and Boys

The statements listed below describe attitudes toward the roles of girls and women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you strongly agree, mildly agree, mildly disagree, or strongly disagree.

E1. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
a. Swearing is worse for a girl than for a boy.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. On a date, the boy should be expected to pay all expenses.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c. On average, girls are as smart as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d. More encouragement in a family should be given to sons than daughters to go to university.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e. It is all right for a girl to want to play rough sports like football.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f. In general, the father should have greater authority than the mother in making family decisions.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g. It is all right for a girl to ask a boy out on a date.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h. It is more important for boys than girls to do well in school.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
i. If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
j. Boys are better leaders than girls.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
k. Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
l. Girls should have the same freedoms as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Thank you for your participation in our research

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THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Respectful Relationships Evaluation

Follow-up questionnaire

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When you have finished the survey, please tear this page off and return both this page and the survey separately to the survey facilitator. Your survey responses are private and will be kept separate from your name and date of birth.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there is no right or wrong answer**. This survey can be completed in about 20 minutes. Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher—

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

Your program...

The following statements relate to how you felt about the respectful relationships program that you participated in some time ago. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or, strongly disagree.

1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
c. I think the program has made me more aware of what abusive relationship behaviours are	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. I think the program has increased my relationship skills	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. I think the program has increased my awareness of how I want to be treated in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. I think the program has increased my awareness of how I should treat others in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. I think I have more confidence in my ability to help myself /find support if I experienced violence or abuse.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

B – Your attitudes and beliefs...

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.



C – Your attitudes and beliefs (continued)...

The following statements describe attitudes toward a variety of behaviours in dating relationships which different people have. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, mildly agree, neither agree nor disagree, mildly disagree or, strongly disagree.

C1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. A guy should not insult his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. A guy should not tell his girlfriend what to do	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. A girl should ask her boyfriend first before going out with her friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. Relationships always work best when girls please their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. There is never a reason for a guy to threaten his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. Sometimes guys just can't help but swear at their girlfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. A girl should always change her ways to please her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
h. A girl should always do what her boyfriend tells her to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy does not need to know his girlfriend's every move	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
j. There is never a good enough reason for a guy to swear at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a guy gets so angry that he yells at his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. It is O.K. for a guy to bad mouth his girlfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. There is never a reason for a guy to yell and scream at his girlfriend	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
n. A girl should not see her friends if it bothers her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
o. It is important for a girl to always dress the way her boyfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

C2. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Mildly Agree	Neither Agree nor Disagree	Mildly Disagree	Strongly Disagree
a. There is no excuse for a girl to threaten her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. There is never a good enough reason for a girl to swear at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. Girls have a right to tell their boyfriend how to dress.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. A guy should always do what his girlfriend tells him to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. If a girl yells and screams at her boyfriend it does not really hurt him seriously.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. Girls have a right to tell their boyfriends what to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. It is important for a guy to always dress the way his girlfriend wants.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
h. Sometimes girls just can't help but swear at their boyfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
i. A guy should always ask his girlfriend first before going out with his friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
j. It is O.K. for a girl to bad mouth her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
k. It is understandable when a girl gets so angry that she yells at her boyfriend.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
l. Sometimes girls have to threaten their boyfriends so that they will listen.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
m. A girl should not control what her boyfriend wears.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

D – When you're angry...**D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?**

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

E – Girls and Boys

The statements listed below describe attitudes toward the roles of girls and women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you strongly agree, mildly agree, mildly disagree, or strongly disagree.

E1. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
a. Swearing is worse for a girl than for a boy.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
b. On a date, the boy should be expected to pay all expenses.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
c. On average, girls are as smart as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
d. More encouragement in a family should be given to sons than daughters to go to university.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
e. It is all right for a girl to want to play rough sports like football.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
f. In general, the father should have greater authority than the mother in making family decisions.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
g. It is all right for a girl to ask a boy out on a date.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
h. It is more important for boys than girls to do well in school.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
i. If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
j. Boys are better leaders than girls.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
k. Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
l. Girls should have the same freedoms as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

Thank you for your participation in our research

Need to talk? Kids Helpline counsellors are available 24 hours a day, 7 days a week. Nothing is too big or too small to call them about.

Kids Helpline is Australia's only free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25.

Call 1800 55 1800

<http://www.kidshelp.com.au/teens/>





THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Respectful Relationships Evaluation

Pre-program questionnaire – Grades 5 to 7

Thank you for completing this important survey. The purpose of this survey is to help us understand your attitudes about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to. If you do participate, please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers.**

Any questions?

If you have any questions about this study, please talk to your teacher or group facilitator.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

A – Getting to know you...

A1. What is your birthday?
(for example – 22 November).

--	--

A2. What year were you born? (please tick)

2000 1.

2001 2.

2002 3.

2003 4.

A3. Are you?

Female 1.

Male 2.

A4. Are you of Aboriginal or Torres Strait Islander origin?

No 1.

Yes, Aboriginal 2.

Yes, Torres Strait Islander 3.

Yes, Aboriginal and Torres Strait Islander 4.

A5. What country were you born in?

Australia 1.

Other, please write below 2.

A6. What language do you mostly speak at home?

English 1.

Other (please write below) 2.

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D – When you are angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

Thank you for filling out this survey! 😊



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Respectful Relationships Evaluation

Post-program questionnaire – Grades 5 to 7

Thank you for completing this important survey. The purpose of this survey is to help us understand your attitudes about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to. If you do participate, please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers.**

Any questions?

If you have any questions about this study, please talk to your teacher or group leader.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

Your program...

You participated in a program about respectful relationships. The following questions relate to how you felt about the program.

1. Do you agree or disagree with the following statements?

	Agree a lot	Agree a bit	Neither	Disagree a bit	Disagree a lot
a. I found the program useful/ helpful	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. I enjoyed the program	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

D – When you are angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.



D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

Thank you for filling out this survey! 😊



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Respectful Relationships Evaluation

Follow-up questionnaire – Grades 5 to 7

Thank you for completing this important survey. The purpose of this survey is to help us understand your attitudes about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to. If you do participate, please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers.**

Any questions?

If you have any questions about this study, please talk to your teacher.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

D—When you are angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.



Thank you for filling out this survey! 😊



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Respectful Relationships Evaluation

Pre-program questionnaire – Short version

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers**. This survey can be completed in about 20 minutes. Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher –

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

A – Getting to know you...

A1. What is your date of birth?

/ /	dd/mm/yyyy
---------	------------

A2. Are you?

Female	<input type="checkbox"/>	1.
Male	<input type="checkbox"/>	2.

A3. Are you of Aboriginal or Torres Strait Islander origin?

No	<input type="checkbox"/>	1.
Yes, Aboriginal	<input type="checkbox"/>	2.
Yes, Torres Strait Islander	<input type="checkbox"/>	3.
Yes, Aboriginal and Torres Strait Islander	<input type="checkbox"/>	4.

A4. What country were your parents born in?

	Mother	Father
Australia	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Other (<i>please write below</i>)	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
Mother-		
Father-		

A5. What country were you born in?

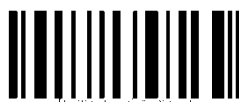
Australia	<input type="checkbox"/>	1.
Other (<i>please write below</i>)	<input type="checkbox"/>	2.

A6. What language do you mostly speak at home?

English	<input type="checkbox"/>	1.
Other (<i>please write below</i>)	<input type="checkbox"/>	2.

A7. How well do you read in English?

Very well	<input type="checkbox"/>	1.
Well	<input type="checkbox"/>	2.
Poorly	<input type="checkbox"/>	3.
Very poorly	<input type="checkbox"/>	4.



A8. What is the highest level of education your parents have completed?		
	Mother	Father
Primary school	<input type="checkbox"/> 1.	<input type="checkbox"/> 1.
Some secondary school	<input type="checkbox"/> 2.	<input type="checkbox"/> 2.
All years of secondary school	<input type="checkbox"/> 3.	<input type="checkbox"/> 3.
Trade or Technical Qualification	<input type="checkbox"/> 4.	<input type="checkbox"/> 4.
Degree or Diploma	<input type="checkbox"/> 5.	<input type="checkbox"/> 5.
Don't know	<input type="checkbox"/> 6.	<input type="checkbox"/> 6.

A9. Have you ever hooked up with, dated, or had a romantic relationship with someone?	
No	<input type="checkbox"/> 1.
Yes	<input type="checkbox"/> 2.

A10. Who are the people you live with? (Tick all that apply).	
Mother	<input type="checkbox"/> 1.
Father	<input type="checkbox"/> 2.
Step-parent	<input type="checkbox"/> 3.
Grandmother	<input type="checkbox"/> 4.
Grandfather	<input type="checkbox"/> 5.
Mother's boyfriend or partner	<input type="checkbox"/> 6.
Mother's girlfriend or partner	<input type="checkbox"/> 7.
Father's boyfriend or partner	<input type="checkbox"/> 8.
Father's girlfriend or partner	<input type="checkbox"/> 9.
Foster parent (s)	<input type="checkbox"/> 10.
Brother (s)	<input type="checkbox"/> 11.
Sister (s)	<input type="checkbox"/> 12.
Other (<i>Who?</i>)	

B—Your attitudes and beliefs

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.

D—When you're angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

Thank you for your participation in our research

Need to talk? Kids Helpline counsellors are available 24 hours a day, 7 days a week. Nothing is too big or too small to call them about.

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Call 1800 55 1800

<http://www.kidshelp.com.au/teens/>





THE UNIVERSITY
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Respectful Relationships Evaluation

Post-program Questionnaire – Short version

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers**. This survey can be completed in about 20 minutes. Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you won't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher—

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

Date of Birth (dd/mm/yy) _____

Your program...

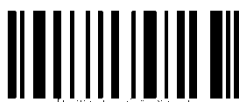
The following statements relate to how you felt about your program. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or, strongly disagree.

1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
a. I found the program useful/helpful	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
b. I enjoyed the program	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
c. I think the program has made me more aware of what abusive relationship behaviours are	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
d. I think the program has increased my relationship skills	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
e. I think the program has increased my awareness of how I want to be treated in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
f. I think the program has increased my awareness of how I should treat others in a relationship.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.
g. I think I have more confidence in my ability to help myself /find support if I experience violence or abuse.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3	<input type="checkbox"/> 4.	<input type="checkbox"/> 5.

2. What did you learn in the program that you found valuable? *(please write below)*

3. Was there anything you didn't like about the program? *(please write below)*



B – Your attitudes and beliefs

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.

D – When you're angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

Thank you for your participation in our research

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<http://www.kidshelp.com.au/teens/>





THE UNIVERSITY
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AUSTRALIA

Respectful Relationships Evaluation

Follow-up questionnaire – Short version

Thank you in advance for participating in this important survey. The purpose of this survey is to gather information on your attitudes and beliefs about relationships.

Your privacy

We ask you to write your name and date of birth in the section provided on the next page. When your survey is received by the researchers the front page with your name on it will be torn off and kept separately from your survey responses. This will ensure that your responses are anonymous and private.

Completing this questionnaire

Please complete all the questions honestly. Your beliefs and attitudes are important to us and **there are no right or wrong answers**. This survey can be completed in about 20 minutes. Please remember, your participation in the survey is completely voluntary which means you don't have to participate if you don't want to.

Any questions?

If you have any questions about this study, please contact the Research Coordinator, Ms Caroline Crothers on (07) 3346 7802 or c.crothers@uq.edu.au.

Project Researcher—

Caroline Crothers, Research Manager, Social Science Research Institute, University of Queensland, Australia.

Please complete the following contact details:

First Name _____ Last Name _____

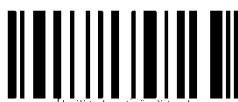
Date of Birth (dd/mm/yy) _____

Your program...

The following statements relate to how you felt about the respectful relationships program that you participated in some time ago. There are no right or wrong answers, only opinions. Therefore, it is very important that you answer each question honestly. Please express your feelings about each statement by indicating whether you: strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree or, strongly disagree.

1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
c. I think the program has made me more aware of what abusive relationship behaviours are	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. I think the program has increased my relationship skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. I think the program has increased my awareness of how I want to be treated in a relationship.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. I think the program has increased my awareness of how I should treat others in a relationship.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. I think I have more confidence in my ability to help myself /find support if I experienced violence or abuse.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5



B—Your attitudes and beliefs

B1. How strongly do you agree or disagree with the following statements?

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
a. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
b. It is OK for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
c. Girls sometimes deserve to be hit by the boys they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
d. A girl who makes her boyfriend jealous on purpose, deserves to be hit.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
e. Boys sometimes deserve to be hit by the girls they date.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
f. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
g. It is OK for a boy to hit a girl if she hit him first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.
h. It is OK for a girl to hit a boy if he hit her first.	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.	<input type="checkbox"/> 0.

D—When you're angry...

D1. If someone hurt your feelings or made you really angry, what do you think would help you deal with it?

	Yes, would help	Might help	No, would not help
a. Throwing something at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
b. Asking someone for advice on how to handle it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
c. Hitting the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
d. Yelling and screaming insults at the person I am mad at	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
e. Telling the person why I am angry	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
f. Making nasty comments about the person to others	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
g. Trying to mess up something the person was trying to do	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
h. Having a discussion with the person about it	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
i. Damaging something that belonged to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
j. Fantasizing about telling the person off	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
k. Trying to calm myself down before talking to the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
l. Fantasizing about hurting the person	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.
m. Keeping it inside	<input type="checkbox"/> 3.	<input type="checkbox"/> 2.	<input type="checkbox"/> 1.

D2. The next time you are really angry at someone, how likely is it you would do the following...

	I probably would do this	I might do this	I probably would not do this
a. Tell the person how you feel.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
b. Hang-up the phone on them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
c. Try to calm down before talking to them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
d. Refuse to talk to them about the problem.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
e. Ask lots of questions so that I can get the whole story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
f. Give them the silent treatment.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
g. Ask them what they are feeling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
h. Let them know what is important to you.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
i. Try to find a solution that suits you both.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
j. Stomp off during the argument.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
k. Listen to their side of the story.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
l. Act like nothing is wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.
m. Physically hurt them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.

Thank you for your participation in our research

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