Bringing in the Bystander® – High School Curriculum

Measures Packet

UNIVERSITY OF NEW HAMPSHIRE
INTERPERSONAL VIOLENCE RESEARCH LAB

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Acknowledgements

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We owe a great deal of gratitude to our school and community partners and the 50+ research assistants and program facilitators. Without these agencies and individuals, this project would not have been possible.
General Survey Measures

**Participant ID Survey**

Modeled after previous research (Miller et al., 2013; Miller et al., 2012), participants were asked a series of personal questions in order to create a unique, self-generated code that would allow researchers to link their data across time, while ensuring that it would also remain anonymous to researchers.

The following instructions and items were used to create participant IDs:

*Directions:* Please complete the form below. This will help us match your answers today with your answers to questions you have already answered and questions you will answer in the future. This form allows us to keep your answers anonymous, meaning we will not know your name, but we can still connect your answers across time. This form is only so researchers can connect your data. If you have any questions about how to complete this form, please ask the person who gave you the survey, and they can help you.

What is the first letter of your FIRST name? __________

What is the first letter of your mother’s or female caregiver’s FIRST name? __________

What is the first letter of your father’s or male caregiver’s FIRST name? __________

What is the first letter of your MIDDLE name? __________

What is the first letter of the city where you were born? __________

How many brothers and sisters do you have? __________

What is your birth month and year? (mmyy) Example: June 1998 would be 0698. __________

What is the name of your first pet? ________________

**Student Measures**

**Demographic Questionnaire**

A brief measure was included to gather participant’s demographic data. Our questions were modeled after previous research and federal standards for the classification of race and ethnicity (Office of Management and Budget, 1997). Specific questions inquired about gender, age, current grade in school, academic grades/standing, race, ethnicity, sexual attraction/orientation, and whether they receive a free or reduced price lunch (a proxy for poverty). The demographic questionnaire was administered at all four time points given that some demographics could change (e.g., sexual orientation) and to assist with matching of surveys.

The following instructions and items were used to obtain demographic information from students:

*Directions:* Circle the answers that best describe you.

1. What do you feel is your gender?
   a. Boy/Man
   b. Girl/Woman
   c. Other (write in if other): __________________
2. What is your age?
   a. 13
   b. 14
   c. 15
   d. 16
   e. 17
   f. 18
   g. 19
   h. Other (write in if other): ________________

3. What grade are you in?
   a. 9th
   b. 10th
   c. 11th
   d. 12th
   e. Other (write in if other): ________________

4. During the past 12 months, how would you describe your grades in school?
   a. Mostly A’s
   b. Mostly B’s
   c. Mostly C’s
   d. Mostly D’s
   e. Mostly F’s
   f. I don’t know

5. How would you describe yourself? (Choose one)
   a. American Indian or Alaska Native
   b. Asian
   c. Black or African American
   d. Hispanic or Latino/Latina
   e. White
   f. Other (write in if other): ________________

6. People are different in their sexual attraction to other people. Which best describes your feelings? Are you:
   a. Only attracted to girls
   b. More attracted to girls
   c. Equally attracted to girls and boys
   d. More attracted to boys
   e. Only attracted to boys
   f. I don’t know

7. Do you receive a free or reduced price meal through your high school?
   a. No
   b. Yes
   c. I don’t know

---

**Relationship Status & Consensual Sex**

Participants were asked four questions regarding their relationship status and consensual sex experiences. The first two questions asked whether they had been in a relationship in the past year as well as during the past two months. The third inquired what age they had their first consensual sexual experience. Lastly, participants were asked, if they had engaged in sexual activity during the past two months, to state what percentage of the time they had asked for verbal consent from their sex partner on a scale of 0% to 100%. If they had not engaged in sexual activity during the past two months, participants were asked to respond to
the question with "N/A" for not applicable, which was coded as missing. Participants were provided with definitions of relevant terminology (e.g., consensual sex, verbal consent).

The following instructions, definitions, and items were used to obtain relationship status information from students:

1. **During the past year (12 months)**, have you been in a relationship with a boyfriend or girlfriend? By a relationship, we mean more than friendship, like having a partner for planned events like a school dance or going to the movies, having a sexual partner, or hanging out in a group as boyfriend or girlfriend.
   - a. No, I have not been in a relationship during the past year (12 months)
   - b. Yes, I have been in a relationship during the past year (12 months)

2. **During the past 2 months (60 days)**, have you been in a relationship with a boyfriend or girlfriend? By a relationship, we mean more than friendship, like having a partner for planned events like a school dance or going to the movies, having a sexual partner, or hanging out in a group as boyfriend or girlfriend.
   - a. No, I have not been in a relationship during the past 2 months (60 days)
   - b. Yes, I have been in a relationship during the past 2 months (60 days)

3. How old were you when you had consensual sex (sex that you wanted to have) for the first time? By sex we mean vaginal (vagina), anal (butt), and oral (mouth) intercourse.
   - a. I have never had sex
   - b. 11 years old or younger
   - c. 12 years old
   - d. 13 years old
   - e. 14 years old
   - f. 15 years old
   - g. 16 years old
   - h. 17 years old or older

4. When you do any type of sexual stuff (kissing, touching private parts, sex, etc.), what percent of the time (0-100%) during the past two months (60 days), did you ask the person you were doing sexual stuff with for verbal consent (ask if the sexual behavior is OK)? If you have never done any type of sexual stuff, write N/A. ________%
2. Relationship abuse and sexual assault are extremely rare among teenagers, happening to less than 2% of all teenagers.
   a. True
   b. False
   c. I don’t know

3. According to the FBI, _______ of rapes that are reported to the police are false reports (the person reporting lied).
   a. 2%
   b. 10%
   c. 30%
   d. 60%
   e. I don’t know

4. What percentage of teenagers who are sexually assaulted report the assault to the police?
   d. 10%
   e. 40%
   f. 75%
   g. 90%
   h. I don’t know

5. Sexual assault may include (circle all that apply):
   a. Forcing someone to have sex
   b. Having sex with someone who is too drunk to give consent
   c. Threatening to break up with someone if they won’t have sex
   d. Grabbing someone’s butt as a prank
   e. Pulling down someone’s pants as a prank
   f. Texting/posting naked photos of someone without their permission
   g. I don’t know

6. What percentage of high school students, in a given year, has the chance to intervene or help someone in a situation of relationship abuse or sexual assault?
   a. Less than 5%
   b. 30%
   c. 60%
   d. Over 90%
   e. I don’t know

In total, there were fourteen items used to score the KQ, since the first two questions were “circle all that apply” and each response option was thus treated as its own question. Items are scored for accuracy, 0 (Inaccurate) and 1 (Accurate), and summed so that higher scores are indicative of greater knowledge about sexual assault and relationship abuse.

### Relationship Media Literacy

The Media Literacy Consumption Scale (MLCS; Edwards, Rodenhizer, & Eckstein, 2014), created for this study, was modeled after prior research of media literacy (Bickham & Slaby, 2012; Primack et al., 2006). Items were created to specifically tap into perceptions of how the media portrays relationships. Media was defined for participants to be inclusive of all forms (e.g., television, movies, music).

The following instructions, definitions, and items were used to measure relationship media literacy:

**Directions:** The next set of questions asks your opinions about the media. By **media**, we are referring to all types of media such as television, movies, magazines, the Internet, video games, and music. Place a check mark in only one box per question. Keep these
definitions in mind when answering these questions (and questions later in the survey that ask about relationship abuse and sexual assault):

**Relationship abuse** refers to any type of physical (hitting, shoving, punching), sexual (unwanted touching, forced sex), or psychological (name calling, putting down) abuse that happens in a current or past dating or hook-up relationship; relationship abuse can also include stalking.

**Sexual assault** refers to any type of behaviors that are unwanted by the person they are done to; unwanted sexual behaviors may include unwanted touching, verbal pressure to have sex, and attempts to or actual unwanted oral, anal, or vaginal penetration that can happen through the use of force, threat of force, or when the person is asleep or passed out and can’t consent.

<table>
<thead>
<tr>
<th></th>
<th>Disagree strongly</th>
<th>Disagree</th>
<th>Agree</th>
<th>Agree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The media makes relationship abuse and sexual assault seem normal.</td>
<td></td>
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<tr>
<td>2. The media is a good way for me to learn about how teens should be in relationships.</td>
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<tr>
<td>3. The media shows real life consequences of relationship abuse and sexual assault.</td>
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<tr>
<td>4. I am bothered by how guys and girls are portrayed in the media.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I am bothered by how relationship abuse and sexual assault are portrayed in the media.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. I get information about relationships and sex from the media.</td>
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Factor analyses suggested that the six items represented two distinct factors, or subscales: Bothered by the Media (Cronbach’s alpha = .64; items 2, 3, and 6) and Obtaining Information from the Media (Cronbach’s alpha = .49; items 1, 4, and 5). Items were summed such that higher scores on the Bothered by the Media subscale indicated greater media literacy, whereas higher scores on Obtaining Information from the Media subscale indicate lower media literacy. For additional details on psychometrics see Edwards et al. (in press).

**Rape Myth Acceptance**

We used a shorted version (Coker, Cook-Craig, Williams, Fisher, Clear, Garcia, et al., 2011; Coker, Cook-Craig, Williams, Fisher, Clear, Hegge, et al., 2011; Patricia G Cook-Craig, 2012) of the Illinois Rape Myth Acceptance Scale (IRMAS; Payne, Lonsway, & Fitzgerald, 1999) to assess students’ agreement with rape myths.

The following instructions and items were used to measure relationship rape myth acceptance:

**Directions:** The next set of questions asks your opinions about relationship abuse and sexual assault. There are no right or wrong responses. Place a check mark in only one box per question.

<table>
<thead>
<tr>
<th></th>
<th>Disagree strongly</th>
<th>Disagree</th>
<th>Agree</th>
<th>Agree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Girls should have sex with their boyfriend or the guy they are dating when he wants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. If a guy spends money on a date, the girl should have sex with him in return.

3. Guys should respond to dates’ or girlfriends’ challenges to authority by insulting them or putting them down.

4. Sexual assault charges are often used as a way of getting back at guys.

5. Many girls lead a guy on, and then they claim it was sexual assault.

6. When girls are sexually assaulted, it is often because the way they said “no” was unclear.

Factor analyses suggested that the six items represented two distinct factors or subscales: Traditional Gender Expectations (Cronbach’s alpha = .78; items 1-3) and Rape Denial (Cronbach’s alpha = .73; items 4-6). Items are summed so that higher scores on either subscale indicated higher levels of rape myth acceptance. For additional details on psychometrics see Edwards et al. (in press).

**Violence Victimization and Perpetration**

We used Cook-Craig et al.’s (2014) measure if victimization and perpetration. The measure consists of 28 items assessing sexual harassment (e.g., “Made gestures, rude remarks, or used sexual body language to embarrass or upset you.”), sexual assault (e.g., “Had sexual activities when you did not want because you were drunk or on drugs.”), relationship abuse (e.g., “Threatened to hit, slap, or physically hurt you”), and stalking (e.g., “Made you afraid for your personal safety because someone showed up at your home, school, or work”).

The following instructions and items were used to measure violence victimization and perpetration:

**Directions**: The next set of questions will ask you about personal experiences in dating and sexual relationships. Remember all of your answers are kept private. For each question you should answer TWO times, to tell us if the experience happened ever in the past year (12 months) and in the past two months (60 days).

For example, if the question asked if you had “Kissed a boyfriend/girlfriend” and you did this 6 months ago, but not since then, you would answer the question like this:

<table>
<thead>
<tr>
<th>Past Year (12 months) (check Yes or No)</th>
<th>Past 2 Months (60 days) (check Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Kissed a boyfriend/girlfriend.**

**Now, answer these questions below:**

<table>
<thead>
<tr>
<th>Past Year (12 months) (check Yes or No)</th>
<th>Past 2 Months (60 days) (check Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Past Year (12 months)</td>
<td>Past 2 Months (60 days)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>(check Yes or No)</td>
<td>(check Yes or No)</td>
</tr>
</tbody>
</table>

**THINGS ANOTHER PERSON (Friend, Dating/Hooking-up Partner, Stranger, etc.) DID TO YOU:**

1. Made you afraid for your personal safety because you were followed, spied on, or monitored using computer software, cameras, listening tools, or GPS

2. Made you afraid for your personal safety because someone showed up at your home, school, or work or waited for you when you did not want them to

3. Made you afraid for your personal safety because you received unwanted phone calls, gifts, emails, text messages, or notes/pictures posted on social networking sites for example, Facebook, MySpace, or Twitter

4. Told you sexual stories or jokes that made you uneasy

5. Made gestures, rude remarks, or used sexual body language to embarrass or upset you

6. Kept asking you out on a date or asking you to hookup even though you said “No”

7. Had sexual activities although you did not really want to because either they threatened to end your friendship or romantic relationship if you didn’t or you felt pressured by the other person’s constant arguments or begging

8. Had sexual activities when you did not want to because the other person threatened to use or used physical force (like twisting your arm, holding you down) if you did not agree

9. Had sexual activities when you did not want to because you were drunk or on drugs

**THINGS A PERSON YOU WERE DATING OR HOOKING UP WITH DID TO YOU:**

10. Tried to control you by always checking up on you, telling you who your friends could be, or telling you what you could do and when

11. Damaged something that was important to you on purpose

12. Shouted, yelled, insulted, or cussed at you

13. Threatened to hit, slap, or physically hurt you

14. Hit, slapped, or physically hurt you on purpose
<table>
<thead>
<tr>
<th>Things You Did To Someone Else (Friend, Dating/Hooking-up Partner, Stranger, etc.):</th>
<th>Past Year (12 months)</th>
<th>Past 2 Months (60 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(check Yes or No)</td>
<td>(check Yes or No)</td>
</tr>
<tr>
<td>15. Followed, spied on, or observed someone using computer software, cameras, listening tools, or GPS</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>16. Showed up at someone’s home, school, or work and waited for them when they did not want you to</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>17. Sent unwanted gifts, emails, text messages, phone calls, notes, or pictures posted on social networking sites for example, Facebook, MySpace, or Twitter</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>18. Told sexual stories or jokes that made another high school student uneasy</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>19. Made gestures, rude remarks, or used sexual body language to embarrass or upset another high school student</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>20. Kept asking another person out on a date or to hookup even though they said “No”</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>21. Had sexual activities with a person because you either threatened to end your friendship or romantic relationship if they didn’t or because you pressured the other person by arguing or begging</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>22. Had sexual activities with a person by threatening to use or using physical force (twisting their arm, holding them down, etc.)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>23. Had sexual activities with a person because she or he was drunk or on drugs</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Things You Did To Someone You Were Dating or Hooking Up With:</td>
<td>Past Year (12 months)</td>
<td>Past 2 Months (60 days)</td>
</tr>
<tr>
<td></td>
<td>(check Yes or No)</td>
<td>(check Yes or No)</td>
</tr>
<tr>
<td>24. Tried to control a current or past girlfriend or boyfriend by always checking up on them, telling them who their friends could be, or telling them what they could do and when</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>25. Damaged something on purpose that important to a boyfriend or girlfriend</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>26. Shouted, yelled, insulted, or cursed at a current or past girlfriend or boyfriend</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>27. Threatened to hurt a current or past boyfriend or girlfriend</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>28. Hit, slapped, or physically hurt a current or past boyfriend or girlfriend on purpose</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Items were summed according to their subscale to create a variety score and then also recoded into a dichotomous (no/yes) outcome.

**Bystander Behavior**

We used Cook-Craig and colleagues’ (2014) measure to capture bystander action among youth in situations of sexual assault and relationship abuse. The Bystander Behavior Scale (BBS) consists of 18 total items (e.g., “Speak up to someone who was bragging or making excuses for forcing someone to have sex with them?”). Six items referenced the behaviors the participant did in the past year (12 months) during or after a situation of sexual assault or relationship abuse retroactive bystander action, and an identical set of six items referenced the behaviors the participant did in the past two months during or after a situation of sexual assault or relationship abuse. In addition to reactive bystander behavior, six items (three past 12 months, three past 2 months) measured proactive bystander behavior (e.g., “Text message, instant message, blog, email or use other technology to show that you do not support relationship abuse or sexual assault”).

The following instructions and items were used to measure bystander behavior:

*During the PAST YEAR (12 months) how many times did you...*

1. **Tell someone to stop talking down to, harassing, or messing with someone else?**
   a. Didn’t see or hear someone doing this
   b. 0 times
   c. 1-2 times
   d. 3-5 times
   e. 6-9 times
   f. 10 or more times

2. **Speak up when you heard someone blaming a victim of relationship abuse or sexual assault?**
   a. Didn’t hear someone say this
   b. 0 times
   c. 1-2 times
   d. 3-5 times
   e. 6-9 times
   f. 10 or more times

3. **Talk to a friend who was being physically hurt by a boyfriend/girlfriend?**
   a. No friend had this happen
   b. 0 times
   c. 1-2 times
   d. 3-5 times
   e. 6-9 times
   f. 10 or more times

4. **Ask someone that looked very upset at a party/dance/sports event if they were okay or needed help?**
   a. Didn’t see anyone who needed help
   b. 0 times
   c. 1-2 times
   d. 3-5 times
   e. 6-9 times
   f. 10 or more times

5. **Speak up to someone who was bragging or making excuses for forcing someone to have sex with them?**
a. Didn’t hear someone say this
b. 0 times
c. 1-2 times
d. 3-5 times
e. 6-9 times
f. 10 or more times

6. Get help for a friend because they had been forced to have sex or were physically hurt by a boyfriend/girlfriend?
   a. No friend had this happen
   b. 0 times
c. 1-2 times
d. 3-5 times
e. 6-9 times
f. 10 or more times

During the PAST YEAR (12 months) how many times did you...

7. Talk with your friends about things you all could do that might help stop relationship abuse and sexual assault?
   a. 0 times
c. 1-2 times
d. 3-5 times
e. 6-9 times
f. 10 or more times

8. Text message, instant message, blog, email, or use other technology to show that you do not support relationship abuse and sexual assault?
   a. 0 times
c. 1-2 times
d. 3-5 times
e. 6-9 times
f. 10 or more times

9. Talk with your friends about being safe in dating relationships?
   a. 0 times
c. 1-2 times
d. 3-5 times
e. 6-9 times
f. 10 or more times

During the PAST TWO MONTHS (60 days) how many times did you...

10. Tell someone to stop talking down to, harassing, or messing with someone else?
    a. Didn’t see or hear someone doing this
    b. 0 times
c. 1-2 times
d. 3-5 times
e. 6-9 times
f. 10 or more times

11. Speak up when you heard someone blaming a victim of relationship abuse or sexual assault?
    a. Didn’t hear someone say this
    b. 0 times
c. 1-2 times
d. 3-5 times
e. 6-9 times
f. 10 or more times
12. Talk to a friend who was being physically hurt by a boyfriend/girlfriend?
   a. No friend had this happen
   b. 0 times
   c. 1-2 times
   d. 3-5 times
   e. 6-9 times
   f. 10 or more times

During the **PAST TWO MONTHS (60 days)** how many times did you...

13. Ask someone that looked very upset at a party/dance/sports event if they were okay or needed help?
   a. Didn’t see anyone who needed help
   b. 0 times
   c. 1-2 times
   d. 3-5 times
   e. 6-9 times
   f. 10 or more times

14. Speak up to someone who was bragging or making excuses for forcing someone to have sex with them?
   a. Didn’t hear someone say this
   b. 0 times
   c. 1-2 times
   d. 3-5 times
   e. 6-9 times
   f. 10 or more times

15. Get help for a friend because they had been forced to have sex or were physically hurt by a boyfriend/girlfriend?
   a. No friend had this happen
   b. 0 times
   c. 1-2 times
   d. 3-5 times
   e. 6-9 times
   f. 10 or more times

16. Talk with your friends about things you all could do that might help stop relationship abuse and sexual assault?
   a. 0 times
   b. 1-2 times
   c. 3-5 times
   d. 6-9 times
   e. 10 or more times

17. Text message, instant message, blog, email, or use other technology to show that you do not support relationship abuse and sexual assault?
   a. 0 times
   b. 1-2 times
   c. 3-5 times
   d. 6-9 times
   e. 10 or more times

18. Talk with your friends about being safe in dating relationships?
   a. 0 times
   b. 1-2 times
   c. 3-5 times
   d. 6-9 times
   e. 10 or more times
Reactive bystander behavior items were examined at the individual level (OR: Items were scored in order to create an overall ratio of bystander intervention, specifically the total number of situations in which an individual intervened divided by the total number of situations in which an individual had the opportunity to intervene). In addition to retroactive bystander behavior, six items (three past 12 months, three past 2 months) measured proactive bystander behavior (e.g., “Text message, instant message, blog, email or use other technology to show that you do not support relationship abuse or sexual assault”) with response options ranging from “0 times” to “10 or more times”. Proactive items were summed so that higher scores were indicative of greater proactive bystander behavior.

**Bystander Intentions**

The Bystander Intent to Help Questionnaire (BIHQ; P. G. Cook-Craig et al., 2014) was used to capture students’ intention to intervene in situations of relationship abuse and sexual assault. The BIHQ consisted of nine items (e.g. “How likely would you be to talk to a friend who was being physically hurt by a boyfriend/girlfriend?”)

The following instructions and items were used to measure bystander intentions:

*Directions: For the next set of questions, tell us how likely you would be to do the behaviors described in each question.*

**HOW LIKELY WOULD YOU BE TO...**

1. Tell someone to stop talking down to, harassing, or messing with someone else?
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

2. Speak up when you heard someone blaming a victim of relationship abuse or sexual assault?
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

3. Talk to a friend who was being physically hurt by a boyfriend/girlfriend?
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

4. Ask someone that looked very upset at a party/dance/sports game if they were okay or needed help?
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

5. Speak up to someone who was bragging or making excuses for forcing someone to have sex with them?
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely
6. Get help for a friend because they had been forced to have sex or were physically hurt by a boyfriend/girlfriend?
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

7. Talk with your friends about things you all could do that might help keep relationship abuse and sexual assault from happening?
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

8. Use text message, instant message, blog, email, or use other technology to show that you do not agree with relationship abuse or sexual assault?
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

9. Talk with your friends about being safe in dating relationships?
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

Factor analyses suggested that the nine items represent two distinct factors or subscales: Reactive Bystander Intentions (Cronbach’s alpha = .83; items 1-6) and Proactive Bystander Intentions (Cronbach’s alpha = .78; items 7-9). Items were summed such that higher scores on the Reactive Bystander Intentions subscale indicate higher intentions to respond to situations of relationship abuse and sexual assault. Additionally, high scores on the Proactive Bystander Intentions indicate higher intentions to engage in behaviors that would help prevent situations of relationship abuse and sexual assault from occurring. For additional details on psychometrics see Edwards et al. (in press).

**Bystander Readiness-Denial**

We used the Denial subscale of the Readiness to Help Scale (D-RHS; V. L. Banyard, M. M. Moynihan, A. C. Cares, & R. Warner, 2014) to assess the extent to which students rejected the role that they could play in preventing relationship abuse and sexual assault.

The following instructions and items were used to measure bystander denial of readiness:

*Directions:* The next set of questions asks your opinions about relationship abuse and sexual assault. Place a check mark in only one box per question.

<table>
<thead>
<tr>
<th>Item</th>
<th>Disagree strongly</th>
<th>Disagree</th>
<th>Agree</th>
<th>Agree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I don’t think relationship abuse and/or sexual assault is a problem among high school students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disagree strongly</td>
<td>Disagree</td>
<td>Agree</td>
<td>Agree strongly</td>
</tr>
<tr>
<td>---</td>
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<td>---------</td>
<td>------</td>
<td>---------------</td>
</tr>
<tr>
<td>2.</td>
<td>I don’t think there is much I can do about relationship abuse and/or sexual assault among high school students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>There is not much need for me to think about relationship abuse and/or sexual assault among high school students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Doing something about relationship abuse and/or sexual assault is the job of a rape crisis center or domestic violence shelter.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Items are summed so that higher numbers are indicative of higher denial of responsibility in situations of relationship abuse and sexual assault. In the current study the Cronbach’s alpha is .69. For additional details on psychometrics see Edwards et al. (in press).

**Barriers and Facilitators of Bystander Action**

The Pros and Cons of Bystander Action Scale (PCBAS) was created for the purposes of this project to assess students’ perceptions of pros and cons of bystander action in situations of relationship abuse and sexual assault. To create this measure, we borrowed items from the Decisional Balance Scale (V. L. Banyard, 2013). We also added barriers and facilitators of bystander action that were identified in a previously conducted qualitative study (Edwards, Rodenhizer-Stämpfli, & Eckstein, 2015).

The following instructions and items were used to measure barriers and facilitators of bystander action:

**Directions:** Each statement represents a thought that might occur to a person who is deciding whether or not to help someone who is in trouble in a situation of relationship abuse and/or sexual assault. Tell us how much you agree or disagree with each of these statements and assume they all refer to situations of relationship abuse and sexual assault. Place a check mark in only one box per question.

<table>
<thead>
<tr>
<th></th>
<th>Disagree strongly</th>
<th>Disagree</th>
<th>Agree</th>
<th>Agree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>If I try to do something when I see sexual assault or relationship abuse, I can keep someone from being hurt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>It is important for all students at my school to be part of keeping everyone safe.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Helping could make people mad at me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I could get physically hurt by helping.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I might get in trouble if I help.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>People will think I am trying to get involved with drama if I help.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Even if I don’t know the person, I can still help.

8. I might get made fun of or picked on if I help.

Factor analyses of the eight items suggested that there are two distinct factors or subscales: Positive Attitudes Towards Helping (Cronbach’s alpha = .63; items 1, 2, and 7) and Barriers to Helping (Cronbach’s alpha = .76; items 3-6, 10). The items are summed such that higher scores on Positive Attitudes Towards Helping indicated higher levels of positive feelings towards engaging in bystander behaviors. Higher scores on the Barriers to Helping subscale indicate higher levels of perceived barriers or consequences for engaging in bystander behaviors. For additional details on psychometrics see Edwards et al. (in press).

**Perceptions of Peer Helping**

Based on our knowledge of the community readiness and social norms literature, we created a 3-item scale to assess students’ perceptions of their peer’s attitudes towards helping in situations of relationship abuse and sexual assault.

The following instructions and items were used to measure perceptions of peer helping:

*Directions:* The next set of questions asks your opinions about your school. Place a check mark in only one box per question.

<table>
<thead>
<tr>
<th>Disagree strongly</th>
<th>Disagree</th>
<th>Agree</th>
<th>Agree strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students at my school know a lot about relationship abuse and sexual assault.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It is important to students at this school to try to stop relationship abuse and sexual assault from happening.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students at this school think it is important to help in situations of relationship abuse and sexual assault.</td>
<td></td>
<td></td>
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</tbody>
</table>

Items are summed such that higher scores indicate more positive perceptions of peers helping in situations of relationship abuse and sexual assault. In the current study the Cronbach’s alpha is .51. For additional details on psychometrics see Edwards et al. (in press).

**Perceptions of School Personnel Helping**

Based on previous research with high school students and high school personnel (Edwards, Rodenhizer-Stampfli, & Eckstein, 2016; Edwards, Rodenhizer-Stämpfli, et al., 2015), we created a measure to assess students’ perceptions of how likely school staff are to intervene in situations of teen relationship abuse and sexual assault.

The following instructions and items were used to measure perceptions of school personnel helping:
Directions: These questions ask your opinions about what school staff would do in situations involving teen relationship abuse and sexual assault. When we say school staff we are referring to anybody who works at your high school including teachers, coaches, administrators, counselors and social workers, custodial and cafeteria personnel, bus drivers, etc. Place a check mark in only one box per question.

ABOUT HOW MANY STAFF AT YOUR SCHOOL WOULD...

<table>
<thead>
<tr>
<th></th>
<th>No School Staff</th>
<th>A Few School Staff</th>
<th>Most School Staff</th>
<th>All School Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tell a group of boys who are referring to girls as “sluts,” “whores,” or some other similar term to stop talking about girls like that.</td>
<td></td>
<td></td>
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<tr>
<td>2. Physically intervene (for example, pull the kid back who was being aggressive) during a physical fight between a couple who is dating (or get another school staff who could do this).</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Verbally tell a dating couple who is in a physical fight to stop fighting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Verbally tell a dating couple who is in a verbal fight (like shouting) to stop fighting.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Talk to teens about how to get help for relationship abuse and sexual assault.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Talk to teens about how to have healthy relationships.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Comfort a teen who is a victim of sexual assault or relationship abuse.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Try to get help for a teen who is being sexually, physically, or psychologically abusive towards another teen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Factor analyses suggested that the eight items represent three distinct factors or subscales: Helping Before (Cronbach’s alpha = .85; items 5 and 6), Helping During (Cronbach’s Alpha = .81; items 1-4), and Helping After (Cronbach’s alpha = .84; items 7 and 8). Higher scores on each subscale indicate higher levels of students’ perceptions in how likely school staff are to intervene before, during, and after situations of teen relationship abuse and sexual assault, respectively. For additional details on psychometrics see Edwards et al. (in press).

Victim Empathy

A measure of victim empathy was created for the current study, based on an existing measures (Ahrens & Campbell, 2000; Smith & Frieze, 2003).

The following instructions and items were used to measure victim empathy:

Directions: How much do you agree with each of the statements below? Place a check mark in only one box per question.
1. I could imagine being in the place of a victim of relationship abuse and/or sexual assault.

2. I can empathize with the emotions of a victim of relationship abuse and/or sexual assault.

3. I feel that I am able to understand what the victim of relationship abuse and/or sexual assault goes through.

Items are summed such that higher scores indicate higher levels of victim empathy. In the current study the Cronbach’s alpha is .79. For additional details on psychometrics see Edwards et al. (in press).

**Adjustment**

Three items from the Center for Disease Control’s Youth Risk Behavior Surveillance System (YRBS; Eaton et al., 2012) were included to assess depression, alcohol use, and mattering.

The following instructions and items were used to measure adjustment:

1. **During the past MONTH (30 days),** did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?
   a. Yes
   b. No

2. **During the past MONTH (30 days),** on how many days did you have 4 (if you are a female) or 5 (if you are a male) or more drinks of alcohol in a row within a couple of hours?
   a. I have never drank alcohol
   b. 0 days
   c. 1 or 2 days
   d. 3 to 9 days
   e. 10 to 19 days
   f. 20 to 31 days

3. Do you agree or disagree that at your school you feel like you matter to people?
   a. Strongly disagree
   b. Disagree
   c. Agree
   d. Strongly agree

**Sexual & Violent Media Consumption & Preferences**

The Sexual and Violent Media Consumption and Preferences (SVMCP) measure was used and modeled after prior research (Center for Innovative Public Health Research, 2006; Gentile, Linder, & Walsh, 2003) to better understand youth’s preferences regarding violent and sexually explicit content (e.g. “In the past 12 months, how often have you looked at pornographic or X-rated materials [where the main topic was sex]?”) and the
frequency of the media they consumed (e.g., “Please rate how much violence you prefer when reading books or watching film/television?”) The SVMCP included 8 items. Three questions assessed frequency of consumption of pornographic, sexually violent, and physically violent media. Response options for these questions ranged from 1 (Every day or almost every day) to 5 (Never in the past 12 months). Three questions assessed for viewing source of pornographic, sexually violent, and physically violent media. Media sources included the Internet, on a cell phone, television and movies, magazine, and books. Participants were also offered a write-in response option if a media source they used was not already included. The final two questions asked participants to rate how much sexual and violent content they prefer in media consumption. Response options for the first item were 1 (No sexual content), 2 (Some sexual content), and 3 (A lot of sexual content) and 1 (No violent content), 2 (Some violent content), and 3 (A lot of violent content) for the second item.

The following items were used to measure sexual and violent media consumption and preferences:

1. **In the past 12 months**, how often have you looked at pornographic or X-rated materials (where the main topic was sex)?
   - a. Every day or almost every day
   - b. Once or a few times a week
   - c. Once or a few times a month
   - d. Once or a few times in the past 12 months
   - e. Never in the past 12 months

2. **In the past 12 months**, where have you looked at pornographic or X-rated materials (where the main topic was sex)? (Circle all that apply)
   - a. Online (including watching online movies)
   - b. On a cell phone, such as a picture text message
   - c. On television or in movies (not including those on the Internet)
   - d. In magazines
   - e. In books (including e-books)
   - f. Somewhere else, please specify: ________________________________
   - g. I did not look at pornographic or X-rated materials during the past 12 months.

3. **In the past 12 months**, how often have you seen media that showed a person being physically hurt by another person while they were doing something sexual?
   - a. Every day or almost every day
   - b. Once or a few times a week
   - c. Once or a few times a month
   - d. Once or a few times in the past 12 months
   - e. Never in the past 12 months

4. **In the past 12 months**, where have you seen media that showed a person being physically hurt by another person while they were doing something sexual? (Circle all that apply)
   - a. Online (including watching online movies)
   - b. On a cell phone, such as a picture text message
   - c. On television or in movies (not including those on the Internet)
   - d. In magazines
   - e. In books (including e-books)
   - f. Somewhere else, please specify: ________________________________
   - g. I did not see media that showed a person being physically hurt by another person while doing something sexual during the past 12 months.

5. **In the past 12 months**, how often have you viewed media that showed violence (where people were hurt or killed)?
   - a. Every day or almost every day
   - b. Once or a few times a week
c. Once or a few times a month
d. Once or a few times in the past 12 months
e. Never in the past 12 months

6. **In the past 12 months**, where have you looked at media that showed violence (where people were hurt or killed)? (Circle all that apply)
   a. Online (including watching online movies)
   b. On a cell phone, such as a picture text message
   c. On television or in movies (not including those on the Internet)
   d. In magazines
   e. In books (including e-books)
   f. Somewhere else, please specify: __________________________
   g. I have not looked at media that showed violence during the past 12 months

7. Please rate how much sexual content you prefer when reading books or watching film/television?
   a. no sexual content
   b. some sexual content
   c. a lot of sexual content

8. Please rate how much violence you prefer when reading books or watching film/television?
   a. no violent content
   b. some violent content
   c. a lot of violent content

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**Post-Program Questionnaire**

The Post-Program Questionnaire (PPQ) was created for the current study and modeled after previous research (Gidycz, 2010). The purpose of this survey was to obtain feedback from participants on various aspects of the BITB-HSC.

The following items were used to obtain program feedback from participants:

1. Did you take a survey like this one during the past few months?
   a. No
   b. Yes
   c. I don’t know

2. Have you taken this survey in another class other than this one during the past few months?
   a. No
   b. Yes (if yes, please write in the name of the other class where you took this survey: __________________________)
   c. I don’t know

3. Did you just start coming to this school during the past few months?
   a. No
   b. Yes (if yes, please write in the name of the high school where you went before this one: __________________________)

4. Did you give your parents or another adult a fact sheet on how to help teens with relationship abuse and sexual assault?
   a. Yes (please explain): _____________________________________________________________
   b. No (please explain): _____________________________________________________________
   c. I don’t remember

5. Did you talk with your parent or another adult about the fact sheet on how to help teens with relationship abuse and sexual assault?
   a. Yes (please explain): _____________________________________________________________
   b. No (please explain): _____________________________________________________________
6. If you DID give the fact sheet to your parent or another adult, do you think it made them change the way they think or act?
   a. Yes (please explain): ___________________________________________________________
   b. No
   c. I don’t know
   d. I did not give my parent or an adult the fact sheet

7. Did you participate in any of the University of New Hampshire’s Bringing in the Bystander classes over the last few months?
   a. Yes (write the name of the class(es) you participated in this program in):__________________________
   b. No
   c. I don’t know

8. What were the names of the people from the University of New Hampshire who presented the Bringing in the Bystander classes?
   ____________________________________________________________

9. Review all of the module names below and place a check mark (✓) next to those you attended, an X next to those you missed. Place a U next to those you are unsure if you attended. We provided you with some reminders about what we talked about during the modules to help you remember.
   • Introducing the Topic of Relationship Abuse (we watched a reality TV video clip) _______
   • Identifying the Problem of Sexual Assault (we watched a cell phone consent video) _______
   • Sexual Assault and Relationship Abuse, The Spectrum (we talked about sexist language and jokes) _______
   • Introducing the Bystander Framework and Positive Bystanders (students talked about times they were a positive bystander) _______
   • Recognizing Red Flags (The one where you heard the story about Rehtaeh Parsons, the student who was raped at a party) _______
   • Positive Bystander Strategies (we talked about using social media in positive ways and helping friends who are in abusive relationships) _______
   • Scenarios (we worked on “what would you do” scenarios) _______

10. I was interested in what the presenters talked about.
    a. Strongly disagree
    b. Disagree
    c. Agree
    d. Strongly agree

11. It was easy for me to understand what the presenters were talking about.
    a. Strongly disagree
    b. Disagree
    c. Agree
    d. Strongly agree

12. I think the presenters told us the truth.
    a. Strongly disagree
    b. Disagree
    c. Agree
    d. Strongly agree

13. I think this is a good program for other teens to have.
    a. Strongly disagree
    b. Disagree
    c. Agree
    d. Strongly agree

14. I like the presenters who taught us this program.
    a. Strongly disagree
    b. Disagree
c. Agree
d. Strongly agree

15. I look-up to the presenters as role models.
   a. Strongly disagree
   b. Disagree
   c. Agree
   d. Strongly agree

16. How much did you talk to teens at your school about this program?
   e. Not at all
   f. A little bit
   g. A medium amount
   h. A lot

17. Did you talk to your parents or other adults about the Bringing in the Bystander program?
   a. Yes (please explain):
   b. No (please explain):

18. Did you talk to your friends or classmates about the Bringing in the Bystander program?
   a. Yes (please explain):
   b. No (please explain):

Directions: The questions below will ask you about your relationships with other students in the class. When we refer to “this class” we mean the group of students that is in the class where you are taking the survey today; these are also the students who you did the Bringing in the Bystander Program with.

1. Are you currently dating a student in this class?
   a. Yes
   b. No

2. Have you ever dated or done something sexual with a student in this class?
   a. Yes
   b. No

3. Are you afraid of any of the students in this class? By afraid, we mean students who might try to use words or physical actions to scare or hurt you.
   a. Yes
   b. No

4. Estimate the percent of the students in this class that you are friends with: ____%

5. Estimate the percent of the students in this class that you hang out with outside of school: ____%

6. Did your normal teacher sit in some or all of the lessons that the UNH presenters taught?
   a. No
   b. Yes
   • If Yes, please tell us what you thought about your teacher being in the room: ______________________

7. Would it be better to have the classes be girl-only and boy-only groups?
   a. No
   • If No, please tell us why you think the classes would NOT be best as girl-only and boy-only:____________________
   b. Yes
   • If Yes, please tell us why you think the classes would be best as girl-only and boy-only:____________________
Directions: Answer these questions in the space provided.

1. What did you like best about the people who presented the program?:

2. What did you learn from being part of this program?:

3. How could we change the program to make it better?:

4. How will you think and/or act differently now that you took the program?:

5. Please share with us any other thoughts you have about the program, presenters, or anything else:

Program Participation Questionnaire

The Project Participation Questionnaire (PPQ) was created for the current study and modeled after the work of Gidycz (2010). It was included in the current study to determine prior project participation and class atmosphere. The PPQ consists of 13 items (e.g. “Did you take a survey like this one during the past few months?” and “Estimate the percent of the students in this class that you are friends with: ____%.”) Seven items were multiple-choice questions with response choices including “No”, “Yes”, and “I don’t know”. Three of the seven included additional write-in options if the “Yes” response was chosen. The final two items asked the participants to fill out the percentage of friends they have in the class and the percent they spend time with out of school time. The PPQ was administered at the second time point (T2) to participants in the control condition. A shortened version of the PPQ (PPQ-SF) was administered to all conditions during the third survey. The PPQ-SF consists of three items; two are directly from the PPQ in T2 (e.g. “Did you take a survey like this one during the past few months?”) and one item was added to assess for interest in future program facilitation.

The following instructions and items were used determine prior project participation and class atmosphere:

1. Did you take a survey like this one during the past few months?
   a. No
   b. Yes (write the name of the class(es) you took this survey in: _________________________________)
   c. I don’t know

2. Have you taken this survey in another class other than this one during the past few months?
   a. No
   b. Yes (if yes, please write in the name of the other class where you took this survey: ____________________________)  
   c. I don’t know

3. Did you just start coming to this school during the past few months?
   a. No
   b. Yes (if yes, please write in the name of the high school where you went before this one: ____________________________)

4. Did you hear any of your friends at other high schools talking about a relationship abuse and/or sexual assault program that the University of New Hampshire was doing called Bringing in the Bystander?
Directions: The questions below will ask you about your relationships with other students in the class. When we refer to “this class” we mean the group of students that is in the class where you are taking the survey today.

8. Are you currently dating a student in this class?
   a. Yes
   b. No

9. Have you ever dated or done something sexual with a student in this class?
   a. Yes
   b. No

10. Are you afraid of any of the students in this class? By afraid, we mean students who might try to use words or physical actions to scare or hurt you.
    a. Yes
    b. No

11. Estimate the percent of the students in this class that you are friends with: _____% 

12. Estimate the percent of the students in this class that you hang out with outside of school: _____%

---

Control Qualitative Questionnaire

We created a measure to get a sense of youth’s perspectives on relationship abuse in their school. The Control Qualitative Questions consisted of 5 items (e.g. “Why do you think some teens remain in abusive dating/hook-up relationships?”). The items are qualitative and response options are open ended. The Control Qualitative Questions were administered at the second time point (T2) for all participants in the control condition.

The following instructions and items were used assess students’ perspectives on relationship abuse:

1. Why do you think sexual assault and relationship abuse happen among teens?

2. How do you think we can stop sexual assault and relationship abuse among teens?

3. Why do you think some teens remain in abusive dating/hook-up relationships?

4. What do you think is the best way to help a friend who is in an abusive dating/hook-up relationship?

5. What do you think is the worst thing someone could do that would NOT help a friend who is in an abusive relationship?
Measures for School Personnel

**Demographic Questionnaire – School Personnel**

A brief measure was included to gather school personnel demographic data. Our questions were modeled after previous research and federal standards for the classification of race and ethnicity (Office of Management and Budget, 1997). Specific questions inquired about sex, age, race, ethnicity, job title at the school, and time in the position and at the school. The demographic questionnaire was administered at all three time points given that some demographics could change (e.g., job title) and to assist with matching of surveys.

The following instructions and items were used to obtain demographic information from school personnel:

1. What is your age? (type in digits, e.g., 33) ___________

2. What is your sex?
   a. Male
   b. Female

3. What is your ethnicity?
   a. Hispanic or Latino
   b. Not Hispanic or Latino

4. What is your race? (select all that apply)
   a. Asian/Asian American
   b. Black/African American
   c. Native Hawaiian/Pacific Islander
   d. American Indian/Alaska Native
   e. White/Caucasian

5. Do you have children under 18?
   a. Yes
   b. No

6. What is the name of your official title at your school? (type in) _______________________________

7. Have you worked at the school you are currently employed at for at least 1 year?
   a. Yes
   b. No

8. How many years have you worked at the school where you are currently employed? (type in numerical value) ____________

9. How many months have you worked at the school where you are currently employed? (type in numerical value) ____________

**Knowledge – School Personnel**

Similar to previous outcome evaluation studies (V. L. Banyard et al., 2007; Foshee & Langwick, 2010), we created seven questions to assess school personnel’s knowledge about sexual and relationship abuse. Items on the Knowledge Questionnaire—School Personnel (KQ-SP) were included based on factual information provided as part of the Bringing in the Bystander – High School Curriculum School Personnel Workshop (C. P. Leyva & R. Eckstein, 2015).
The following instructions and items were used to measure school personnel’s knowledge about sexual and relationship abuse:

**Directions:** Please indicate if you think each of the following statements are true or false. If you truly do not know the answer, please do not guess; rather, click "Unsure".

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sexual assault is engaging in any sexual behavior without first seeking and receiving consent.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. About half of rape allegations are false.</td>
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<tr>
<td>3. School staffs’ violence-related attitudes and behaviors have an important influence on teens’ violence-related attitudes and behaviors.</td>
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<td></td>
<td></td>
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<tr>
<td>4. Teens who experience relationship abuse and sexual assault in high school are more likely to experience these forms of violence when they go to college.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Positive bystanders are people who witness dangerous or criminal events and intervene in ways to help the person who is in danger and/or stop the person engaging in the criminal/dangerous behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Relationship abuse is a pattern of abusive behavior that is used by one person to gain power and control over another.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. 10% of incidents of teen relationship abuse and sexual assault happen in the presence of someone else.</td>
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</tbody>
</table>

Items were recoded based upon response accuracy, 0 (Inaccurate, including unsure) and 1 (Accurate), and summed so that higher scores are indicative of greater knowledge about relationship abuse and sexual assault.

**Bystander Behavior – School Personnel**

Based on previous research with high school students and high school personnel (Edwards et al., 2016; Edwards, Rodenhizer-Stämpfli, et al., 2015), we created a measure to assess school personnel’s engagement in bystander behavior in teen situations of relationship abuse and sexual assault. The Bystander Behavior Scale—School Personnel (BBS-SP) consists of 16 total items (e.g., “verbally told a dating couple who were in a verbal fight [e.g., shouting] to stop fighting?”). Eight items reference the behaviors the participant did in the past year (12 months) during or after a situation of teen sexual assault or relationship abuse (retroactive bystander action), and an identical set of eight items reference the behaviors the participant did in the past two months during or after a situation of teen sexual assault or relationship abuse.

The following instructions and items were used to measure bystander behavior among school personnel:

**Directions:** **During the last year**, how many times have YOU done the following involving students at your school? When thinking about relationship abuse and sexual assault, please keep these definitions in mind.

Relationship abuse refers to any type of physical (hitting, shoving, punching), sexual (unwanted touching, forced sex), or psychological (name calling, putting down) abuse that happens in a current or former dating or hook-up relationship; relationship abuse can also include stalking and controlling behaviors.
Sexual assault refers to any type of behaviors that are unwanted by the person they are done to; unwanted sexual behaviors may include unwanted touching, verbal pressure to have sex, and actual or attempted sexual penetration that can happen through the use of force, threat of force, or when the person is asleep or passed out and can’t consent.

DURING THE LAST YEAR...

1. Ignored a boy or group of boys who were referring to girls as “sluts,” “whores” or some other similar term.
   a. 0 times  
   b. 1-2 times  
   c. 3-5 times  
   d. 6-9 times  
   e. 10 or more times

2. Told a boy or group of boys who were referring to girls as “sluts,” “whores” or some other similar term to stop talking about girls like that.
   a. 0 times  
   b. 1-2 times  
   c. 3-5 times  
   d. 6-9 times  
   e. 10 or more times

3. Physically intervened (for example, pulled the kid back who was being aggressive) during a physical fight between girlfriend and boyfriend (or got another school staff who could do this).
   a. 0 times  
   b. 1-2 times  
   c. 3-5 times  
   d. 6-9 times  
   e. 10 or more times

4. Verbally told the boyfriend and girlfriend who were in a physical fight to stop fighting.
   a. 0 times  
   b. 1-2 times  
   c. 3-5 times  
   d. 6-9 times  
   e. 10 or more times

5. Verbally told the boyfriend and girlfriend who were in a verbal fight to stop fighting.
   a. 0 times  
   b. 1-2 times  
   c. 3-5 times  
   d. 6-9 times  
   e. 10 or more times

6. Told other school staff what a teen told me about an abusive relationship or a sexual assault when I did not have the teen’s permission to talk about it and when it was not part of my job to talk about it to others.
   a. 0 times  
   b. 1-2 times  
   c. 3-5 times  
   d. 6-9 times  
   e. 10 or more times

7. Comforted a teen who was a victim of relationship abuse or sexual assault.
   a. 0 times  
   b. 1-2 times  
   c. 3-5 times  
   d. 6-9 times  
   e. 10 or more times
8. Tried to get a teen who was being sexually, physically, or psychologically abusive towards another teen help.
   a. 0 times
   b. 1-2 times
   c. 3-5 times
   d. 6-9 times
   e. 10 or more times

9. Talked to teens more generally about how to get help for relationship abuse and/or sexual assault.
   a. 0 times
   b. 1-2 times
   c. 3-5 times
   d. 6-9 times
   e. 10 or more times

10. Talked to teens more generally about how to have healthy relationships.
    a. 0 times
    b. 1-2 times
    c. 3-5 times
    d. 6-9 times
    e. 10 or more times

Retroactive bystander behavior items were examined at the individual level (OR: Items were scored in order to create an overall ratio of bystander intervention, specifically the total number of situations in which an individual intervened divided by the total number of situations in which an individual had the opportunity to intervene). In addition to retroactive bystander behavior, four items (two past 12 months, two past 2 months) measured proactive bystander behavior (e.g., “Talked to teens more generally about how to have healthy relationships”), with response options ranging from 1 (0 times) to 5 (10 or more times). Proactive items were summed so that higher scores were indicative of greater proactive bystander behavior.

Bystander Intentions – School Personnel

The Bystander Intent to Help Questionnaire—School Personnel (BIHQ-SP) was based on previous research with high school students and high school personnel (Edwards et al., 2016; Edwards, Rodenhizer-Stämpfli, et al., 2015) and used to capture school personnel’s intention to intervene in situations of teen relationship abuse and sexual assault.

The following instructions and items were used to bystander intentions among school personnel:

Directions: In the future, how likely would you be to do the following involving students at your school...

1. Tell a boy or group of boys who were referring to girls as “sluts,” “whores” or some other similar term to stop talking about girls like that.
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

2. Physically intervene (for example, pull the kid back who was being aggressive) during a physical fight between girlfriend and boyfriend (or got another school staff who could do this).
   a. Very unlikely
b. Unlikely
   c. Likely
   d. Very likely

3. Verbally tell the boyfriend and girlfriend who are in a physical fight to stop fighting.
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

4. Verbally tell the boyfriend and girlfriend who are in a verbal fight to stop fighting.
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

5. Comfort a teen who is a victim of relationship abuse or sexual assault.
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

6. Try to get a teen who is being sexually, physically, or psychologically abusive towards another teen help
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

7. Talk to teens more generally about how to get help for relationship abuse and/or sexual assault.
   a. Very unlikely
   b. Unlikely
   c. Likely
   d. Very likely

Factor analyses of the seven items suggested there were two distinct factors or subscales: Proactive Bystander Intentions (Cronbach’s alpha = .79; items 1-4) and Reactive Bystander Intentions (Cronbach’s alpha = .65; items 6-7). Items on each subscale are summed such that higher scores reflect higher levels of intentions to engage in behaviors that may prevent situations of dating violence and sexual assault and higher levels of intentions to respond to such situations, respectively. For additional details on psychometrics see Edwards et al. (2017).

**Bystander Efficacy – School Personnel**

Modeled after previous research (V. L. Banyard, 2008; V. L. Banyard, M. M. Moynihan, A. Cares, & R. Warner, 2014), we created 12 statements, comprising the Bystander Efficacy Scale—School Personnel (BES-SP), that assess school personnel’s confidence in their ability to perform various bystander actions in situations of teen relationship abuse and sexual assault.

The following instructions and items were used to bystander efficacy among school personnel:

**DIRECTIONS:** Please read each of the following behaviors. Click on the scale and drag the slider to indicate how confident you are that you could do the behaviors involving students at your school. Rate your degree of confidence by recording a number from 0% to 100% using the scale given below:
1. Express discomfort/concern if a student at my school makes a joke about a woman’s body.
2. Express my discomfort if a student at my school says that rape victims are to blame for being raped.
3. Talk to a student at my school who I suspect is in an abusive relationship.
4. Get help and resources for a student at my school who tells me they are in an abusive relationship.
5. Speak up to staff who is providing misinformation about sexual assault.
6. Take action if a student at my school tells me that they had sex with someone who was passed out or who did not give consent.
7. Get help if I hear of an abusive relationship impacting a student at my school.
8. Speak up to a student at my school who is making excuses for forcing someone to have sex with them.
9. Speak up to a student at my school who is making excuses for having sex with someone who is unable to give full consent.
10. Speak up to a student at my school who is making excuses for using physical abuse in a relationship.
11. Speak up to a student at my school who is calling their partner names or swearing at them.
12. Speak up to a student at my school who is constantly calling and/or texting their partner.

On each of the items (e.g., “Speak up to a student at my school who is making excuses for forcing someone to have sex with them.”), participants rate their confidence to perform the behavior on a scale from 0 (Quite Uncertain) to 100 (Very Certain). Factor analyses of the twelve items suggested that there are three separate factors or subscales: Verbal Disagreement (Cronbach’s alpha = .79; items 1-3, 5, 11, 12), Providing Help (Cronbach’s alpha = .78; items 4, 6, and 7), and Speak Out Against Excuses for Assault (Cronbach’s alpha = .97; items 8-10). The items are summed with higher scores reflect greater school personnel’s confidence in their ability to verbally disagree with situations of relationship abuse and sexual assault, say something when people are making excuses for relationship abuse and sexual assault, and provide help when those situations occur. For additional details on psychometrics see Edwards et al. (2017).

**School Personnel Barriers to Bystander Action**

The Barriers to Bystander Action Scale—School Personnel (BBAS-SP) was created for the purposes of this project, modeled after previous research (Edwards et al., 2016), to assess students’ school personnel’s perceived barriers to take bystander action in situations of teen relationship abuse and sexual assault.

The following instructions and items were used to measure school personnel barriers to bystander action:

Directions: Below, please indicate to what extent to you agree or disagree with each of the statements, assuming they involve students at your school. When we use the word intervene, we are referring to action taken that serves to prevent or stop the relationship abuse or sexual assault from occurring as well as action taken that serves to comfort and support victims of relationship abuse or sexual assault.

When thinking about relationship abuse and sexual assault, please keep these definitions in mind.

**Relationship abuse** refers to any type of physical (hitting, shoving, punching), sexual (unwanted touching, forced sex), or psychological (name calling, putting down) abuse that happens in a current or former dating or hook-up relationship; relationship abuse can also include stalking and controlling behaviors.

**Sexual assault** refers to any type of behaviors that are unwanted by the person they are done to; unwanted sexual behaviors may include unwanted touching, verbal pressure to have sex, and actual or attempted sexual penetration that can happen through the use of force, threat of force, or when the person is asleep or passed out and can’t consent.

1. Intervening in situations of teen relationship abuse and sexual assault could have negative impacts for me (e.g., I would have to report it, the student might lie about something I did).
   a. Disagree strongly
   b. Disagree
2. Intervening in situations of teen relationship abuse and sexual assault will only make the situation worse, especially if I do not know the students involved.
   a. Disagree strongly
   b. Disagree
   c. Agree
   d. Agree strongly

3. I am too busy to intervene in situations of teen relationship abuse and sexual assault.
   a. Disagree strongly
   b. Disagree
   c. Agree
   d. Agree strongly

4. It is not my job as a teacher, or other school staff personnel, to intervene in situations of teen relationship abuse and sexual assault.
   a. Disagree strongly
   b. Disagree
   c. Agree
   d. Agree strongly

5. I do not have the knowledge or skills to intervene in situations of teen relationship abuse and sexual assault.
   a. Disagree strongly
   b. Disagree
   c. Agree
   d. Agree strongly

Factor analyses suggested that there are two factors or subscales: Intervening Worsens Situation (Cronbach’s alpha = .65; items 1 and 2) and Cannot Intervene (Cronbach’s alpha = .63; items 3-5). Higher scores represent higher levels of belief that intervening in situations of teen relationship abuse and sexual assault would worsen the situation and higher levels of belief that school personnel are unable to intervene in such situations. For additional details on psychometrics see Edwards et al. (2017).

**Observed Bystander Behavior of Students**

We adapted Cook-Craig and colleagues (2014) measure of students’ self-reported bystander action to capture school personnel’s observations of students’ bystander behavior in situations of sexual assault and relationship abuse. The Observed Bystander Behavior Scale of Students by School Personnel (OBBSSSP) consists of 12 total items (e.g. “see or hear about a student at your school: Getting help for a friend because he or she had been forced to have sex or was physically hurt by a boyfriend/girlfriend?”). Six items referenced the behaviors the participant witnessed in the past year (12 months), and an identical set of six items referenced the behaviors the participant witnessed in the past two months.

The following instructions and items were used to measure observed bystander behavior of students by school personnel:

1. In the past two months (60 days) how many times did you see or hear about a student at your school: Telling someone to stop talking down to, harassing, or messing with someone else?
Perceptions of School Readiness

Modeled after other measures of community readiness (Edwards, Jones, & Rodenhizer-Stämpfli, 2014; Edwards, Moynihan, Rodenhizer-Stämpfli, Demers, & Banyard, 2015; Oetting et al., 1995; Pledt, Edwards, & Jumper-Thurman, 2006; Stanley, 2014), we created items to tap into school personnel’s perceptions of each of the five domains of their school’s readiness to prevent and respond to relationship abuse and sexual assault among students. The five domains are: knowledge of efforts, leadership, community climate, knowledge of the issue, and resources.

The following instructions and items were used to measure perceptions of school readiness:

Directions: The next set of questions ask your opinions about the high school at which you work.
<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There are programs and policies at this school to try to prevent (or stop) relationship abuse and sexual assault among students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>There are programs and services at this school to try to help students who are victims of relationship abuse and sexual assault.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students at this school know about the programs, rules, and services for relationship abuse and sexual assault.</td>
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<td></td>
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<tr>
<td>4.</td>
<td>Staff at this school know about the programs, rules, and services for teen relationship abuse and sexual assault.</td>
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<td></td>
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<tr>
<td>5.</td>
<td>Staff at this school care about preventing (or stopping) relationship abuse and sexual assault among students.</td>
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<tr>
<td>6.</td>
<td>Staff at this school care about helping teen victims of relationship abuse and sexual assault.</td>
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<tr>
<td>7.</td>
<td>Students at this school know a lot about relationship abuse and sexual assault.</td>
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<tr>
<td>8.</td>
<td>Staff at this school know a lot about relationship abuse and sexual assault.</td>
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<tr>
<td>9.</td>
<td>It is important to staff at this school to try to stop relationship abuse and sexual assault from happening at our school.</td>
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<tr>
<td>10.</td>
<td>There is a lot of time and/or money spent at our school on programs and initiatives to prevent relationship abuse and sexual assault among students.</td>
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<tr>
<td>11.</td>
<td>There is a lot of time and/or money spent at our school to help kids who are victims of relationship abuse and sexual assault.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>Staff at this school think it is important to help in situations of teen relationship abuse and sexual assault.</td>
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</tbody>
</table>

Factor analyses of the twelve items suggested that there are five distinct factors or subgroups: Efforts (Cronbach’s alpha = .88; items 1 and 2), Knowledge of Efforts (Cronbach’s alpha = .81; items 3 and 4), Resources (Cronbach’s alpha = .90; items 10 and 11), Climate Related to School Personnel (Cronbach’s alpha = .84; items 5, 6, 9, and 12), and Knowledge of the Issue (Cronbach’s alpha = .68; items 7 and 8). Items are summed such higher scores are indicative of high levels of each of the five domains of school readiness. The BBAS-SP was administered at all survey time points. For additional details on psychometrics see Edwards et al. (2017).

**BITB-HSC Dosage and Feedback**

Several questions were created by the research team and administered to school personnel in treatment schools to exposure to and opinions of the school personnel workshop, school personnel handouts, and
BITB-HSC curriculum. We also asked school personnel who observed the BITB-HSC how likely they would be to use BITB-HSC in their courses and their reasoning for intending or not intending to use it.

The following instructions and items were used to obtain feedback about BITB-HSC:

1. Were you present for the faculty/staff meeting when Caroline Leyva, Robert Eckstein, and/or Katie Edwards from UNH came and presented about the Bringing in the Bystander program (the classes on relationship abuse and sexual assault)?
   a. Yes
   b. No
   c. Don’t Remember/Not Sure

2. What did you like most about the presentation?

3. What did you like least about the presentation?

4. Did you receive and read the UNH Bringing in the Bystander fact sheet on relationship abuse and sexual assault that was made specifically for faculty and staff at your school?
   a. Yes
   b. No
   c. Don’t Remember/Not Sure

5. What did you like most about the fact sheet?

6. What did you like least about the fact sheet?

7. Did you sit in on any of the Bringing of the Bystander sessions facilitated by a member of the UNH project team?
   a. Yes
   b. No

8. Please estimate what percentage of the seven modules, totaling approximately 5 hours, that you sat in on? Note, some of the seven modules may have been presented back to back.
   ________ Percentage of Program Observed

9. What did you like best about the UNH Bringing in the Bystander program?

10. What did you like least about the UNH Bringing in the Bystander program (including specific things you would suggest we change)?

11. How likely would you be to use the UNH Bringing in the Bystander program in the classes that you teach?
    a. Extremely unlikely
    b. Unlikely
    c. Likely
    d. Extremely likely

12. Please explain why you would be unlikely or likely to use the UNH Bringing in the Bystander program in the classes that you teach.

13. Use the space below to provide any additional comments about the UNH Bringing in the Bystander program, facilitators, and project?

14. Did you hear students at your school talking about the UNH Bringing in the Bystander program? This includes talking to you, other staff/faculty, students, and/or parents?
    a. Yes
    b. No
15. Please describe in detail what you heard students at your school saying about the UNH Bringing in the Bystander program.
References


