

August 2024 Webinar

Results From a Recent Investigation of Love Notes

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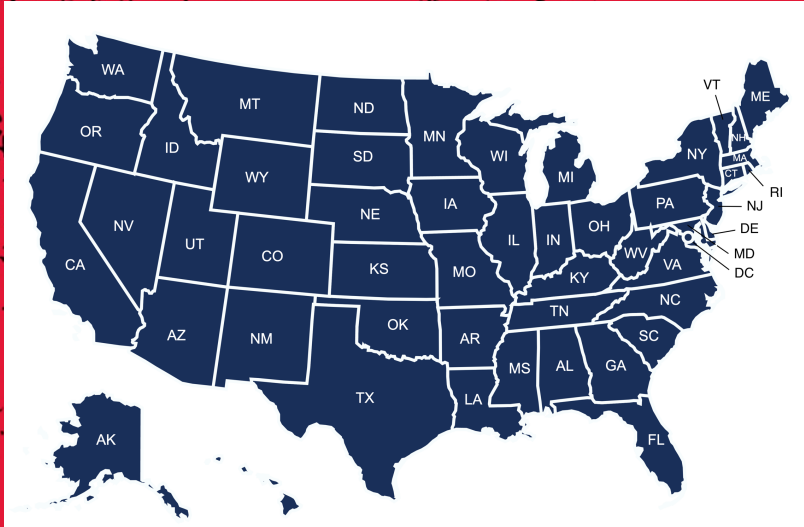
Charlie and Helen Dibble





The Dibble Institute
Relationship Skills for Teens and Young Adults

2022-2023 Clients
serving over 126,000 youth



**The Dibble
Institute is a
national,
independent non-
profit
organization.**

Our Mission

Empowering teens and young adults with knowledge and research-based skills to successfully navigate their intimate relationships.



We believe in research.



We believe in stable, safe, and nurturing families.



We believe that relationship education is for everyone.



Results From a Recent Investigation of Love Notes



UtahStateUniversity

August 14, 2024

This study was supported by Award No. TP1AH00281 from the Office of the Assistant Secretary of Health (OASH), and funding from The Dibble Institute. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of OASH or of The Dibble Institute

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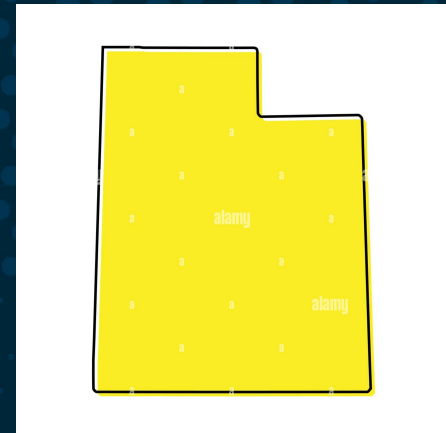
A Bit of Background

UTAH STATE UNIVERSITY

Healthy Relationships Utah

- Relationship education outreach initiative
- State-wide reach
 - Multiple populations; multiple curriculums
 - Youth in high schools

- The FAST Project
 - OPA funding
 - Those overlooked, higher risk



The FAST Project



MENTAL HEALTH
FACILITIES



ALTERNATIVE HIGH
SCHOOLS



URBAN CORRIDOR
OF UTAH



Questions and Complications

- Love Notes - reduce risky sexual behaviors
 - But what about improving **relationships**?
 - Changing **pacing**?
 - Noticing **red flags**?
 - Does *Love Notes* do what it says it does?
- Audience Question 1
- Issue of time constraints
- Adaptation

Overview of Adaptation

Lesson 1

To consider the challenges of relationships today
To explore how relationships affect many areas of life, including one's current or future children.

To create a personal relationship vision and an understanding that this vision is like a blueprint to our future relationships.

To become aware that research-based knowledge and skills can inform good decision-making.

Introduce Trusted Adult Connections

[Condensed version: Lesson 1](#)

Lesson 2

Learn that good relationships start with an understanding of self. Use knowledge of one's personality style for growth and appreciate the influence of one's personality style on relationships.

Become aware of the positive and negative baggage we bring from our pasts and how it can affect our relationships.

[Condensed version: Lesson 1](#)

Lesson 3

Identify qualities important to us for partners and friends.

Gain a better understanding of what an expectation is and the role expectations play in our relationships.

Begin to clarify relationship expectations.

Practice in assessing and communicating relationship expectations.

[Condensed version: Lesson 3](#)

Lesson 4

Build awareness of the foundations, building blocks, and characteristics of healthy relationships.

Recognize the importance of build relationships on qualities that really matter.

Understand the role brain chemistry and hormones play during initial attraction and how it can influence behavior and relationship decision-making.

[Condensed version: Lesson 2](#)

Lesson 5

To be able to recognize smart and not-so-smart relationship attitudes, behaviors, and choices.

To use the Seven Principles as a guide for decision-making.

To develop a realistic concept of love.

[Condensed version: Lesson 3](#)

Lesson 6

To analyze differences between healthy and unhealthy relations.

To assess a relationship using a three-question guide.

[Condensed version: Lesson 3 \(Dig Deeper\)](#)

To explore issues around breaking up.

[Condensed version: Lesson 4 \(TAC\)](#)

Lesson 7

To deepen awareness of abusive behaviors, early warning signs.

To raise awareness of the types of dating violence and the signs of greatest danger.

To encourage setting boundaries and applying them at the first signs of disrespectful behavior, accessing help and support, and viewing teen friendly websites.

To deepen awareness of sexual assault and consent.

[Condensed version: Lesson 4](#)

Lesson 8

Analyze the risks associated with sliding.

Learn a low-risk, deciding approach to developing relationships.

Review relationship concepts and skills from lessons 1 through 7.

Identify decisions important to make; identify what one needs to find out or do in order to make those decisions.

Become acquainted with the (Success Milestones).

[Condensed version: Lesson 5](#)

Lesson 9

To realize awareness of the role communication and the ability to handle conflict plays in relationship success or failure; to identify patterns that are most damaging to relationships.

To build a set of skills to counter negative patterns and protect relationships, starting with the Time Out, emotional-regulation skill.

To learn the Speaker Listener technique.

To examine communication patterns growing up

[Condensed version: Lesson 6](#)

Lesson 11

To explore some key questions about sex; to learn from other youths' experiences.

To demonstrate a deeper understanding of intimacy and explore how it develops.

To examine emotional benefits and risks of their sexual decision-making, including the use of online posting.

To demonstrate better understanding of some biological issues related to sex.

To view the challenges of other teens faced with decision-making.

To engage in sexual decision-making, setting boundaries, and evaluating risks and benefits of where they set their line.

[Condensed version: Lesson 7](#)

Lesson 12

To gain accurate information to dispel faulty assumptions about sex, pregnancy and STIs/HIV.

To gather information on STIs/HIV and engage in peer-teaching and messaging on risks, reduction and avoidance.

To analyze factors linked to greater risk, with a special focus on the impact of alcohol and drugs.

To develop a detailed plan for sexual decisions.

To learn more about the realities of internet porn, the potential impacts it can have, and the realities of the industry.

[Condensed version: Lesson 8](#)

Lesson 13

To examine unplanned pregnancy through the eyes of a child and to consider how a stable, healthy marriage helps parents.

To analyze the role of fathers in family formation; to explore some reasons for father absence.

To apply learning in developing a personal plan for success for school, career, and love (this includes a review)

[Condensed version: Lesson 9](#)

Remaining Questions

- Other, non-sexual outcomes?
- Contemporary youth in varied context?
- Did the condensed version yield similar results?

Barriers and Solution

- Teach only
 - No control groups
- Dibble Call for Proposals
 - Love Notes
 - School / Similar
 - Non-sexual outcomes

Methods

How to answer the question?

- Already getting data from FAST
- Needed to
 - Bridge two funding sources
 - Be rigorous
- Cannot randomize
 - Must be quasi-experimental



How to answer the question?

- Keep the following the same:
 - Locations
 - Measures
 - Procedures
- Control data mimics experimental data

Other Considerations

- No randomization
 - Equals possibility of group differences
- Complex data
 - Longitudinal
 - Nested

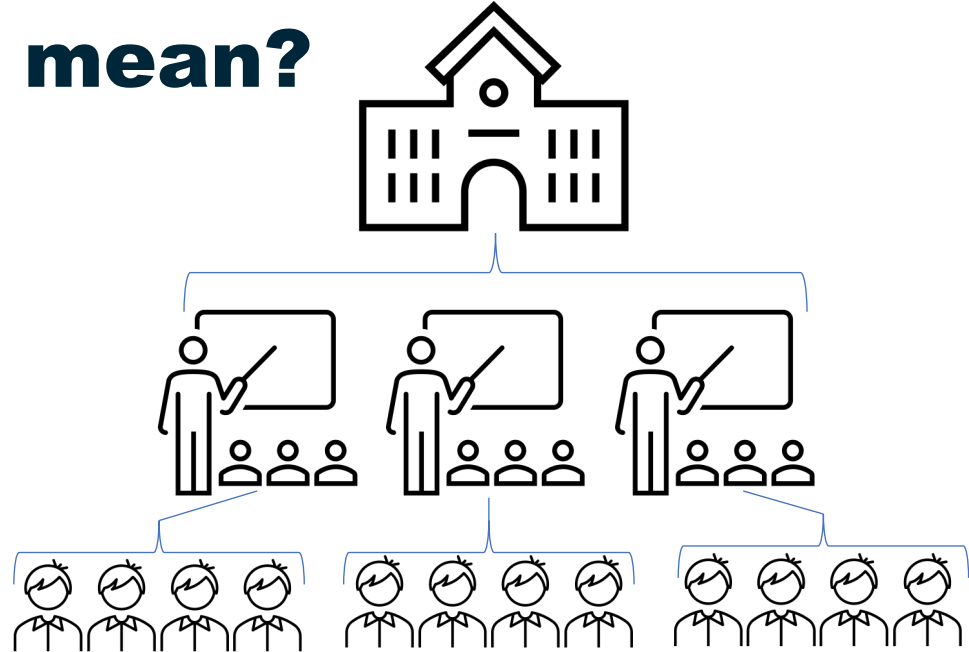
A hand holding a piece of white chalk is shown writing on a chalkboard. The background is a blurred chalkboard filled with various mathematical symbols and equations, including $\sqrt{2}$, \sum , and ∞ . The lighting is soft and focused on the hand and the chalk.

Analytic Approach

- Needed an approach that accounts for:
 - Group differences
 - Complex data
 - Confounds
- Fortunately, this exists
 - Time X group interaction in a nested structure using MLM

What does that mean?

- MLM & Nested Data
 - Nested Data
 - What it is
 - Why it is a problem
 - Multi-level modeling
 - The solution



Lack of Independence in the Data

What does that mean?

- Time X Group Interaction

Time & Group

- The Effect of Time
- The Effect of Group

Interaction

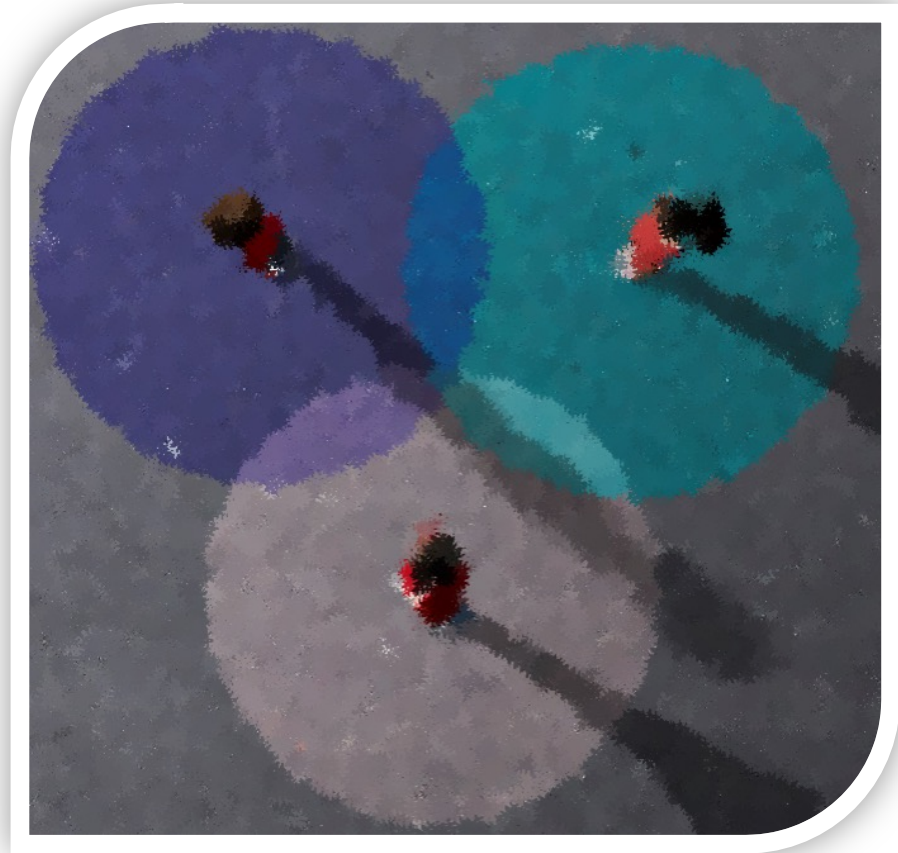
- General Meaning
- In This Instance

What does that mean?

- Putting it all together:
 - The analytic approach *accounts for individual and location effects* while telling us the ***average change from pre to post***, for each experimental condition (13-lesson, 9-lesson, control)
- What?
 - Some examples

Dealing with Confounds

- For any outcome
 - Many variables predict
 - All interrelated
- Example: Ice cream and drowning
- Statistical control
 - Clears away the interference
 - Called “control variables”



Included Control Variables

- age
- self-reported GPA
- race/ethnicity
- gender
- facility type
- time between pre and post



Measured Outcomes

- What to include?
 - Many, many options
- 2 Broad Categories
 - Primary
 - Explicitly targeted by curriculum
 - Program goals or logic model
 - Secondary
 - Not explicitly targeted- may change anyway
 - “collateral benefits”

Primary



HAVE SKILLS



WARNING
SIGNS



RELATIONSHIP
DECISION
MAKING



CONFIDENCE

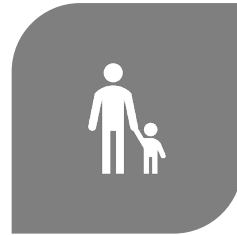
Secondary (collateral)



GROWTH
BELIEFS



DESTINY
BELIEFS



PARENTAL
CONNECTION



WELLBEING

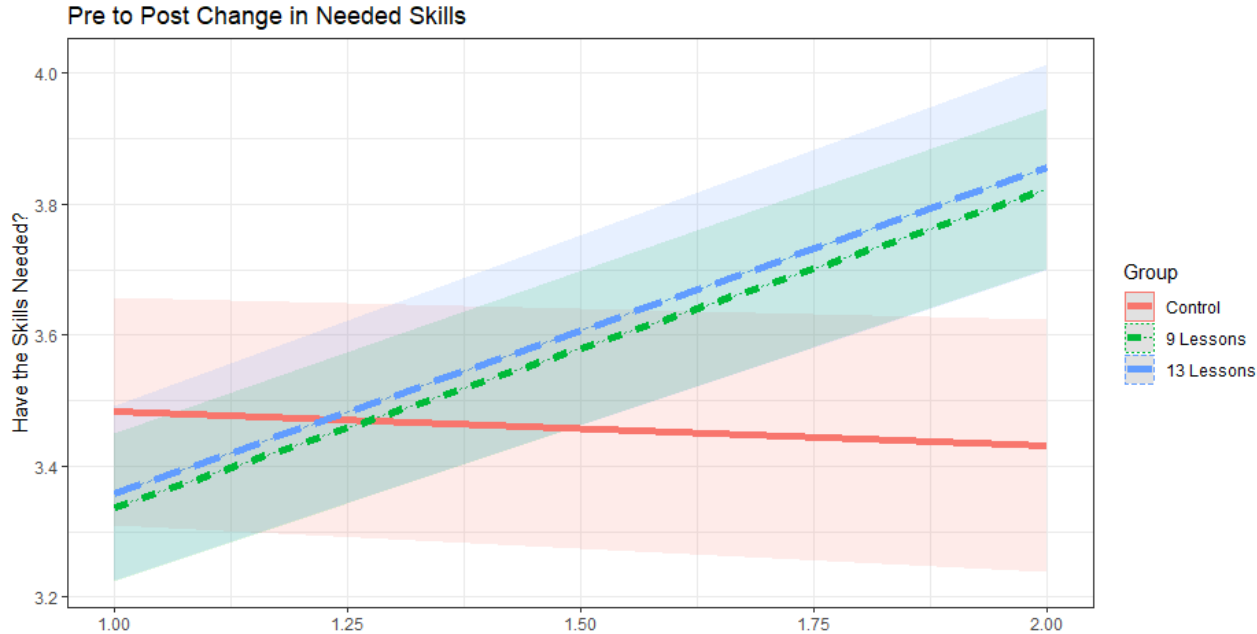
Results

Who was in the study?

- 2,269 youth
- By **Location**
 - 1,342 Mental health facilities
 - 732 Alternative high school
 - 195 (Title 1) high schools.
- By **Group**
 - 1,266 **Nine-lesson** format
 - 701 **Thirteen-lesson** format
 - 302 Control group

<u>Demographic</u>	<u>M or n</u>	<u>SD or %</u>
Age (in years)	15.97	1.36
GPA	2.51	1.13
Year in School		
7	25	1.10%
8	137	6.00%
9	354	15.60%
10	526	23.20%
11	566	24.90%
12	363	16.00%
Other	39	1.70%
(missing)	259	11.40%
Race/Ethnicity		
Non-Hispanic White	1054	46.50%
Black/African American	100	4.40%
Mixed/Other	281	12.40%
Hispanic/Latinx	666	29.40%
(missing)	168	7.40%
Gender Identity		
Male	860	37.90%
Female	950	41.90%
Transgender/Do not Identify	187	8.20%
(missing)	272	12.00%

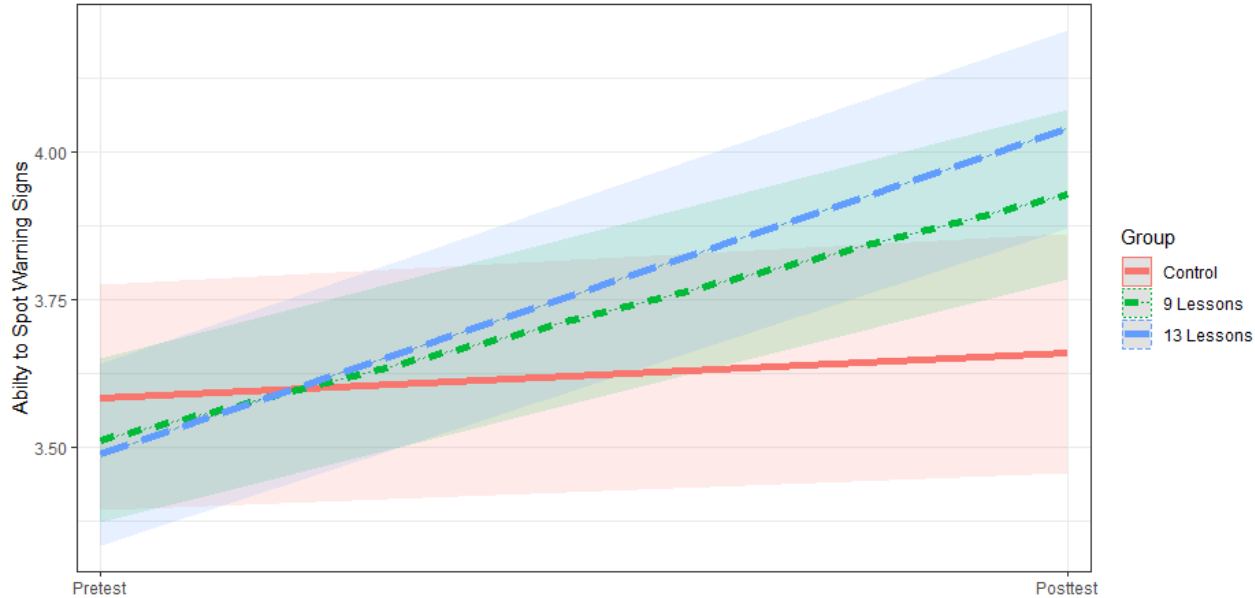
Primary (Needed Skills)



Differed from Control?		
13 lessons	Yes	p < .001
9 lessons	Yes	p < .001
Differed 13 vs 9?		No

Primary (Warning Signs)

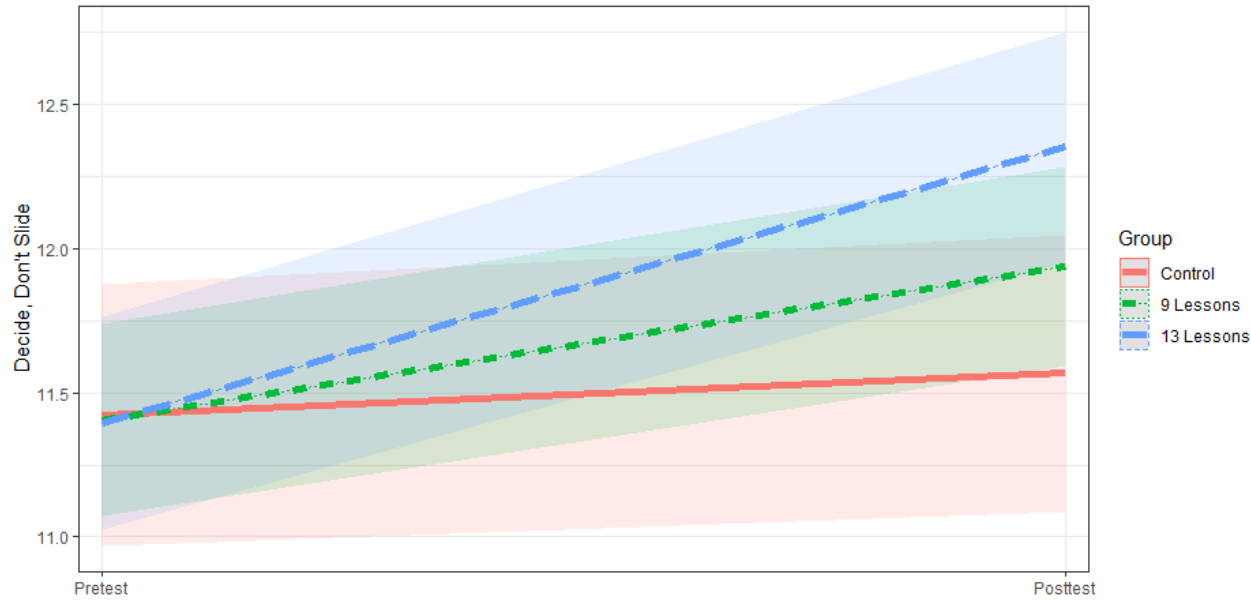
Pre to Post Change in Ability to Spot Warning Signs



Differed from Control?		
13 lessons	Yes	$p < .001$
9 lessons	Yes	$p < .001$
Differed 13 vs 9?		No

Primary (Relationship Decision Making)

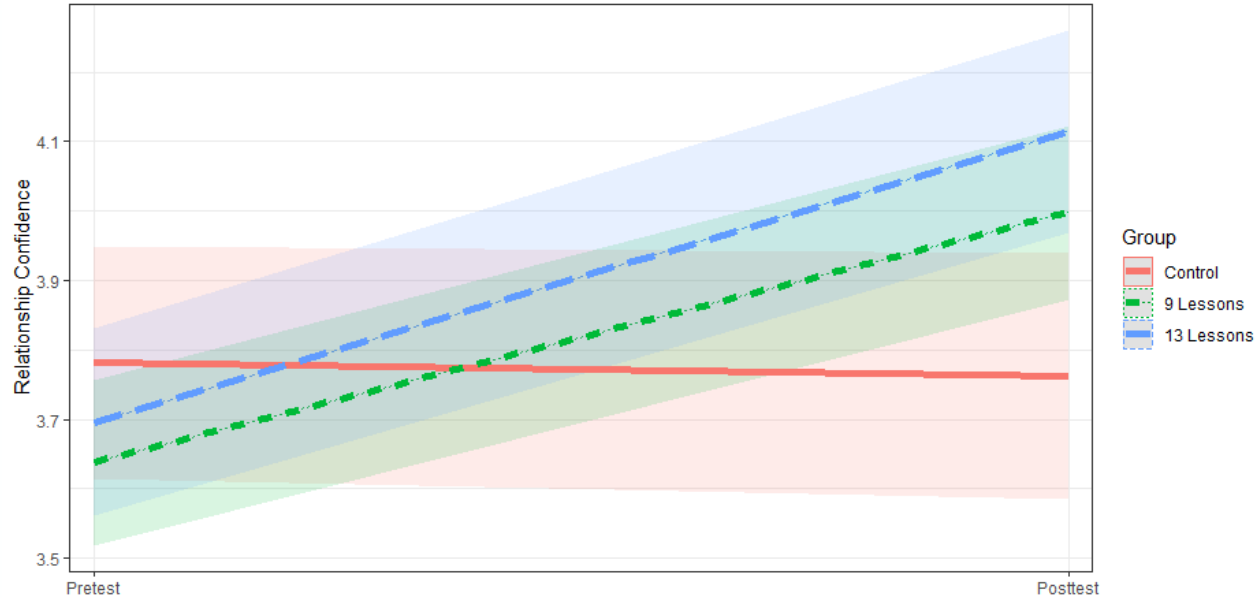
Pre to Post Change in Relationship Decision Making



Differed from Control?		
13 lessons	Yes	$p < .001$
9 lessons	Yes	$p = .042$
Differed 13 vs 9?		Yes

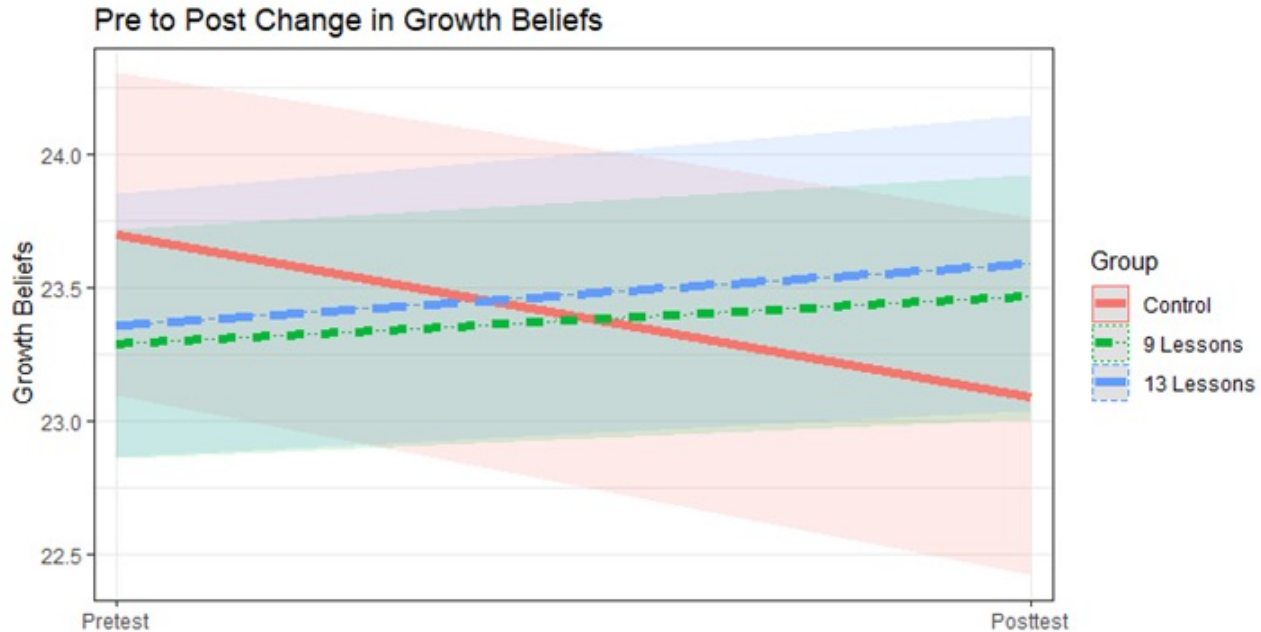
Primary (Confidence)

Pre to Post Change in Relationship Confidence



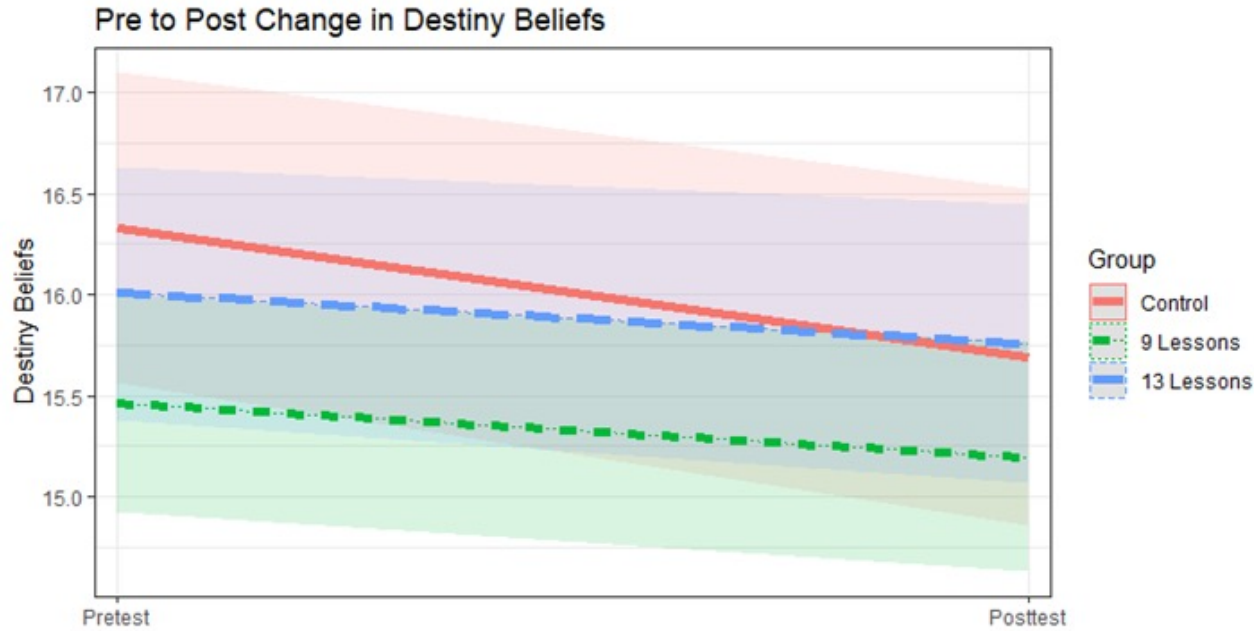
Differed from Control?		
13 lessons	Yes	p < .001
9 lessons	Yes	p < .001
Differed 13 vs 9?		No

Secondary Outcomes (Growth Beliefs)



Differed from Control?		
13 lessons	Yes	p = .012
9 lessons	Yes	p = .012
Differed 13 vs 9?		No

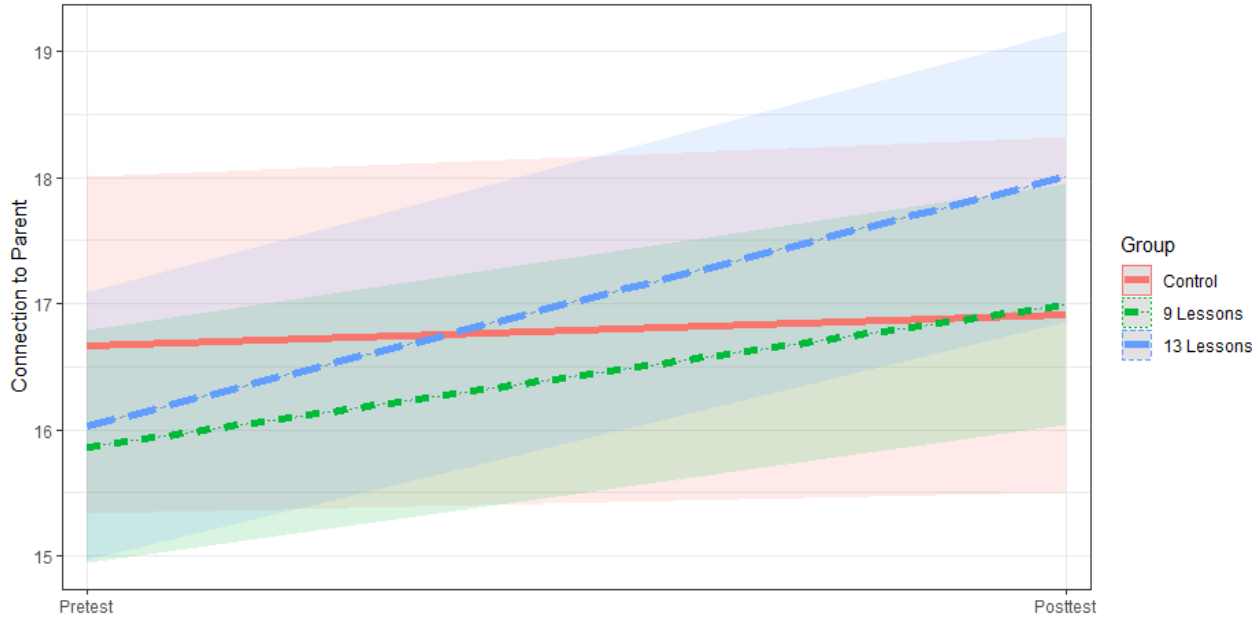
Secondary Outcomes (Destiny Beliefs)



Differed from Control?		
13 lessons	Yes	p = .042
9 lessons	No	p = .159
Differed 13 vs 9?		No

Secondary Outcomes (Parental Connection)

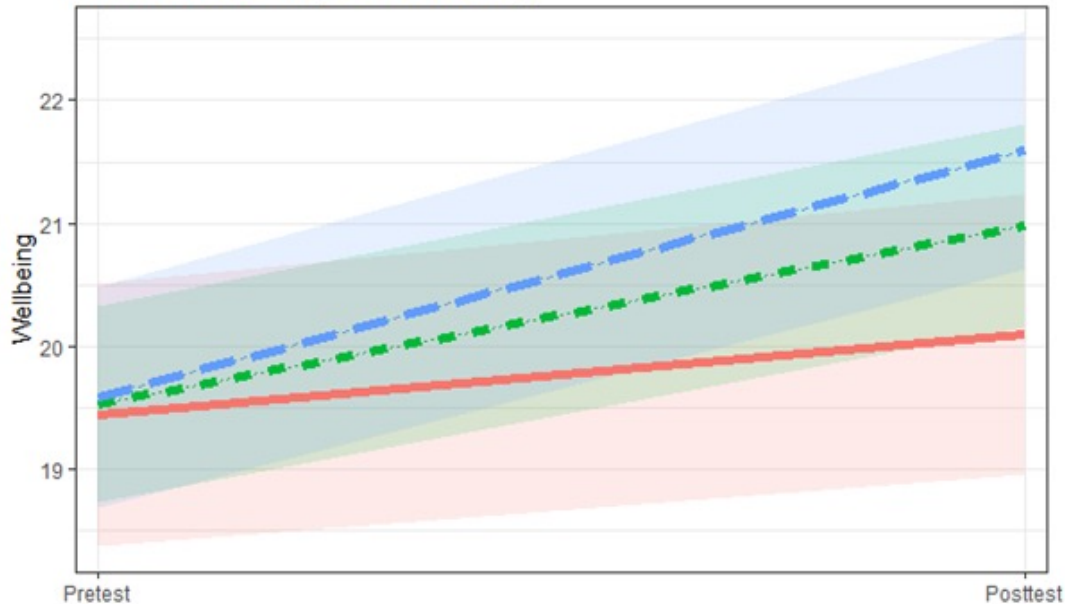
Pre to Post Change in Parental Connection



Differed from Control?		
13 lessons	Yes	p = .001
9 lessons	No	p = .058
Differed 13 vs 9?		Yes

Secondary Outcomes (Wellbeing)

Pre to Post Changes in Wellbeing



Differed from Control?		
13 lessons	Yes	p = .005
9 lessons	No	p = .069
Differed 13 vs 9?		No

Interpretation, Implications, and Discussion

Main Take-aways

- Primary outcomes
 - Made a positive difference
 - Condensed vs. 13-lesson
- Secondary outcomes
 - More certainty about 13-lesson version
 - 9-lesson version
 - Differ from control? Maybe, maybe not
 - Differ from 13-lesson? Maybe, maybe not

Main

- Clear

- Some

- Cont

- Youth in services
- Control gains
- Additive effect of Love Notes



What to Implement?

- Priorities
- Goals
- Needs
- Constraints
- Audience Question 2
- Any old adaptation?

Limitations

- Untested Confounds
 - Facilitator quality
- Lack of sexual behavior outcomes
 - Cannot speak to 9-lesson format
- Single State
 - Other youth
- Quasi-experimental

**Thank
You**



UtahStateUniversity

Thank you for joining us today!

There is a brief survey after the end of this webinar.
Thank you for providing us feedback by completing this survey.

Webinar will be available in 3 days:

<http://www.dibbleinstitute.org/webinar-archives/>

Questions? RelationshipSkills@Dibbleinstitute.org

Second TUESDAY Webinar

TUESDAY, September 10, 2024

Lopsided Love: Asymmetrical Commitment in Romantic Relationships

Dr. Scott Stanley and Dr. Galena Rhoades
University of Denver