

Stakeholder Perceptions of Factors Predicting Successful Implementation of a Sexual Assault Prevention Program in Middle Schools

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INTRODUCTION

Sexual violence starts early in the lifespan¹ with adolescents experiencing the highest rates of sexual violence compared to other age groups².

Nearly 40% of middle school students report some form of sexual victimization over a 6-month period³

Most sexual assault prevention programs are designed for college audiences, with a limited number of programs targeting high school youth⁴

The Consolidated Framework for Implementation Research (CFIR)⁵ is a theoretical framework created with the purpose of having stakeholders identify, assess, and evaluate site-specific implementation determinants

CFIR consists of 39 constructs organized into five major domains, each designed to assess different aspects of effective implementation⁵

PRESENT STUDY

The purpose of the current study was to utilize the CFIR to assess and identify stakeholder perspectives relating to implementation factors (i.e., facilitators and barriers) relevant to the implementation of sexual assault prevention in middle schools.

Name of Code	# Times Discussed	Examples	Operationalization of the Theme†
Individual Identification with Organization	70	"I'm a guidance counselor and I have seventh and eighth graders."	A broad construct related to how individuals perceive the organization and their relationship and degree of commitment with that organization.
Knowledge & Beliefs About Intervention	137	"I think that you will meet some resistance and you probably will meet it right from the teachers, that's probably the root of some of the problem."	Individuals' attitudes toward and value placed on the intervention as well as familiarity with facts, truths, and principles related to the intervention.
Culture	155	"[Peer group is] very vital. A lot of children work hard to fit in ... They want to be popular ... they like the attention..."	Norms, values, and basic assumptions of a given organization.
Tension for Change	225	"I think on a day-to-day basis its more just inappropriateness, kids saying more inappropriate things that are really that I always get shocked by it."	The degree to which stakeholders perceive the current situation as intolerable or needing change.
Prior Efforts & Interventions	90	"We also have trained some of our students each year, we train a group of student to do peer mediation. And so if the problem isn't, we feel over their heads, we let the students work as a group and try to mediate the situation. And they're actually, they're pretty good at it."	Any sort of formal or informal programs/efforts to address sexual violence/bullying/or problem behaviors broadly in their schools.

METHOD

N = 10 stakeholder participants (principals, guidance counselors, teachers) from Rhode Island Middle schools participated in a 60-minute semi-structured interview

RESULTS & DISCUSSION

- *Table 1 presents most frequently discussed CFIR constructs and domains identified in interviews*
- Precursors to sexual violence were readily acknowledged by stakeholders as frequently occurring among their students (i.e., homophobic teasing, bullying)
- Relative priority of addressing issues related to sexual violence was low compared with other educational outcomes
- Stakeholders reported reluctance to address problematic behaviors occurring via technology or off school grounds
- School culture and values within school was a key factor for stakeholders in considering implementation and predicting the success of a program's outcomes