

THE LANCET

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Supplementary appendix 4

This appendix formed part of the original submission and has been peer reviewed. We post it as supplied by the authors.

Supplement to: McNaughton Reyes HL, Graham LM, Chen MS, et al. Adolescent dating violence prevention programmes: a global systematic review of evaluation studies. *Lancet Child Adolesc Health* 2020; published online Nov 19. [http://dx.doi.org/10.1016/S2352-4642\(20\)30276-5](http://dx.doi.org/10.1016/S2352-4642(20)30276-5).

Supplementary webappendix

This webappendix forms part of the original submission.

Supplement to: Reyes, H. L. M., Graham, L. M, Chen, M. S., Baron, D., Gibbs, A., Groves, A. K., Kajula, L., Bowler, S., & Maman, S. Adolescent Dating Violence Prevention Programs: A Global Systematic Review of Evaluation Studies. Submitted to *Lancet Child and Adolescent Health*.

Supplemental Table 1. Eligibility criteria for study inclusion and exclusion

Criterion	Included	Excluded
1. Types of research designs	<ul style="list-style-type: none"> Studies conducted an intent-to-treat analysis (i.e., all participants were included in the analysis sample, regardless of the extent of program exposure) of program impacts using one of the following study designs: <ol style="list-style-type: none"> <i>Randomized controlled trials</i>: Studies in which individual participants or groups (classes, schools, communities) were randomly assigned to control and treatment conditions; <i>Quasi-randomized controlled trials</i>: Studies where participants or groups are assigned to conditions non-randomly; or <i>Interrupted time-series (ITS) designs</i>: Studies with or without a control group where multiple observations are made before and after program implementation. Studies had a well-defined control group (i.e., wait-list control, treatment-as-usual, or alternative treatment) or multiple observation points before and after program implementation. 	<ul style="list-style-type: none"> Pre-post designs (that are not interrupted time-series) with no control group Observational studies including those examining etiological pathways to ADV Time-series studies without a control group that do not include at least three data points before and after program implementation
3. Types of programs	<ul style="list-style-type: none"> Programs or policies directly or indirectly aimed to prevent ADV victimization and/or perpetration as a primary or secondary outcome. 	<ul style="list-style-type: none"> Interventions that explicitly/exclusively targeted adolescents who have already experienced ADV victimization (e.g., survivor support groups) or were identified as ADV perpetrators (e.g., batterers groups)
4. Types of comparison groups	<ul style="list-style-type: none"> Studies had comparison groups that received no program, standard of care, or an alternative program that was not hypothesized to impact ADV. For multi-arm trials, we included comparisons between arms that received a prevention program that the arm that received the most minimal program dose (e.g., no program, standard-of-care). 	<ul style="list-style-type: none"> For multi-arm trials, we excluded comparisons between groups that each received different ADV programs because these studies aimed to examine relative benefits of one program to another rather than overall effectiveness.
4. Types of outcomes	<ul style="list-style-type: none"> Studies measured interventions' effects on at least one form of ADV victimization and/or perpetration. Forms of ADV victimization/perpetration assessed included: physical violence (e.g., hitting a partner); psychological or emotional violence (e.g., humiliating a partner), including cyber-abuse; and sexual violence (e.g., forced sex). Studies used outcome measures that explicitly assessed these behaviors in the context of a dating or romantic relationship, with the exception of sexual violence. Sexual violence measures may have encompassed acts perpetrated by or against family members, strangers, or dating partners. Outcome reports may have been from self-report, partner report, or other sources (e.g., teacher report, police reports). 	<ul style="list-style-type: none"> Studies that assessed impacts on physical or psychological violence outcomes where the measure did not state that the acts occurred in the context of a dating relationship
5. Study population	<ul style="list-style-type: none"> Study population of interest was adolescents aged 10–19 years old. Studies that included participants out of this age range must have either: (1) reported that the majority of the study population (>50%) was in the 10–19-year-old age range or (2) provided summary statistics for the age group of interest. 	<ul style="list-style-type: none"> Studies focused on college/university populations even if the majority of the study sample fell within the target age range, given that these programs typically are designed for young adults rather than adolescents
6. Language	<ul style="list-style-type: none"> Studies were published in English or Spanish. 	
7. Type of publications	<ul style="list-style-type: none"> Types of publications included in the review were: peer-reviewed journal articles, dissertations/theses, government reports, or NGO reports. 	<ul style="list-style-type: none"> Books/book chapters Systematic reviews and meta-analyses (those pertaining to ADV prevention were reviewed for relevant articles)
8. Year of publication	<ul style="list-style-type: none"> Studies were published or available in any year before January 1, 2020. 	

Search strategy for systematic review

Searches were run in June 2019 and January 2020 for literature published through 31 December 2019.

After consulting with a specialized research librarian, one team member (LMG) systematically searched the following 18 databases, websites, and repositories for pertinent peer-reviewed and grey literature: PsycINFO, PubMed, Web of Science, Cumulative Index to Nursing and Allied Health Literature (CINAHL) Plus with Full Text, Sociological Abstracts, Social Services Abstracts, Social Work Abstracts, ProQuest Education Database, ProQuest Dissertations & Theses Global, Open Grey, WorldCat, Centers for Disease Control and Prevention (CDC) Teen Dating Violence Resources: Publications, CDC Dating Matters Publications and Resources, World Health Organization Violence and Injury Prevention Violence Publications and Resources, National Institute of Justice Publication Abstracts, Robert Wood Johnson Foundation Program Evaluations, National Institutes of Health (NIH) Publications, and Sexual Violence Resource Initiative Primary Prevention Project.

For each search engine we used combinations of the following search terms: intimate partner violence, dating violence, dating abuse, sexual coercion, rape, sexual violence, sexual assault, gender-based violence, gender* violence, healthy relationship, adolescent*, youth, teen, school, intervention*, program, prevent*, promot*, and evaluat*. When possible, we filtered searches to limit the documents to those published in English or Spanish and those with human subjects. For example, in PsycINFO, we used the following search string with filters for English and Spanish publications only:

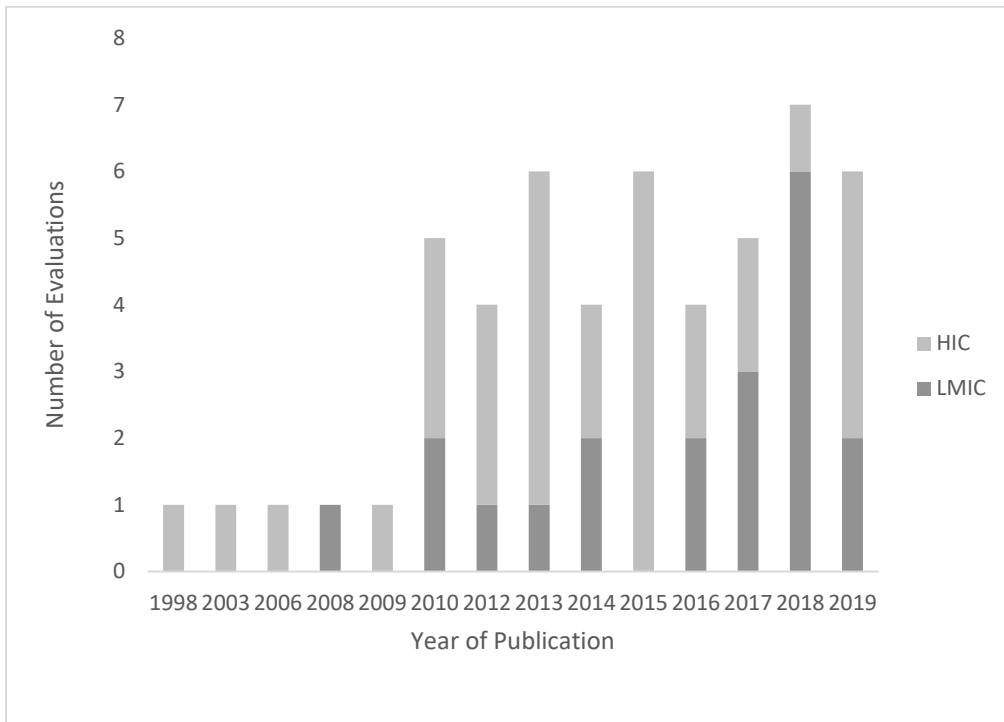
((intimate partner violence OR dating violence OR dating abuse OR sexual coercion OR rape OR sexual violence OR sexual assault OR gender-based violence OR gender violence OR healthy relationship) AND (adolescent* OR youth OR teen OR school) AND (intervention* OR program OR prevent* OR promot*) AND (evaluat*)).*

Supplemental Table 2. Program content coding scheme and examples

Activity description	Illustrative examples (not exhaustive list)
<ul style="list-style-type: none"> Education and training for participants focused on healthy relationship knowledge, attitudes, and skills enhancement 	<ul style="list-style-type: none"> Information-based sessions on dating violence statistics, causes and consequences, warning signs, healthy/unhealthy relationships Participatory learning approaches, including critical reflection, roleplays, debates, and dramas/plays Interactive activities to learn and practice social emotional skills, including communication and conflict resolution skills
<ul style="list-style-type: none"> Education, training, and skills enhancement to promote gender equitable attitudes and norms of participants, peers, and/or the broader community 	<ul style="list-style-type: none"> Adolescent sessions on cultural influences on gender roles and intimate relationship norms Awareness-building role plays with boys to promote positive masculinity and gender equality Participant group discussions focused on experiences of gender norms and transforming gender role stereotypes Awareness raising posters across schools addressing gender roles, stereotypes, and sexist language
<ul style="list-style-type: none"> Self-defense training and assertive resistance of girl participants to enhance their ability to respond to threatening sexual violence situations 	<ul style="list-style-type: none"> Skills-based training in verbal assertiveness, negotiation, and diffusion tactics Manual-based curriculum using empowerment, boundary setting, and physical self-protective strategies Virtual reality simulations of sexually threatening situations for girls to practice assertive resistance skills
<ul style="list-style-type: none"> Economic empowerment and/or vocational skills training of participants 	<ul style="list-style-type: none"> Vocational skills training on income-generating activities (e.g., small-scale enterprise, tailoring, computing) Conditional cash transfer contingent upon 80% school attendance for adolescent girls
<ul style="list-style-type: none"> Education, training, and skills enhancement of participant’s family members 	<ul style="list-style-type: none"> Joint activities for caregivers and teenage girls to promote caregiver engagement in preventing adolescent dating violence Effective parenting and communication skills classes
<ul style="list-style-type: none"> Training or programmatic activity intended to modify peer environment by promoting bystander intervention to prevent violence 	<ul style="list-style-type: none"> School-wide bystander intervention involving training of identified student leaders Activities aimed to diffuse non-violence norms through social networks
<ul style="list-style-type: none"> Education, training, and skills enhancement of teachers and/or school administrators (excludes training of program deliverers) 	<ul style="list-style-type: none"> Teacher, staff, and counselor trainings on topics including dating violence and its consequences, warning signs, legal rights, safety planning, and community resources Toolkit for school staff and administrators with activities to promote non-violent disciplinary practices and creating accountability
<ul style="list-style-type: none"> Modifications to the whole school environment, policies, or services (excludes activities targeted solely to study participants) 	<ul style="list-style-type: none"> School safety committees, typically comprised of students, staff, and parents Adoption of school-wide anti-bullying policy Hotspot mapping to identify unsafe areas within schools School policies, such as temporary school-based restraining orders
<ul style="list-style-type: none"> Education, training, and skills enhancement of general community beyond target population and individuals who engage directly with the participants 	<ul style="list-style-type: none"> Distribution of informational and/or behavior change materials on dating/sexual violence to community members Community service provider trainings on dating violence Community mobilization campaigns using reflective dialog sessions, posters, billboards, street drama, film screenings, and/or music concerts
<ul style="list-style-type: none"> Modifications to community environments or community services provided (to people beyond participants) 	<ul style="list-style-type: none"> Health and legal services for victims of violence offered within one-stop sexual and reproductive health service centers Victims of violence support group



Supplemental Figure 1. Geographical spread of evaluations of prevention program impacts on adolescent dating violence outcomes (N=52).



Supplemental Figure 2. Number of program evaluations meeting inclusion criteria by publication year (N=52).




Risk of bias assessment

For individual- and cluster-randomized controlled trials (RCTs), authors LMG and MC used the revised Cochrane Risk of Bias (RoB 2) Tool to assess for potential bias in reported program effects for violence outcomes arising from: (1) the randomization process, (2) deviations from intended interventions, (3) missing outcome data, (4) measurement of the outcome, (5) and selection of the reported result. Ratings were based solely on documents included in the review and documents referenced explicitly in included documents (e.g., registered clinical trial protocols) as these were the documents available to the study team. As such, it is likely that our team did not have complete study details to use in this quality assessment for all studies reviewed. Among the 24 studies judged high risk for biased findings overall, five were given this overall rating because of a high-risk rating in a single domain with only one additional area of some concern, suggesting that these studies were judged to be generally strong. Ten of these 24 studies had multiple domains rated as some concerns with no high-risk ratings in individual domains, showing that while no domains were judged to be high-risk, there were multiple domains that caused some concerns for biased outcome effects. However, two of these 24 high-risk studies had multiple domains judged to pose high risk for bias, and three had at least one high-risk domain and three or more domains that presented some concerns for biased findings, presenting more substantial concern for potential bias. Among the 11 studies rated as some concerns overall, six were rated some concerns in a single category, meaning that they were nearly rated as low risk for bias overall. Only one study was rated as low risk for bias overall.

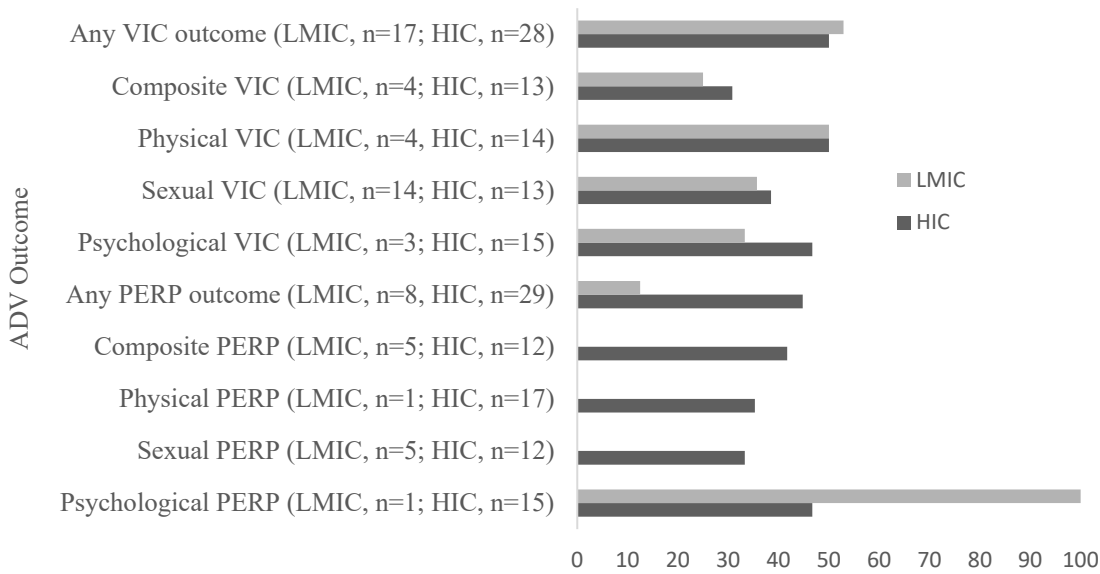
	Bias from randomization process	Bias from timing of participant identification	Bias from deviations from interventions	Bias from missing outcome data	Bias from outcome measurement	Bias from selective reporting	Overall
Program & References							
Families for Safe Dates Foshee et al. 2012	?	NA	?	?	?	+	-
Moms and Teens for Safe Dates Foshee et al. 2015, 2016	?	NA	+	+	?	+	?
JOVEN González-Guarda et al. 2015	+	NA	+	+	?	+	?
Building a Lasting Love Langhinrichsen-Rohling et al. 2012	?	NA	+	-	?	+	-
Swa-Koteka (HPTN 068) Kilburn et al. (2018); Pettifor et al. 2016	+	NA	?	+	-	+	-
My Voice My Choice Rowe 2015	+	NA	+	+	?	+	?
Youth Relationship Project Wolfe 2003	-	NA	+	+	?	+	-
IMPower (for girls) and 50:50 (for boys) Baiocchi et al. 2016	+	+	-	?	?	?	-
Empowerment and Livelihood for Adolescents (ELA) Bandiera et al. 2012, 2018	?	+	?	+	?	+	-
Fourth R Cissner et al. 2014	?	+	+	?	?	+	-
GreenDot Coker et al. 2017	?	+	-	?	?	?	-
IMPower Decker et al. 2018	?	+	?	+	?	+	-
The Good School Toolkit Devries et al. 2017	?	+	+	+	-	+	-
Bringing in the Bystander (High school) Edwards et al. 2019	-	-	?	+	?	+	-
Second Step (SS-SSTP) Espelage et al. 2013, 2015	+	+	+	+	?	+	?
Safe Dates Foshee et al. 1998, 2000, 2004, 2005	?	+	+	+	+	+	?
Ending Violence Jaycox et al. 2006	?	+	-	+	?	+	-
Stepping Stones Jewkes et al. 2006, 2008	-	?	?	+	-	+	-
Skhoko Jewkes et al. 2019	+	+	?	+	-	?	-

Katie Brown Educational Program Joppa et al. 2016	?	+	+	?	?	?	-
Teen Choices Levesque et al. 2016	?	+	?	?	?	+	-
PREPARE programme Mathews et al. 2016	+	?	+	+	-	+	-
Coaching Boys into Men Miller et al. 2012, 2013	?	-	+	+	?	+	-
SHARP Miller et al. 2015	+	+	+	?	?	+	?
PREVIO Muñoz-Rivas et al. 2019	?	?	?	?	?	+	-
SAFE Naved et al. 2018	?	?	-	?	?	+	-
Dating Matters Niolon et al. 2019	+	+	?	+	?	?	-
It's Your Game...Keep It Real Peskin et al. 2014	+	+	?	+	?	+	?
Me & You Peskin et al. 2019	?	+	+	+	?	+	?
Expect Respect: Preventing Teen Dating Violence Roberts 2010	?	?	?	?	+	+	-
Dat-E Adolescence; Sánchez-Jiménez et al. 2018; Muñoz-Fernández et al. 2019	+	-	+	+	?	+	-
SEHER Shinde 2018	+	+	+	+	+	+	+
COMPASS Stark 2018	+	+	?	+	+	+	?
Shifting Boundaries Taylor 2011, 2013, 2015	?	+	+	+	?	+	?
Law and Justice Curriculum Taylor 2008, 2010a,b	?	+	+	+	?	?	-
Fourth R Wolfe 2009	+	+	?	+	+	+	?

Supplemental Figure 3. Risk of bias in the 36 individual and cluster randomized controlled trials using the revised Cochrane Risk of Bias Tool.

-  Low risk of bias
-  Some concerns of bias
-  High risk of bias

NA=not applicable



Supplemental Figure 4. Proportion of evaluations in high-income countries (HIC) and low- and middle-income (LMIC) countries demonstrating a positive impact by ADV outcome type.

ADV=Adolescent dating violence. VIC=Victimization. PERP=Perpetration. To determine impact for each outcome type, studies were classified as having a positive ($p < .05$) or non-positive impact, collapsing across time-points and study sample subgroups. Impacts by outcome type are not mutually exclusive; many evaluations included outcome measures in more than one category. Any VIC and Any PERP collapse impacts across all measures of ADV victimization and ADV perpetration, respectively. Denominators are shown in the bar labels and denote the number of LMIC and HIC evaluations measuring that outcome type.

Supplemental Table 3. Summary of study design and findings included in the systematic review (alphabetical by author last name) (N=52)

Program	Program description	Evaluation design	ADV outcome impacts*	Study notes[†]
IM Power (Girls) & 50:50 (Boys) Baiocchi et al. 2016 LMIC Nairobi, Kenya	<i>Program components:</i> Single-sex, 6-session curriculum <ul style="list-style-type: none"> Girls focus on avoiding risky situations, boundary setting, verbal assertiveness, negotiation/diffusion tactics, and self- defense. Boys focus on gender equality and positive masculinities <i>Participants:</i> Primary school boys and girls in informal settlements	<i>Evaluation design</i> <ul style="list-style-type: none"> CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> 28 schools <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 1 year 	<i>VIC</i> <ul style="list-style-type: none"> Positive impacts for sexual VIC 	<ul style="list-style-type: none"> Outcomes only assessed among girls Sexual VIC outcome was forced sex since program exposure not specific to dating partners
Empowerment and Livelihood for Adolescents Bandiera et al. 2018 LMIC Uganda	<i>Program components:</i> <ul style="list-style-type: none"> Adolescent development clubs that meet five times a week after school on: <ul style="list-style-type: none"> Life skills training, including sexual and reproductive health, gender-based violence, negotiation, and conflict resolution skills; Vocational skills training, including courses on income-generating activities and small enterprises Recreational activities <i>Participants:</i> Adolescent girls aged 14–20 years	<i>Evaluation design</i> <ul style="list-style-type: none"> CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> 150 communities <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> No. of FUP: 2 Time to last FUP: 4 years 	<i>VIC</i> <ul style="list-style-type: none"> Positive impact for sexual VIC at last FUP 	<ul style="list-style-type: none"> Sexual VIC outcome was forced sex, not specific to dating partners
4thR-Bronx Cissner et al. 2014 HIC New York, USA	<i>Program components:</i> <ul style="list-style-type: none"> 26-session classroom curricula on relationship knowledge and skills, healthy sexuality, and substance use Emphasis on peer pressure and making informed choices <i>Participants:</i> Middle school boys and girls in the Bronx	<i>Evaluation design</i> <ul style="list-style-type: none"> CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> 10 schools <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> No. of FUP: 2 Time to last FUP: 21 months 	<i>VIC</i> <ul style="list-style-type: none"> Null impacts for composite VIC <i>PERP</i> <ul style="list-style-type: none"> Null impacts for composite PERP 	<ul style="list-style-type: none"> Outcome analyses among those reporting dating at FUP Composite VIC and PERP measures include psychological, physical, and sexual violence in past three months, specific to dating partners

				<ul style="list-style-type: none"> • Interactions examined with sex and baseline ADV
Green Dot Coker et al. 2017 HIC Kentucky, USA	<i>Program components:</i> <ul style="list-style-type: none"> • School-wide bystander intervention involving training of identified student leaders and presentations • Aimed to diffuse non-violence norms through social networks. <i>Participants:</i> High school boys and girls	<i>Evaluation design</i> <ul style="list-style-type: none"> • CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> • 26 schools <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> • No. of FUP: 4 • Time to last FUP: 4 years 	<i>VIC</i> <ul style="list-style-type: none"> • Positive impacts for sexual VIC at FUP 3; psychological VIC at FUP 3; physical VIC at FUP 3 & 4 • In sex stratified analysis: Positive impacts on sexual VIC for males & females at FUP 3; impact for females only at FUP 4 <i>PERP</i> <ul style="list-style-type: none"> • Positive impacts for sexual PERP at FUP 3 & 4; psychological PERP at FUP 3; physical PERP at FUP 3 & 4 • In sex stratified analysis: Positive impacts on sexual PERP for females, 	<ul style="list-style-type: none"> • Sexual VIC and PERP not specific to dating partners • Condition x time interactions were examined, and analyses were stratified by participant sex

				but not males, at FUP 3 & 4
Respect in Schools Everywhere	<i>Program components:</i>	<i>Evaluation design</i>	<i>VIC:</i>	
Connolly et al. 2015	<ul style="list-style-type: none"> 2-session school-based program led by local high schoolers who designed their own aggression prevention presentations 	<ul style="list-style-type: none"> Controlled QES 	<ul style="list-style-type: none"> Null impacts for composite VIC 	<ul style="list-style-type: none"> Control group was exposed to community-member led aggression prevention program
HIC Canada	<i>Participants:</i> Middle school boys and girls	<i>Analytic sample size</i>		<ul style="list-style-type: none"> Outcome analyses restricted to those reporting currently dating at baseline and FUP
		<i>Follow-up (FUP)</i>		<ul style="list-style-type: none"> Composite measure includes psychological and physical violence in current relationship
		<ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 8 months 		<ul style="list-style-type: none"> Interactions with sex and race/ethnicity examined
IMPower	<i>Program components:</i>	<i>Evaluation design</i>	<i>VIC</i>	
Decker et al. 2018	<ul style="list-style-type: none"> 6-session curriculum adapted from No Means No Worldwide onA avoiding risky situations, boundary setting, verbal assertiveness, negotiation/diffusion tactics and self-defense 	<ul style="list-style-type: none"> CRCT 	<ul style="list-style-type: none"> Positive impacts for sexual VIC 	<ul style="list-style-type: none"> Sexual VIC outcome not specific to dating partners
LMIC Malawi	<i>Participants:</i> Primary and secondary school girls in three high need districts	<i>Analytic sample size</i>		
		<i>Follow-up (FUP)</i>		
		<ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 10.5 months 		
Good Schools Toolkit	<i>Program components:</i>	<i>Evaluation design</i>	<i>VIC</i>	
Devries et al. 2017	<ul style="list-style-type: none"> Whole school intervention implemented in six steps that includes over 60 activities for staff, students, and administrators on improving physical and learning environment and using non-violent methods of discipline 	<ul style="list-style-type: none"> CRCT 	<ul style="list-style-type: none"> Null impacts for sexual VIC 	<ul style="list-style-type: none"> Sexual VIC outcome excluded acts by school staff, not specific to dating partners
LMIC Luwero, Uganda	<i>Participants:</i> Primary school boys and girls	<i>Analytic sample size</i>		<ul style="list-style-type: none"> Sexual VIC by school staff assessed but data not extracted
		<ul style="list-style-type: none"> 42 schools 		

			<i>Follow-up (FUP)</i> <ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 2 years 	<ul style="list-style-type: none"> Sex-stratified analyses presented
Bringing in the Bystander-High School Edwards et al. 2019 HIC New England, USA	<i>Program components:</i> <ul style="list-style-type: none"> 7-session bystander intervention for students on how to intervene to prevent relationship abuse and support victims 1 bystander workshop for school personnel <i>Participants:</i> High school boys and girls	<i>Evaluation design</i> <ul style="list-style-type: none"> CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> 25 schools <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> No. of FUP: 3 Time to last FUP: 14 months 	<i>VIC</i> <ul style="list-style-type: none"> Null impacts for composite VIC across all FUPs <i>PERP</i> <ul style="list-style-type: none"> Null impacts for composite PERP across all FUPs 	<ul style="list-style-type: none"> Composite measure includes sexual assault and physical violence specific to dating partners
Second Step: Student Success Through Prevention Espelage et al. 2013, 2015 HIC Illinois and Kansas, USA	<i>Program components:</i> <ul style="list-style-type: none"> 28-session curriculum sessions on: <ul style="list-style-type: none"> Empathy and emotional regulation Communication and assertiveness skills Problem solving skills Anti-bullying attitudes/norms Positive bystander intervention <i>Participants:</i> Middle school boys and girls in grades 6 and 7	<i>Evaluation design</i> <ul style="list-style-type: none"> CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> 36 schools <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> No. of FUP: 2 Time to last FUP: 20 months 	<i>VIC</i> <ul style="list-style-type: none"> Null impact for sexual VIC <i>PERP</i> <ul style="list-style-type: none"> Positive impact for sexual PERP In stratified analyses, sexual PERP impacts held only for participants in Illinois 	<ul style="list-style-type: none"> The control group was offered the <i>P3: Stories of Us — Bullying</i> program. Sexual VIC and PERP outcomes not specific to dating partners Interactions with state of implementation examined
Safe Dates Foshee et al. 1998, 2000, 2004, 2005 HIC North Carolina, USA	<i>Program components:</i> <ul style="list-style-type: none"> 10-session curriculum sessions on: <ul style="list-style-type: none"> Dating violence norms Gender stereotyping Relationship skills Help-seeking School-level activities included a student theatre production and poster contest 	<i>Evaluation design</i> <ul style="list-style-type: none"> CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> 14 schools <i>Follow-up (FUP)</i>	<i>VIC</i> <ul style="list-style-type: none"> Across all FUP positive impacts for moderate physical VIC Marginal positive 	<ul style="list-style-type: none"> The control group received the same community-level activities but not the school-level activities or curriculum Sexual VIC and PERP outcomes not specific to dating partners

	<ul style="list-style-type: none"> Community activities conducted in both intervention and control communities included training for service providers and victim support groups <p><i>Participants:</i> Middle school boys and girls</p>	<ul style="list-style-type: none"> No. of FUP: 5 Time to last FUP: 4.5 years 	<ul style="list-style-type: none"> impact for sexual VIC Null impacts for psychological VIC <p><i>PERP</i></p> <ul style="list-style-type: none"> Across all FUP, positive impacts for psychological PERP, moderate physical PERP, and sexual PERP Positive impact on severe physical PERP only among those reporting moderate to low levels of severe physical PERP at baseline 	<ul style="list-style-type: none"> Interactions with sex, race/ethnicity, and baseline ADV examined
<p>Families for Safe Dates</p> <p>Foshee et al. 2012</p> <p>HIC USA National</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> Family-based program with 6 booklets parents and teens complete together Activities target parent-teen communication, emotion regulation, relationship skills, violence norms, and parental monitoring <p><i>Participants:</i> National sample of caregivers and teens aged 12-15 years</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> RCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 324 families <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 6 months 	<p><i>VIC</i></p> <ul style="list-style-type: none"> Positive impacts for physical VIC Null impacts for psychological VIC <p><i>PERP</i></p> <ul style="list-style-type: none"> Marginal positive impact for 	<ul style="list-style-type: none"> Outcome analyses restricted to those who reported dating by FUP For physical VIC and PERP, outcome analyses further restricted to those who reported no involvement at baseline Interactions with sex examined

				psychological PERP
				<ul style="list-style-type: none"> Null impacts for physical PERP
Moms and Teens for Safe Dates	<i>Program components:</i>	<i>Evaluation design</i>	<i>VIC</i>	<ul style="list-style-type: none"> Sexual VIC and PERP specific to dating partners Outcome analyses tested a priori moderators including mother's psychological health, adolescent exposure to dating violence, adolescent sex, and adolescent race/ethnicity
Foshee et al. 2015, 2016	<ul style="list-style-type: none"> Family-based program for mothers and their teens who have been exposed to domestic violence that was adapted from Families for Safe Dates Adaptations included addition of content targeting gender role attitudes and more emphasis on anger management and recognizing and preventing psychological abuse 	<ul style="list-style-type: none"> RCT 	<ul style="list-style-type: none"> Positive impacts for psychological VIC and physical VIC for teens with higher, but not lower, exposure to domestic violence Null impacts for sexual VIC and cyber VIC 	
HIC 17 states, USA	<i>Participants:</i> Mothers who had been in an abusive relationship and their teen girls ages 12-15 years who had been exposed to domestic abuse	<i>Analytic sample size</i>		
		<ul style="list-style-type: none"> 295 families 		
		<i>Follow-up (FUP)</i>		
		<ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 9 months 		
			<i>PERP</i>	<ul style="list-style-type: none"> Positive impacts for psychological PERP and cyber PERP for teens with higher, but not lower, exposure to domestic violence Null impacts for sexual PERP and physical PERP
JOVEN	<i>Program components:</i>	<i>Evaluation design</i>	<i>VIC</i>	<ul style="list-style-type: none"> Composite VIC and PERP measures include sexual and physical violence specific to dating partners
Gonzalez-Guarda et al. 2015	<ul style="list-style-type: none"> 10-session program in total Six sessions for Latino youth on: <ul style="list-style-type: none"> Gender and relationship norms 	<ul style="list-style-type: none"> RCT 	<ul style="list-style-type: none"> Null impacts for composite VIC and psychological 	

<p>HIC Miami, Florida, USA</p>	<ul style="list-style-type: none"> Relationship skills, assertiveness Sexual risk behaviors Legal rights and services Two parent sessions on parent monitoring and parent communication Two sessions for school personnel on positive mentoring <p><i>Participants:</i> Latino high school students aged 13–16 years</p>	<p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 82 students <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> No. of FUP: 3 Time to last FUP: 15 months 	<p>VIC</p> <p><i>PERP</i></p> <ul style="list-style-type: none"> Null impacts for composite VIC and psychological PERP 	<ul style="list-style-type: none"> Sex-stratified analyses presented
<p>Ending Violence</p> <p>Jaycox et al. 2006</p> <p>HIC Los Angeles, California, USA</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> 3-class session program on dating violence knowledge, attitudes, legal rights, and safety planning <p><i>Participants:</i> High school students, predominantly Latinx (92%)</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 40 school tracts <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> No. of FUP: 2 Time to last FUP: 6 months 	<p>VIC</p> <ul style="list-style-type: none"> Null impacts for composite VIC <p><i>PERP</i></p> <ul style="list-style-type: none"> Null impacts for composite PERP 	<ul style="list-style-type: none"> Composite VIC and PERP measures include psychological, physical, and sexual violence specific to dating partners Interactions with sex examined
<p>Stepping Stones</p> <p>Jewkes et al. 2006, 2008</p> <p>LMIC Eastern Cape, South Africa</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> 13-session program on communication, assertiveness, gender-based violence, sexual risk taking, and coping with grief and loss <p><i>Participants:</i> Women ages 15–26</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 70 villages <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> No. of FUP: 2 Time to last FUP: 24 months 	<p>VIC</p> <ul style="list-style-type: none"> Null impacts for composite VIC <p><i>PERP</i></p> <ul style="list-style-type: none"> Marginal positive impact for composite PERP 	<ul style="list-style-type: none"> VIC outcomes assessed among girls, and PERP outcomes assessed among boys Composite outcomes coded as having experienced/perpetrated \geq one incident of physical or sexual partner violence Rape PERP and VIC outcomes exclude acts by intimate partners and were not extracted
<p>Skhoko-schools</p> <p>Jewkes et al.</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> Multicomponent intervention: 	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> CRCT 	<p>VIC</p> <ul style="list-style-type: none"> Null impacts for any VIC 	<ul style="list-style-type: none"> Comparison group: No intervention control

<p>2019</p> <p>LMIC</p> <p>Eastern Cape, South Africa</p>	<ul style="list-style-type: none"> • Teacher guide and workbook on national compulsory "life orientation" (LO) lessons (topics on sexuality, relationship and communication skills, substance use, human rights, and careers) • Training for LO teachers and staff on positive discipline • Voluntary school clubs during break time (topics including coping, relationship skills, and safety) <p><i>Participants:</i> Grade 8 students</p>	<p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 16 schools <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 3 • Time to last FUP: 18 months 	<p>and severe VIC</p> <p><i>PERP</i></p> <ul style="list-style-type: none"> • Null impacts for any PERP and severe PERP 	<ul style="list-style-type: none"> • PERP outcomes measured among boys; VIC outcomes measured among girls • Any VIC/PERP measures include emotional, sexual, and physical violence specific to dating partners • Severe VIC/PERP measures include physical and sexual violence specific to dating partners • Rape VIC/PERP outcomes exclude acts by intimate partners and were not extracted • Analyses restricted to daters
<p>Skhoko-schools & families</p> <p>Jewkes et al. 2019</p> <p>LMIC</p> <p>Tshwane, South Africa</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • Includes all components of the Skhoko schools program described above plus: <ul style="list-style-type: none"> • 4 workshops for caregivers and youth (separate groups) on positive parenting (caregivers), adolescent risk behaviors (caregivers), gender roles and norms (teens), communication skills and relationships (caregivers and teens), and friendships, stress, and coping (teens) <p><i>Participants:</i> Grade 8 students</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 16 schools <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 3 • Time to last FUP: 18 months 	<p><i>VIC</i></p> <ul style="list-style-type: none"> • Null impacts for composite VIC, severe VIC, and non-partner rape VIC <p><i>PERP</i></p> <ul style="list-style-type: none"> • Null impacts for composite PERP, severe PERP, and non-partner rape PERP 	<ul style="list-style-type: none"> • Comparison group: No intervention control • PERP outcomes measured among boys; • VIC outcomes measured among girls • Any VIC/PERP measures include emotional, sexual, and physical violence specific to dating partners • Severe VIC/PERP measures include physical and sexual violence specific to dating partners • Rape VIC/PERP outcomes exclude acts by intimate partners and were not extracted

				<ul style="list-style-type: none"> Analyses restricted to daters
Katie Brown Educational Program Joppa et al. 2016 HIC New England, USA	<i>Program components:</i> <ul style="list-style-type: none"> 5-session program on dating violence knowledge and attitudes, self-efficacy, and relationship skills <i>Participants:</i> High school students in 10 th grade, boys and girls aged 14–19 years	<i>Evaluation design</i> <ul style="list-style-type: none"> CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> 24 classrooms <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> No. of FUP: 2 Time to last FUP: 3 months 	<i>VIC</i> <ul style="list-style-type: none"> Positive impacts for composite VIC and psychological VIC Null impacts for physical VIC <i>PERP</i> <ul style="list-style-type: none"> Positive impacts for composite PERP and psychological PERP Null impacts for physical PERP 	<ul style="list-style-type: none"> Composite VIC and PERP outcomes included physical and psychological forms of dating abuse Analyses restricted to daters at baseline and FUP Interactions with sex and race examined
Building a Lasting Love Langhinrichsen-Rohling et al. 2012 HIC Southern USA	<i>Program components:</i> <ul style="list-style-type: none"> 4-session program for pregnant adolescents on relationship skills, emotion regulation, coping skills, and safety planning <i>Participants:</i> Predominantly African American (93%) pregnant adolescents living in inner cities	<i>Evaluation design</i> <ul style="list-style-type: none"> RCT <i>Analytic sample size</i> <ul style="list-style-type: none"> 52 individuals <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 3 months 	<i>VIC</i> <ul style="list-style-type: none"> Marginal positive impacts for severe physical VIC Null impacts for psychological VIC and mild physical VIC <i>PERP</i> <ul style="list-style-type: none"> Marginal positive impacts for psychological PERP 	<ul style="list-style-type: none"> Outcomes were acts experienced from or perpetrated by the "baby's father"

				<ul style="list-style-type: none"> • Null impacts for mild and severe physical PERP
Teen Choices Levesque et al. 2016 HIC Rhode Island, USA	<i>Program components:</i> <ul style="list-style-type: none"> • Computer-delivered prevention program on healthy relationship skills including communication, conflict resolution, and decision-making skills • Participants who screened positive for dating abuse VIC and fear are provided with safety seeking behavior content <i>Participants:</i> High school youth exposed to dating violence who dated during the study period	<i>Evaluation design</i> <ul style="list-style-type: none"> • CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> • 20 high schools <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> • No. of FUP: 2 • Time to last FUP: 12 months 	<i>VIC</i> <ul style="list-style-type: none"> • Positive impact for composite VIC and psychological VIC • Impacts were stronger for participants with history of that type of violence <i>PERP</i> <ul style="list-style-type: none"> • Positive impact for composite PERP and psychological PERP. • For composite PERP, impact was stronger for participants with history of perpetration 	<ul style="list-style-type: none"> • Control group offered obesity prevention program. • Schools in both conditions offered standard ADV program, and those that did not have an existing program were provided with <i>Choose Respect</i> materials and <i>Love is Not Abuse</i> curriculum • Composite violence outcomes included physical and sexual violence specific to dating partners • Interactions with race, grade-level, stage of change, and baseline violence examined
PREPARE Mathews et al. 2016 LMIC Western Cape, South Africa	<i>Program components:</i> <ul style="list-style-type: none"> • Multi-component program including: <ul style="list-style-type: none"> • 21-session after-school program on knowledge and skills on gender roles, relationships, sexual decision-making, dating violence, legal rights, safety planning, and help seeking • After school SRH service • School-safety training and photovoice program to identify unsafe school areas 	<i>Evaluation design</i> <ul style="list-style-type: none"> • CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> • 41 schools <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> • No. of FUP: 2 	<i>VIC</i> <ul style="list-style-type: none"> • Positive impacts for composite VIC <i>PERP</i> <ul style="list-style-type: none"> • Null impacts for composite PERP 	<ul style="list-style-type: none"> • Composite violence outcomes included psychological, physical, and sexual forms of violence specific to dating partners

	<i>Participants:</i> High school students in grade 8; boys and girls with average age of 13	<ul style="list-style-type: none"> Time to last FUP: 1 year 		
Coaching Boys into Men	<p><i>Program components:</i></p> <ul style="list-style-type: none"> 11-session program of brief coach-led discussions guided by "training cards" Focus on increasing awareness of abusive behavior and bystander intervention in peer abuse PERP <p><i>Participants:</i> Male high school athletes</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 16 schools <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> No. of FUP: 2 Time to last FUP: 1 year 	<p><i>PERP</i></p> <ul style="list-style-type: none"> Positive impact for composite PERP 	<ul style="list-style-type: none"> Composite violence outcomes included psychological, physical, and sexual dating violence
Miller et al. 2012, 2013				
HIC Sacramento, California, USA				
Parivartan	<p><i>Program components:</i></p> <ul style="list-style-type: none"> Adaptation of Coaching Boys into Men (described above) for implementing by cricket coaches in India Adaptations included more intensive training for coaches, more content on gender equity, and lengthier discussions <p><i>Participants:</i> Male cricket players in India</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> Controlled QES <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 46 schools <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 1 year 	<p><i>PERP</i></p> <ul style="list-style-type: none"> Null impacts for sexual PERP 	<ul style="list-style-type: none"> Sexual PERP outcome not specific to dating partners
Miller et al. 2014				
LMIC Mumbai, India				
Start Strong	<p><i>Program components:</i></p> <ul style="list-style-type: none"> Multicomponent program including: <ul style="list-style-type: none"> Safe Dates (described above) Engaging key influencers (parents/ teachers/ mentors) to help teens understand healthy relationships Social marketing of healthy relationships messages School policies on sexual harassment and bullying 	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> Controlled QES <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 8 schools <p><i>Follow-up (FUP)</i></p>	<p><i>VIC</i></p> <ul style="list-style-type: none"> Null impacts for psychological VIC, physical VIC, and electronic VIC <p><i>PERP</i></p>	
Miller et al. 2015				
HIC USA				

	<p><i>Participants:</i> 7th grade middle school students, boys and girls aged 11-14 years in mid-sized and large urban areas</p>	<ul style="list-style-type: none"> • No. of FUP: 3 • Time to last FUP: 21 months 	<ul style="list-style-type: none"> • Null impacts for psychological PERP, physical PERP, and electronic PERP 	
<p>SHARP</p> <p>Miller et al. 2015</p> <p>HIC</p> <p>Northern California, USA</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • School health center provider-delivered program including provision of a brochure with all adolescent patients that reviews relationship abuse and how to help a friend • Warm referrals provided to resources if dating violence is disclosed • School-wide outreach events organized by health centers to provide dating violence information and encourage school health service utilization <p><i>Participants:</i> Adolescent boys and girls aged 14–19 years who sought care for any reason at participating school health centers</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 7 school health centers <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 1 • Time to last FUP: 3 months 	<p><i>VIC</i></p> <ul style="list-style-type: none"> • Positive impact for composite VIC • Positive impact for cyber dating abuse VIC among those who reported baseline abuse but not among those who were not abused at baseline 	<ul style="list-style-type: none"> • Composite violence outcomes included physical and sexual forms of violence specific to dating partners
<p>PREVIO</p> <p>Munoz-Rivas 2019</p> <p>HIC</p> <p>Madrid, Spain</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • Eight sessions organized into four modules that address knowledge/awareness of dating violence, dating violence myths, interpersonal skills development, and strategies for leveraging personal and social resources to confront violence <p><i>Participants:</i> Adolescent boys and girls ages 14-17 attending public secondary schools and in the third and fourth year of required secondary education.</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 841 <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 1 • Time to last FUP: 2 months 	<p><i>PERP</i></p> <ul style="list-style-type: none"> • Null impacts for verbal PERP and physical PERP among boys and girls 	<ul style="list-style-type: none"> • The authors found a significant pre-post difference for verbal aggression among girls in the treatment group but not the control group, suggesting a program impact for this outcome among girls. However, the group x time interaction was not significant for this analysis and thus we

				interpret the effect as null.
				<ul style="list-style-type: none"> Sex-stratified analyses presented
SAFE-male and female groups	<i>Program components:</i>	<i>Evaluation design</i>	<i>VIC</i>	
Naved et al. 2018	<ul style="list-style-type: none"> Multi-component intervention: <ul style="list-style-type: none"> 13 group sessions conducted separately for men and women on GBV, healthy relationship skills, SRH, and community resources Community mobilization training sessions with community leaders Health and legal services provision 	<ul style="list-style-type: none"> CRCT 	<ul style="list-style-type: none"> Positive impacts for physical VIC among girls ages 15–19 Null impacts for emotional VIC, sexual VIC, and economic VIC among women ages 15–19 	<ul style="list-style-type: none"> Outcomes assessed among girls only Community mobilization training and health and legal services also provided in control group condition Sexual VIC outcome specific to dating partners
LMIC Dhaka, Bangladesh	<i>Participants:</i> Married and unmarried females ages 10–29; males ages 18–35	<i>Analytic sample size</i>		
		<ul style="list-style-type: none"> 1,752 women 		
		<i>Follow-up (FUP)</i>		
		<ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 24 months 		
SAFE-female groups only	<i>Program components:</i>	<i>Evaluation design</i>	<i>VIC</i>	
Naved et al. 2018	<ul style="list-style-type: none"> Described above. Only women in this condition received the group sessions. 	<ul style="list-style-type: none"> CRCT 	<ul style="list-style-type: none"> Null impacts for emotional VIC, sexual VIC, physical VIC, and economic VIC among women ages 15–19 	<ul style="list-style-type: none"> Community mobilization training and health and legal services also provided in control group condition Sexual VIC outcome specific to dating partners
LMIC Dhaka, Bangladesh	<i>Participants:</i> Married and unmarried females aged 10–29	<i>Analytic sample size</i>		
		<ul style="list-style-type: none"> 1,804 women 		
		<i>Follow-up (FUP)</i>		
		<ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 24 months 		
Dating Matters	<i>Program components:</i>	<i>Evaluation design</i>	<i>VIC</i>	
Niolon et al. 2019	<ul style="list-style-type: none"> Multicomponent program that includes: <ul style="list-style-type: none"> 23-session classroom curriculum on healthy relationship skills Youth-delivered communications program to support healthy relationships messages 18-session parent program designed to reduce sexual risk and promote positive parenting and parent-child communication 	<ul style="list-style-type: none"> CRCT 	<ul style="list-style-type: none"> Positive impact for composite VIC across all FUPs and subgroups 	<ul style="list-style-type: none"> Control group implemented <i>Safe Dates</i> but not other intervention components Composite VIC/PERP includes psychological, physical, and sexual dating violence
HIC Urban cities, USA		<i>Analytic sample size</i>		
		<ul style="list-style-type: none"> 46 schools 		
		<i>Follow-up (FUP)</i>	<i>PERP</i>	
		<ul style="list-style-type: none"> No. of FUP: 5 		

	<ul style="list-style-type: none"> • Online educators' training on DV knowledge and resources • Capacity and readiness tools for local health departments to support teen DV prevention and policy work <p><i>Participants:</i> Middle school students in grades 6- 8; boys and girls</p>	<ul style="list-style-type: none"> • Time to last FUP: 2.5 years 	<ul style="list-style-type: none"> • Positive impact for composite PERP across all FUPs and subgroups except among boys in one cohort at last FUP (8th grade) 	<ul style="list-style-type: none"> • Analyses conducted separately for boys and girls and for two assessment cohorts
<p>El Joven Noble</p> <p>Oscós-Sánchez et al. 2013</p> <p>HIC Texas, USA</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • 18-session culturally tailored character development program on non-violent healthy relationship norms <p><i>Participants:</i> Predominantly Latino (90%) high-risk middle and high school students in a disciplinary alternative education program</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • Controlled QES <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 223 students <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 2 • Time to last FUP: 9 months 	<p><i>PERP</i></p> <ul style="list-style-type: none"> • Negative (iatrogenic) impacts for physical PERP • Those in the control group condition (i.e., Teen Medical Academy) reported less physical PERP than those in El Joven Noble 	<ul style="list-style-type: none"> • The control group received a different intervention, the Teen Medical Academy

<p>It's Your Game... Keep it Real (YIG-KIR)</p> <p>Peskin et al. 2014</p> <p>HIC Southeast Texas, USA</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • 24-session program on healthy relationship education and skills training (e.g., assertiveness, communication, refusal) • 6 parent-child homework activities on communication, expectations, and rule-setting <p><i>Participants:</i> 7th and 8th grade students in an urban school district</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 10 schools <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 1 • Time to last FUP: 2 years 	<p><i>VIC</i></p> <ul style="list-style-type: none"> • Positive impacts for physical VIC and emotional VIC • In race/ ethnicity stratified analyses, among African Americans, only positive impact was for physical VIC and among Hispanics, only positive impact was for emotional VIC <p><i>PERP</i></p> <ul style="list-style-type: none"> • Positive impacts for emotional PERP • In sex-stratified analyses, impacts for emotional PERP for boys, but not girls • Among Hispanics, only positive impacts were for emotional PERP • Null impact for physical PERP 	<ul style="list-style-type: none"> • Analyses restricted to those who reported dating in the past year at FUP • Stratified analyses by sex and by race/ethnicity presented
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Me & You	<i>Program components:</i>	<i>Evaluation design</i>	<i>VIC</i>	<ul style="list-style-type: none"> • Composite violence outcomes included threatening, cyber, psychological, physical or psychological forms of dating violence • Sexual VIC/PERP outcomes are partner-specific
Peskin et al. 2019 HIC Southeast Texas, USA	<ul style="list-style-type: none"> • Adaptation of IYG-KIR (above) to a 13-session program focused exclusively on promoting healthy relationships • Modifications included explicitly addressing different forms of violence, having a gender-neutral focus, and focusing on communication and emotion-regulation skills • 3 parent-child take-home activities, and 2 newsletters for parents • Teach training and school newsletter <p><i>Participants:</i> 6th grade students in an urban school district</p>	<ul style="list-style-type: none"> • CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 10 schools <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 2 • Time to last FUP: 12 months 	<ul style="list-style-type: none"> • Positive impacts for sexual VIC and threatening VIC in total sample but not dater-only sample • Null impacts for composite VIC, physical VIC, psychological VIC, and cyber VIC 	<p><i>PERP</i></p> <ul style="list-style-type: none"> • Positive impacts for composite PERP, physical PERP, and threatening PERP • Positive impacts for psychological PERP in total sample but not in dater-only sample • Null impacts for cyber PERP and sexual PERP

<p>Swa-Koteka (HPTN 068)</p> <p>Pettifor et al. 2016; Killburn et al. 2018</p> <p>LMIC Mpumalanga, South Africa</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • Conditional cash transfer program in which girls and their families received cash every month (~\$10 USD for participant girls and ~\$20 USD for participant's families) if they attended school at least 80% of school days per month <p><i>Participants:</i> HIV-negative school-going girls in grades 8–11</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • RCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 2,328 girls <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 3 • Time to last FUP: 36 months 	<p><i>VIC</i></p> <ul style="list-style-type: none"> • Positive impact for moderate and severe physical VIC • Null impact on forced sex by a partner
<p>Engaging Boys & Men in Gender Transformation-Community Engagement</p> <p>Pulerwitz et al. 2015</p> <p>LMIC Addis Abba, Ethiopia</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • Community engagement activities to promote equitable gender norms and HIV/violence prevention including informational materials, awareness raising events, community workshops, and condom distribution <p><i>Participants:</i> Young men aged 15–24 years</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • Controlled QES <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 410 young men <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 1 • Time to last FUP: 6 months 	<p><i>PERP</i></p> <ul style="list-style-type: none"> • Marginal impact for composite PERP <ul style="list-style-type: none"> • Comparison group was no intervention control • Composite PERP included physical, sexual, and psychological partner abuse

Engaging Boys & Men in Gender Transformation-Community Engagement and Group Education	<i>Program components:</i> <ul style="list-style-type: none"> • Same as above with additional interactive group education activities including role plays, group discussions, and personal reflection 	<i>Evaluation design</i> <ul style="list-style-type: none"> • Controlled QES 	<i>PERP</i> <ul style="list-style-type: none"> • Null impact for composite PERP 	<ul style="list-style-type: none"> • Comparison group was no intervention control • Composite PERP included physical, sexual, and psychological partner abuse • No p-value reported for between group comparison; thus, null impact is assumed
Pulerwitz et al. 2015	<i>Participants:</i> Young men aged 15–24 years	<i>Analytic sample size</i> <ul style="list-style-type: none"> • 394 young men 	<i>Follow-up (FUP)</i> <ul style="list-style-type: none"> • No. of FUP: 1 • Time to last FUP: 6 months 	
LMIC Addis Abba, Ethiopia				
Dat-E Adolescence	<i>Program components:</i> <ul style="list-style-type: none"> • 7-session program on relationship beliefs and attitudes, emotion regulation, and relationship skills • Sessions included researcher-delivered and online materials • Participants themselves led the last two sessions 	<i>Evaluation design</i> <ul style="list-style-type: none"> • CRCT 	<i>VIC</i> <ul style="list-style-type: none"> • Positive impacts for severe physical VIC and sexual VIC • Null impacts for moderate physical VIC 	<ul style="list-style-type: none"> • Sexual VIC/PERP outcomes are partner-specific
Muñoz-Fernandez et al. 2019	<i>Participants:</i> High school students	<i>Analytic sample size</i> <ul style="list-style-type: none"> • 7 schools 	<i>Follow-up (FUP)</i> <ul style="list-style-type: none"> • No. of FUP: 2 • Time to last FUP: 12 months 	<i>PERP</i> <ul style="list-style-type: none"> • Positive impacts for severe physical PERP and sexual PERP • Null impacts for moderate physical PERP
HIC Spain				

Expect Respect Support Groups	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • 25-session support group program • Separate groups for boys and girls • Sessions focused on healthy relationship knowledge and skills, gender equitable and non-violent norms, consent, emotion regulation, and advocacy <p><i>Participants:</i> High-risk violence-exposed youth ages 11–17 years, boys and girls</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • Controlled QES <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 1330 students <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 2 • Time to last FUP: 1 year 	<p><i>VIC</i></p> <ul style="list-style-type: none"> • Null impacts for psychological VIC, physical VIC, and sexual VIC <p><i>PERP</i></p> <ul style="list-style-type: none"> • Null impacts for psychological PERP, physical PERP, and sexual PERP 	<ul style="list-style-type: none"> • Sexual VIC/PERP outcomes are partner-specific • Analyses were sex-stratified
Expect Respect: Preventing Teen Dating Violence	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • 5-session program on knowledge and attitudes toward DV and healthy relationships <p><i>Participants:</i> High school students</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 24 classes <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 2 • Time to last FUP: 1 month 	<p><i>VIC</i></p> <ul style="list-style-type: none"> • Null impacts for composite VIC <p><i>PERP</i></p> <ul style="list-style-type: none"> • Null impacts for composite PERP 	<ul style="list-style-type: none"> • Analyses restricted to those who reported dating at FUP • Composite outcomes included psychological, physical, and sexual dating violence
My Voice, My Choice	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • 1-session program focused on assertive resistance skills in sexually threatening situations using group training and virtual reality simulations with facilitator feedback <p><i>Participants:</i> Girls from an all-girls urban public high school</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • RCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 78 girls <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 3 • Time to last FUP: 3 months 	<p><i>VIC</i></p> <ul style="list-style-type: none"> • Positive impact for sexual VIC 	<ul style="list-style-type: none"> • Sexual VIC outcome not specific to dating partners • Interactions with baseline victimization examined

No Means No Worldwide (Adapted)	<p><i>Program components:</i></p> <ul style="list-style-type: none"> Adapted from original No Means No program described below (Sinclair) Adaptations not described in article 	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> Controlled QES 	<p><i>VIC</i></p> <ul style="list-style-type: none"> Positive impact for sexual VIC 	<ul style="list-style-type: none"> Sexual VIC outcome not specific to dating partners
<p>Sarnquist et al. 2014</p> <p>LMIC Nairobi, Kenya</p>	<p><i>Participants:</i> High school girls ages 13–20 years</p>	<p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 1876 girls <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 12 months 		
SEHER-lay health advisor delivered	<p><i>Program components:</i></p> <ul style="list-style-type: none"> Multicomponent school-wide activities to improve school climate, including: <ul style="list-style-type: none"> School health promotion committee School-level and peer group awareness raising activities Suggestion box on school climate Anti-bullying and substance use policies Workshops on effective study skills Teacher training on supportive disciplinary practices Counseling for students with behavioral, nutritional, social, or academic difficulties 	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 50 schools <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 8 months 	<p><i>VIC</i></p> <ul style="list-style-type: none"> Null impact for sexual VIC 	<ul style="list-style-type: none"> Control group received 16 hours of classroom sessions on healthy relationships, gender and sexuality, HIV/STI prevention, and substance use Sexual VIC outcome not specific to dating partners
<p>Shinde et al. 2018</p> <p>LMIC Bihar, India</p>	<p><i>Participants:</i> Grade 9 students ages 13–14 years, girls and boys</p>			
SEHER-teacher delivered	<p><i>Program components:</i></p> <ul style="list-style-type: none"> Same activities as described above (Seher-lay health advisor delivered), but activities were completed by teachers rather than lay health advisors 	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 50 schools <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> No. of FUP: 1 	<p><i>VIC</i></p> <ul style="list-style-type: none"> Null impact for sexual VIC 	<ul style="list-style-type: none"> Control group received 16 hours of classroom sessions on healthy relationships, gender and sexuality, HIV/STI prevention, and substance use Sexual VIC outcome not specific to dating partners
<p>Shinde et al. 2018</p> <p>LMIC Bihar, India</p>	<p><i>Participants:</i> Grade 9 students ages 13–14 years, girls and boys</p>			

			<ul style="list-style-type: none"> • Time to last FUP: 8 months 	
<p>No Means No Worldwide</p> <p>Sinclair et al. 2013</p> <p>LMIC Nairobi, Kenya</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • 10-session program on recognizing risky situations, assertiveness, self-defense skills, and help-seeking/disclosure <p><i>Participants:</i> High school girls ages 14–21 years</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • Controlled QES <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 489 girls <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 1 • Time to last FUP: 10 months 	<p><i>VIC</i></p> <ul style="list-style-type: none"> • Positive impact for sexual VIC • In analysis by perpetrator type, significant impacts on sexual VIC perpetrated by a "boyfriend" 	<ul style="list-style-type: none"> • Sexual VIC outcome not specific to dating partners • Exploratory analysis examined impacts by perpetrator type
<p>True Love</p> <p>Sosa-Rubi et al. 2017</p> <p>LMIC Mexico City, Mexico</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> • Multi-component program including: <ul style="list-style-type: none"> • School-level staff workshop to raise awareness of DV and identify strategies to foster a non-violent school atmosphere • 16-session classroom curriculum on DV knowledge, gender and violence norms, sexual rights, and coping and relationship skills <p><i>Participants:</i> High school students, boys and girls with mean age of 16.5 years</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> • Controlled QES <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> • 885 students <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> • No. of FUP: 1 • Time to last FUP: 8.5 months 	<p><i>VIC</i></p> <ul style="list-style-type: none"> • Positive impacts for psychological VIC among males but not females • Null impacts for physical VIC and sexual VIC among males and females <p><i>PERP</i></p> <ul style="list-style-type: none"> • Positive impact for psychological PERP among 	<ul style="list-style-type: none"> • Control group received school climate activities • Unclear if analyses were intention-to-treat; table indicates that only those who participated in at least one classroom session were included in analysis • Sexual VIC/PERP outcomes are partner-specific • Sex-stratified analyses are presented

				<p>males but not females</p> <ul style="list-style-type: none"> Null impacts for: physical PERP and sexual PERP among males and females
<p>Creating Opportunities through Mentorship, Parental Involvement, and Safe Spaces (COMPASS)</p> <p>Stark et al. 2018</p> <p>LMIC</p> <p>Ethiopian refugee camps</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> Multi-component intervention: <ul style="list-style-type: none"> 30-session group intervention on communication skills, friendship building, and awareness of gender-based violence 8 discussion groups for caregivers on communication skills, supporting adolescents, and understanding violence <p><i>Participants:</i> Adolescent Sudanese and South Sudanese girl refugees ages 13–19 years</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 62 camps <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> No. of FUP: 1 Time to last FUP: 1 year 	<p><i>VIC</i></p> <ul style="list-style-type: none"> Null impacts for sexual VIC 	<ul style="list-style-type: none"> Sexual VIC/PERP outcomes not partner-specific
<p>Interaction Based Curriculum</p> <p>Taylor et al. 2010a,b</p> <p>HIC</p> <p>Cleveland, Ohio, USA</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> 5-session curriculum on setting and communicating boundaries in relationships, formation of deliberate relationships, determination of wanted/unwanted behaviors, and the role of the bystander as intervener <p><i>Participants:</i> Middle school students, girls and boys</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> CRCT <p><i>Analytic sample size</i></p> <ul style="list-style-type: none"> 94 classrooms <p><i>Follow-up (FUP)</i></p> <ul style="list-style-type: none"> No. of FUP: 2 Time to last FUP: 6 months 	<p><i>VIC</i></p> <ul style="list-style-type: none"> Null impacts for composite VIC, sexual VIC, and physical VIC <p><i>PERP</i></p> <ul style="list-style-type: none"> Null impact for sexual PERP Negative impacts for composite PERP and physical PERP 	<ul style="list-style-type: none"> Comparison group is no intervention Sexual VIC/PERP outcomes are partner-specific Sexual violence by peers was assessed but excluded dating partners; thus data for this outcome were not extracted Sex differences in impacts assessed
<p>Law and Justice Curriculum</p> <p>Taylor et al. 2010a, 2010b</p> <p>HIC</p>	<p><i>Program components:</i></p> <ul style="list-style-type: none"> 5-session curriculum on laws around sexual assault and harassment and consequences for perpetrators of GBV <p><i>Participants:</i> Middle school students, girls and boys</p>	<p><i>Evaluation design</i></p> <ul style="list-style-type: none"> CRCT <p><i>Analytic sample size</i></p>	<p><i>VIC</i></p> <ul style="list-style-type: none"> Null impacts for composite VIC, sexual VIC and physical VIC 	<ul style="list-style-type: none"> Comparison group is no intervention Sexual VIC/PERP outcomes are partner-specific

Cleveland, Ohio, USA		<ul style="list-style-type: none"> • 94 classrooms 	<i>PERP</i> <ul style="list-style-type: none"> • Null impact for physical PERP • Negative (iatrogenic) impacts for composite PERP and sexual PERP 	<ul style="list-style-type: none"> • Sexual violence by peers was assessed but excluded dating partners; thus data for this outcome were not extracted • Sex differences examined
Shifting Boundaries-Classroom Only Taylor et al. 2012, 2015, 2017 HIC New York, New York, USA	<i>Program components:</i> <ul style="list-style-type: none"> • 6-session curriculum on sexual health and DV laws, consequences of DV PERP, communicating relationship boundaries, and bystander intervention <i>Participants:</i> Middle school students, girls and boys	<i>Evaluation design</i> <ul style="list-style-type: none"> • CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> • 15 classrooms <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> • No. of FUP: 2 • Time to last FUP: 8 months 	<i>VIC</i> <ul style="list-style-type: none"> • Null impacts for sexual VIC <i>PERP</i> <ul style="list-style-type: none"> • Null impacts for sexual PERP 	<ul style="list-style-type: none"> • Comparison group is no intervention • Sexual VIC/PERP outcomes are partner-specific • Sexual violence by peers was assessed but excluded dating partners; thus data for this outcome were not extracted • Sex differences examined
Shifting Boundaries- Building Only Taylor et al. 2012, 2015, 2017 HIC New York, New York, USA	<i>Program components:</i> <ul style="list-style-type: none"> • 3 school-wide activities were included: <ul style="list-style-type: none"> • Temporary building-based restraining orders for dealing with student disputes • Posters in school buildings to increase awareness and reporting to school personnel • Hot mapping exercises to identify unsafe areas in schools <i>Participants:</i> Middle school students, girls and boys	<i>Evaluation design</i> <ul style="list-style-type: none"> • CRCT <i>Analytic sample size</i> <ul style="list-style-type: none"> • 17 classrooms <i>Follow-up (FUP)</i> <ul style="list-style-type: none"> • No. of FUP: 2 • Time to last FUP: 8 months 	<i>VIC</i> <ul style="list-style-type: none"> • Positive impact for sexual VIC <i>PERP</i> <ul style="list-style-type: none"> • Null impact for sexual PERP 	<ul style="list-style-type: none"> • Comparison group is no intervention • Sexual VIC/PERP outcomes are partner-specific • Sexual violence by peers assessed but excluded dating partners thus data for this outcome were not extracted • Sex differences examined
Shifting Boundaries-Classroom and Building Taylor et al. 2012, 2015, 2017	<i>Program components:</i> <ul style="list-style-type: none"> • Included both the classroom and building components described above <i>Participants:</i> Middle school students, girls and boys	<i>Evaluation design</i> <ul style="list-style-type: none"> • CRCT <i>Analytic sample size</i>	<i>VIC</i> <ul style="list-style-type: none"> • Null impacts for sexual VIC <i>PERP</i>	<ul style="list-style-type: none"> • Comparison group is no intervention • Sexual VIC/PERP outcomes are partner-specific

HIC New York, New York, USA		<ul style="list-style-type: none"> • 16 classrooms 	<ul style="list-style-type: none"> • Null impacts for sexual PERP 	<ul style="list-style-type: none"> • Sexual violence by peers was assessed but excluded dating partners, and thus data for this outcome were not extracted
Youth Relationships Project	<i>Program components:</i>	<i>Evaluation design</i>	<i>VIC</i>	
Wolfe et al. 2003	<ul style="list-style-type: none"> • 18-session curriculum on nonviolent communication and problem-solving skills, awareness of abusive behavior, relationship norms, help-seeking skills, and awareness of community resources • Youth engaged in fund-raising or community awareness projects that benefited community agencies 	<ul style="list-style-type: none"> • RCT 	<ul style="list-style-type: none"> • Positive impacts for physical VIC and psychological VIC 	<ul style="list-style-type: none"> • Sex differences examined
HIC Ontario, Canada	<i>Participants:</i> Adolescent boys and girls aged 14–16 years with a history of child maltreatment	<i>Analytic sample size</i>	<i>PERP</i>	
		<ul style="list-style-type: none"> • 158 adolescents 	<ul style="list-style-type: none"> • Positive impacts for physical PERP • Null impact for psychological PERP 	
Fourth R	<i>Program components:</i>	<i>Evaluation design</i>	<i>PERP</i>	
Wolfe et al. 2009	<ul style="list-style-type: none"> • 21-session curriculum addressing: <ul style="list-style-type: none"> • Safety and injury prevention • Substance use • Healthy relationships, growth, and sexuality • Safer relationship decision-making, including assertiveness, negotiation, and communication skills • School-level components included teacher training on healthy relationships, parent information, and student-led safe school committees 	<ul style="list-style-type: none"> • CRCT 	<ul style="list-style-type: none"> • Positive impacts for physical PERP among males but no impacts for females 	<ul style="list-style-type: none"> • Teachers in control schools expected to teach 21 lessons that cover the same topics as those covered in intervention schools but without training or structured curriculum • Sex differences examined
HIC Ontario, Canada	<i>Participants:</i> High school students, boys and girls	<i>Analytic sample size</i>		
		<ul style="list-style-type: none"> • 20 schools 		
		<i>Follow-up (FUP)</i>		
		<ul style="list-style-type: none"> • No. of FUP: 1 • Time to last FUP: 2.5 years 		

DV=dating violence; GBV=gender-based violence; SRH=sexual and reproductive health; RCT=randomized control trial; CRCT=cluster randomized control trial; QES=Quasi-experimental study; VIC=victimization; PERP=perpetration; FUP=follow-ups. *For studies with two follow-ups impacts at last FUP are described. For studies with three or more FUP we describe differences in impacts across FUP if they are reported. †Study notes describe: (1) comparison group program exposure if the comparison group was not standard of care and/or if multi-arm trial; (2) ADV outcome measurement details; (3) analytic sample details, if outcome assessment was restricted to a particular subgroup or if the study population is only girls or only boys; and (4) ADV effect modifiers examined. If effect modification was found, this is noted in the ADV outcome impacts column.