Correction to: Examining the effects of teen dating violence prevention programs: a systematic review and meta-analysis

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The original version of the article unfortunately contained mistakes. The table formatting of Tables 3 and 5 were incorrectly displayed in the PDF version of the article. The correct table formatting of these tables are given below.

The original article has been corrected.

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Table 3 Study and program characteristics and outcomes

Author (date)	Program name	Research design (Maryland Scale Rating)	Sample characteristics (mean age; gender distribution; ethnic composition)	Sample size and composition		Program delivery (setting; facilitator)
				Treatment group	Control group	
Adler-Baeder et al. (2007)	Love U2: Increasing Your Relationship Smarts (RS adapted)	2 ^a	Mean age 16.1; mixed female/male; mixed ethnicity	235 students from 9 classes across 9 schools	105 students from 9 classes across 9 schools ^b	Classroom; school teachers
Antle et al. (2011)	Love U2: Communication Smarts	2	Mixed female/male; predominant minority ^e	202 youth involved with a specialized program in public schools	N/A	Classroom; specialized Y.O.U. school staff
Avery-Leaf et al. (1997)	Not specified	5 ^d	Mean age 16.5; mixed female/male; Caucasian	102 students from 3 health classes	90 students from 3 health classes	Classroom; school health teachers
Ball et al. (2012)	Expect Respect	2	Mean age 14; mixed female/male; predominant minority	144 students who previously reported experiences of violence	N/A	Classroom; program facilitators
Banyard et al. (2019)	Reducing Sexism and Violence Program-Middle School Program (RSVP-MSP)	4 ^c	Mean age 12.5; male only ^f	211 students from 3 public schools	129 students from 1 public school	Classroom; program facilitators
Belknap et al. (2013)	Not specified	2	Mean age 13.4; mixed female/male; predominant minority	66 students from 3 middle schools	N/A	Small group; undergraduate students
Chamberland et al. (2014)	Session d'Ateliers Interactifs de Sensibilisation, d'Information et de Réflexion à la violence dans les relations amoureuses des adolescentes (SAISIR)	5	Mean age 14.7; mixed female/male ^f	484 students from 5 high schools	287 students from 4 high schools	Classroom; women's shelter staff

Table 3 (continued)

Author (date)	Program name	Research design (Maryland Scale Rating)	Sample characteristics (mean age; gender distribution; ethnic composition)	Sample size and composition		Program delivery (setting; facilitator)
				Treatment group	Control group	
Cisner and Hassoun Ayoub (2014)	Fourth R	5	Mean age 12; mixed female/ male; predominant minority	307 students from 24 classes across 10 schools	263 students from 23 classes across 10 schools	Classroom; teachers
Connolly et al. (2014)	Respect in Schools Everywhere (RISE)	5	Mean age 12.37; mixed female/male; predominant minority	209 students from 2 schools	300 students from 2 schools	Classroom; high school students and mental health workers
de Graaf et al. (2015)	Rock and Water	4	Mean age 15.2; male only; Caucasian	260 students from 4 schools	261 students from 4 schools	Classroom; phys ed. teachers
DeGannes (2009)	Project Awareness	2	Mean age 13.46; mixed female/male; predominant minority	57 middle school students	N/A	Classroom; certified rape crisis counselors
Edwards et al. (2019)	Bringing in the Bystander–High School Curriculum	5	Mean age 15.8; mixed female/male; Caucasian	1081 high school students from 11 schools	1322 high school students from 14 schools	Classroom; program facilitators
Gardner et al. (2004)	Connections: Relationships and Marriage	3	Mean age 16.5; mixed female/male; predominant minority	263 students from 6 classes	147 students from 6 classes	Classroom; teachers
Gonzalez-Guarda et al. (2015)	JOVEN/YOUTH (Juntos Opuestos a la Violencia Entre Novios/Together Against Dating Violence)	5	Mean age 14.34; mixed female/male; predominant minority	41 student/ parent dyads	41 student/parent dyads	Small group; program facilitators
Jaycox et al. (2006)	Ending Violence: A curriculum for educating teens on domestic violence and the law	5	Mean age 14.41; mixed female/male; predominant minority	1240 students from 55 classes	1057 students from 55 classes	Classroom; attorneys

Table 3 (continued)

Author (date)	Program name	Research design (Maryland Scale Rating)	Sample characteristics (mean age; gender distribution; ethnic composition)	Sample size and composition		Program delivery (setting; facilitator)
				Treatment group	Control group	
Joppa et al. (2016)	Katie Brown Educational Program	5	Mean age 15.85; mixed female/male; Caucasian	86 students from 11 classes	139 students from 13 classes	Classroom; program facilitators
Jouriles et al. (2019)	TakeCare	5	Mean age 15.7; mixed female/male; predominant minority	85 high school students	80 high school students	Small group; video facilitated by research staff
Levesque et al. (2016)	Teen Choices	5	Mean age 15; mixed female/male; Caucasian	1752 students from 10 schools	1690 students from 10 schools	Online; delivered online
Lowe et al. 2008)	Safe Relationships Program	2	Mean age 15.4; mixed female/male; mixed ethnicity	106 students participating in health class	N/A	Classroom; staff from involved agencies
MacGowan (1997)	Not specified	5	Mean age 12.6; mixed female/male; predominant minority	241 students from 8 classes	199 students from 7 classes	Classroom; teachers
McLeod et al. (2015)	The Chesterfield RELATE (Relationship Education Leading Adolescents towards Empowerment) program	2	Mean age 14.5; mixed female/male; predominant minority	279 high school students	N/A	Classroom; peer facilitators
Miller (1998)	Teen Dating Violence Intervention and Prevention	5	Mean age 12.8; mixed female/male; predominant minority	20 students with a history of violence	21 students with a history of violence	Small group counseling; counselors
Miller et al. (2012)	Coaching Boys into Men	5	Mean age 15.5; male only; predominant minority	1008 student athletes from 8 schools	998 student athletes from 8 schools	Small group; coaches
Miller et al. (2015)	SHARP	5	Mean age 15.5; mixed female/male; predominant minority	495 students from 4 schools	516 students from 3 schools	School health center; health center staff

Table 3 (continued)

Author (date)	Program name	Research design (Maryland Scale Rating)	Sample characteristics (mean age; gender distribution; ethnic composition)	Sample size and composition		Program delivery (setting; facilitator)
				Treatment group	Control group	
Munoz-Fernandez et al. (2019)	Dat-e Adolescence	5	Mean age 14.98; mixed female/male ^f	557 students from 4 high schools	866 students from 3 high schools	Classroom; researchers and peers
Peskin et al. (2014)	It's Your Game....Keep it Real	5	Mean age 13; mixed female/male; predominant minority	598 students from 5 schools	758 students from 5 schools	Classroom; program facilitators
Peskin et al. (2019)	Me & You: Building Healthy Relationships	5	Mean age 12.4; mixed female/male; predominant minority	192 students from 5 middle schools	151 students from 5 middle schools	Classroom and online; trained facilitators
Reidy et al. (2017)	Expect Respect Support Groups	4	Mean age 14.3; mixed female/male; predominant minority	901 students from 24 schools	777 students from 12 schools	Classroom; program facilitators
Rizzo and Houck (2019)	STRONG	5	Mean age 13; male only; Caucasian	59 parent-son pairs	60 parent-son pairs	Online; online
Rizzo et al. (2018)	Project Date Smart	5	Mean age 15.75; female only; predominant minority	59 adolescents with a history of dating violence	50 adolescents with a history of dating violence	Classroom; program facilitators
Sanchez-Cesareo (2002)	Project Youth	3	Mean age 14.6; mixed female/male; predominant minority	610 students from 2 high schools	227 students from 1 high school	Classroom; college student facilitators
Sanchez-Jimenez et al. (2018)	Dat-e Adolescence	5	Mean age 14.73; mixed female/male ^f	908 students from 3 high schools	856 students from 4 high schools	Classroom; researchers and peers
Sargent et al. (2017)	TakeCare	5	Mean age 15.27; mixed female/male; predominant minority	463 students from 29 classes	458 students from 28 classes	Classroom; school counselors

Table 3 (continued)

Author (date)	Program name	Research design (Maryland Scale Rating)	Sample characteristics (mean age; gender distribution; ethnic composition)	Sample size and composition		Program delivery (setting; facilitator)
				Treatment group	Control group	
Schramm and Gomez- Scott (2012)	Relationship Smarts Plus (RS+)	2	Mean age 15; mixed female/male; Caucasian	426 students from 22 classes	197 students from 22 classes ⁱ	Classroom; teachers
Silverman (1999)	Teen Dating Violence Prevention and Intervention	2	Mean age 14.8; mixed female/male; Caucasian	199 students from 2 schools	N/A	Classroom; school personnel
Southgate (2016)	Not specified	2	Mean age 14.4; female only; mixed ethnicity	30 adolescents	N/A	Small groups ^g
Wolfe et al. (2009)	Fourth R: Skills for Youth Relationships	5	Mean age 14.5; mixed female/male ^f	968 students from 10 schools	754 students from 10 schools	Classroom; teachers
Author (date)	Discussed gender roles	Included bystander training	Program length	Outcomes		Effect size (standard error)
Adler-Baeder et al. (2007)	No	No	15 h over 12 sessions	Attitudes		0.079 (0.143)
				Violence perpetration		0.271 (0.146)
				Knowledge		1.696 (0.113)
Antle et al. (2011)	Missing	Missing	8 h over 2 sessions	Attitudes		0.125 (0.076)
				Knowledge		0.914 (0.087)
Avery-Leaf et al. (1997)	Yes	Missing	5 h over 5 sessions	Attitudes		0.256 (0.290)
Ball et al. (2012)	Yes	Missing	22 h over 24 session	Violence victimization		0.032 (0.083)
				Violence perpetration		0.076 (0.119)
Banyard et al. (2019)	Yes	Yes	4 h over 4 sessions	Bystander behavior		-0.067 (0.287)
				Attitudes		0.352 (0.288)

Table 3 (continued)

Author (date)	Discussed gender roles	Included bystander training	Program length	Outcomes	Effect size (standard error)
Belknap et al. (2013)	No	No	1.5 h over 1 session	Attitudes	0.107 (0.081)
Chamberland et al. (2014)	Yes	No	5 h over 4 sessions	Attitudes	0.332 (0.140)
				Knowledge	0.395 (0.141)
Cisner and Hassoun Ayoub (2014)	Yes	Yes	26 h over 21 sessions	Violence victimization	-0.160 (0.200)
				Violence perpetration	-0.124 (0.170)
Connolly et al. (2014)	No	Missing	1.5 h over 2 sessions	Knowledge	0.257 (0.190)
				Violence victimization	0.655 (0.186)
				Attitudes	-0.039 (0.190)
de Graaf et al. (2015)	Missing	No	10 h over 10 sessions	Attitudes	0.467 (0.147)
				Violence perpetration	0.406 (0.174)
DeGames (2009)	No	No	8 h over 8 sessions	Attitudes	0.417 (0.208)
				Knowledge	0.403 (0.219)
Edwards et al. (2019)	No	Yes	5.5 h over 7 sessions	Violence perpetration	0.064 (0.130)
				Violence victimization	0.073 (0.108)
Gardner et al. (2004)	No	No	15 h over 15 sessions	Violence perpetration	0.174 (0.138)
				Knowledge	0.564 (0.142)
Gonzalez-Guarda et al. (2015)	Yes	Yes	6 h over 6 sessions	Violence perpetration	0.511 (0.272)
				Violence victimization	0.456 (0.296)
Jaycox et al. (2006)	No	No	3 h over 3 sessions	Knowledge	0.706 (0.073)
				Violence victimization	-0.020 (0.088)
				Attitudes	-0.030 (0.072)

Table 3 (continued)

Author (date)	Discussed gender roles	Included bystander training	Program length	Outcomes	Effect size (standard error)
Joppa et al. (2016)	Yes	No	5 h over 5 sessions	Attitudes	0.539 (0.184)
Journals et al. (2019)	No	Yes	0.5 h over 1 session	Knowledge	-0.377 (0.183)
Levesque et al. (2016)	No	No	1.5 h over 3 sessions	Bystander behavior	0.457 (0.158)
				Violence perpetration	0.475 (0.073)
				Violence victimization	0.419 (0.076)
Lowe et al. 2008)	No	No	4 h over 4 sessions	Attitudes	0.141 (0.074)
				Attitudes	0.062 (0.090)
MacGowan (1997)	No	Missing	5 h over 5 sessions	Knowledge	0.402 (0.116)
McLeod et al. (2015)	No	Yes	5 h over 5 sessions	Knowledge	0.030 (0.187)
				Attitudes	0.946 (0.159)
				Knowledge	1.125 (0.113)
Miller (1998)	Yes	No	10 h over 10 sessions	Attitudes	-0.041 (0.312)
Miller et al. (2012)	Missing	Yes	3.75 h over 11 sessions	Violence perpetration	0.102 (0.104)
				Attitudes	0.000 (0.094)
				Bystander behavior	0.182 (0.104)
Miller et al. (2015)	No	Yes	15 min over 1 session	Knowledge	0.059 (0.102)
				Bystander behavior	0.060 (0.159)
				Knowledge	0.135 (0.136)
Munoz-Fernandez et al. (2019)	No	Yes	7 h over 7 session	Violence perpetration	0.032 (0.208)
				Violence victimization	-0.091 (0.208)
Peskin et al. (2014)	No	No	24 h over 24 sessions	Violence victimization	0.288 (0.123)
				Violence perpetration	0.221 (0.121)

Table 3 (continued)

Author (date)	Discussed gender roles	Included bystander training	Program length	Outcomes	Effect size (standard error)
Peskin et al. (2019)	Yes	No	5.5 h over 13 sessions	Violence perpetration	0.172 (0.151)
Reidy et al. (2017)	Yes	No	25 h over 25 sessions	Violence victimization	0.086 (0.151)
				Violence perpetration	0.025 (0.067)
Rizzo and Houck (2019)	No	No	3 h over 4 sessions	Violence victimization	-0.059 (0.067)
				Attitudes	0.000 (0.192)
				Violence victimization	-0.301 (0.270)
Rizzo et al. (2018)	No	Missing	13 h over 6 sessions	Violence perpetration	0.011 (0.270)
Sanchez-Cesareo (2002)	Yes	No	4 h over 2 sessions	Attitudes	0.225 (0.193)
Sanchez-Jimenez et al. (2018)	No	Yes	7 h over 7 sessions	Knowledge	0.046 (0.220)
Sargent et al. (2017)	No	Yes	7 h over 7 sessions	Violence perpetration	-0.052 (0.069)
Schramm and Gomez- Scott (2012)	No	Missing	14 h over 14 sessions	Violence victimization	-0.022 (0.065)
				Bystander behavior	0.120 (0.104)
Silverman (1999)	Yes	No	3 h over 3 sessions	Knowledge	2.018 (0.090)
				Violence perpetration	0.251 (0.099)
				Knowledge	0.504 (0.066)
				Attitudes	0.313 (0.061)
Southgate (2016)	No	No	10 h over 10 sessions	Bystander behavior	0.016 (0.042)
Wolfe et al. (2009)	No	No	28 h over 21 sessions	Attitudes	-0.049 (0.112)
				Violence perpetration	0.131 (0.472)

^a Level 2. Temporal sequence between the program and the crime or risk outcome clearly observed, or the presence of a comparison group without demonstrated comparability to the treatment group (Sherman et al. 1998, p. 4)

^b Level 3. A comparison between two or more comparable units of analysis, one with and one without the program (Sherman et al. 1998, p. 4)

^c Level 4. Comparison between multiple units with and without the program, controlling for other factors, or using comparison units that evidence only minor differences (Sherman et al. 1998, p. 5)

^d Level 5. Random assignment and analysis of comparable units to program and comparison groups (Sherman et al. 1998, p. 5)

^e Mean age of sample not provided

^f Ethnic composition of sample not provided

^g Program facilitator not provided

^h Used a single-group pre-test–post-test design for the knowledge outcome and a comparison group for the attitudes and violence perpetration outcomes

ⁱ Used a single-group pre-test–post-test design for the knowledge outcome and a comparison group for the violence perpetration outcome

Table 5 Summary of subgroup analyses by outcome

	Outcome			
	Knowledge	Attitudes	Perpetration	Victimization
Program characteristics				
Gender roles				
No	$ES=.946, z=25.4^{***}$	$ES=.104, z=3.2^{**}$	$ES=.192, z=5.3^{***}$	$ES=.135, z=3.7^{***}$
Yes	$ES=.380, z=7.0^{***}$ $Q_B=122.2^{***}$	$ES=.323, z=6.3^{***}$ $Q_B=20.4^{***}$	$ES=.055, z=1.1$ $Q_B=7.2^{**}$	$ES=-.008, z=0.2$ $Q_B=5.8^*$
Bystander training				
No	N/A	N/A	$ES=.228, z=5.9^{***}$	$ES=.115, z=3.0^{**}$
Yes			$ES=.013, z=0.3$ $Q_B=13.6^{***}$	$ES=0.00, z=0.0$ $Q_B=13.2^{***}$
Program length				
<5 h	$ES=.452, z=13.4^{***}$	$ES=.166, z=5.8^{***}$	N/A	$ES=.245, z=4.6^{***}$
>5 h	$ES=1.33, z=26.9^{***}$ $Q_B=215.7^{***}$	$ES=.143, z=2.9^{**}$ $Q_B=0.2$		$ES=.013, z=0.4$ $Q_B=13.1^{***}$
Setting				
Middle school	N/A	$ES=.113, z=1.81$	N/A	$ES=.190, z=2.5^*$
High school		$ES=.175, z=6.07^{***}$ $Q_B=1.0$		$ES=.063, z=2.0^*$ $Q_B=2.4$
Study characteristics				
Sample size				
Less than 300	$ES=.694, z=19.0^{***}$	$ES=.205, z=6.8^{***}$	$ES=.207, z=3.1^*$	$ES=.124, z=1.8$
300 or more	$ES=.780, z=18.0^{***}$ $Q_B=2.3$	$ES=.069, z=1.6$ $Q_B=6.7^*$	$ES=.137, z=4.4^{***}$ $Q_B=0.9$	$ES=.074, z=2.3^*$ $Q_B=0.4$
Randomized design				
No	$ES=.957, z=27.3^{***}$	$ES=.209, z=6.5^{***}$	$ES=.136, z=3.1^{**}$	N/A
Yes	$ES=.342, z=7.5^{***}$ $Q_B=113.4^{***}$	$ES=.090, z=2.3^*$ $Q_B=5.6^*$	$ES=.159, z=4.4^{***}$ $Q_B=0.12$	
SGPP design				
Non-SGPP	$ES=.351, z=8.2^{***}$	$ES=.116, z=3.2^{***}$	N/A	N/A
SGPP	$ES=1.01, z=27.5^{***}$ $Q_B=136.0^{***}$	$ES=.200, z=5.9^{***}$ $Q_B=2.92$		
Publication year				
Prior to 2015	$ES=.774, z=25.6^{***}$	$ES=.134, z=4.6^{***}$	$ES=.156, z=3.4^{**}$	$ES=.047, z=0.9$
2015–2019	$ES=.476, z=6.5^{***}$ $Q_B=14.3^{***}$	$ES=.225, z=4.9^{***}$ $Q_B=2.8$	$ES=.145, z=4.1^{**}$ $Q_B=0.04$	$ES=.097, z=2.8^{**}$ $Q_B=0.7$
Time of post-test				
Immediate	$ES=.790, z=26.6^{***}$	$ES=.156, z=5.7^{***}$	$ES=.093, z=2.1^*$	$ES=.004, z=0.1$
1 month+	$ES=.285, z=3.5^{***}$ $Q_B=34.3^{***}$	$ES=.175, z=3.2^{**}$ $Q_B=0.1$	$ES=.190, z=5.2^{***}$ $Q_B=2.9$	$ES=.142, z=3.7^{***}$ $Q_B=5.7^*$
Sample ethnicity				
Caucasian/mixed	$ES=.963, z=22.4^{***}$	$ES=.192, z=5.5^{***}$	$ES=.328, z=6.9^{***}$	N/A
Predom minority	$ES=.574, z=15.2^{***}$ $Q_B=51.9^{***}$	$ES=.111, z=3.1^{**}$ $Q_B=4.7^*$	$ES=.091, z=2.2^*$ $Q_B=25.0^{***}$	

ES Effect size, *Q_B* *Q*-between group statistic, *N/A* moderator not examined

* $p < .05$, ** $p < .01$, *** $p < .001$