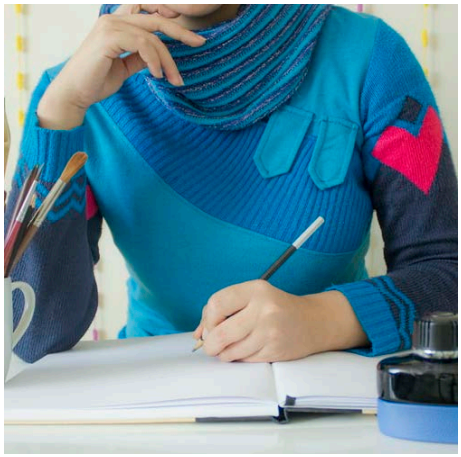
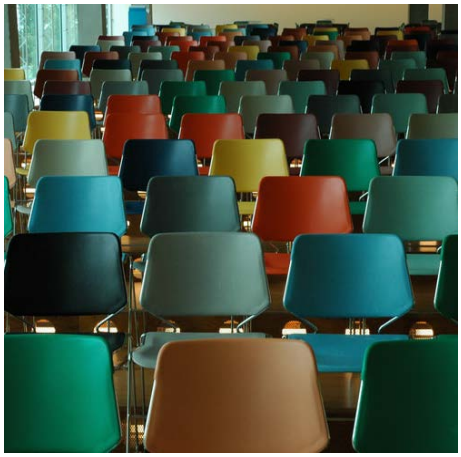
Youth-Informed Boosters

An Evidence-informed Practice Guide

Prepared by the Centre for Rural and Northern Health Research, Lakehead University, for the Youth Violence Prevention Project in Thunder Bay and District, Thunder Bay District Health Unit





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What is a Booster?

Boosters are an educational memory enhancement tool used to reinforce or expand upon content learned previously during health intervention programs. Boosters are used to maintain or regain initial program effects through the fortification of health and wellness concepts.

This document summarizes the results of a literature scan completed by the Centre for Rural and Northern Health Research (CRaNHR), Lakehead University in 2019-2020. This scan was conducted to help inform the development and evaluation of a youth-informed, *Fourth R* booster intervention, planned to be created by the Youth Violence Prevention Project in Thunder Bay and District. The goal was to identify evidence-informed practices for developing youth-led intervention/booster programs related to teen dating violence (TDV), sexual health and substance abuse. The focus of this report is largely on TDV prevention, however, the findings for youth-led programming and research are applicable across a range of disciplines. Literature was searched for using Google (grey literature) and the Scholar's Portal, Google Scholar, PsychINFO, ERIC and PubMed academic literature databases. A full list of search terms and results can be found in the Appendix of this report.

The literature scan sought to answer the following research questions:

1. Do booster sessions reinforce youth knowledge and influence youth attitudes?
2. What are recommended practices for developing effective boosters for youth?
3. What are recommended practices for involving youth in booster development?

This guide provides a review of existing literature on TDV prevention programs/boosters and youth engagement initiatives. It also includes recommendations for how to design, implement, and evaluate youth-informed boosters. This resource is best suited for community-based organizations developing programming or participatory research projects for youth.

This guide is organized in three parts:

1. A review of the literature on teen interventions and boosters
   (addressing Research Question 1)
2. A review of the literature on how to design a youth-informed booster
   (addressing Research Questions 2 and 3)
3. Practical suggestions for booster development
   (addressing Research Questions 2 and 3)

Part 1:

A review of the literature on teen interventions and boosters

Why are boosters suggested?

Few long-term assessments in TDV intervention field

Even though TDV intervention programs are commonly implemented in North American schools, and TDV has been measured and documented in the published literature since the 1980s, long-term assessments of prevention programs form a relatively small body of academic work (Jones, 1987).

Three systematic reviews on TDV prevention program efficacy have been published in the last fifteen years, and all have noted the apparent gap in long-term follow-up studies (Cornelius & Resegguie, 2007; Fellmeth et al., 2013; Ting, 2009). The first of these, by Cornelius and Resseguie (2007), found "very few" formalized assessments of violence prevention programs in schools, calling this an "obvious weakness" in the literature (Cornelius & Resseguie, 2007, p. 372). Furthermore, only two studies captured in the review incorporated a follow-up period of assessment post-test: Foshee's 2004 *Safe Dates* evaluation in a rural county in North Carolina (follow-up at 1 year and 4 years) and Jaffe's 1992 primary violence prevention intervention evaluation in London, Ontario (6-month follow-up).

Similarly, Ting's 2009 meta-analysis agreed that "longitudinal studies were few and difficult to be found" and underlined the need for long-term efficacy experiments to determine the lasting usefulness of TDV prevention programs. In the last ten years it would seem that the interest in long-term efficacy has increased slightly; with Wolfe and colleagues' (2009) *Fourth R* evaluation (2.5 years), Florsheim and associates' (2011) *Young Parenthood* program (1.5 years), and Niolon and colleagues' (2019) *Dating Matters* (>2 years). However, many studies still only conduct immediate post-test assessment with a maximum follow-up period of 12 months (Fellmeth et al., 2013).

Another sweep of TDV literature by Jennings and associates **(2016)** found less than half of the published articles on TDV interventions included a built-in post-test evaluation. As a result, "little evidence on the long-term effectiveness of [TDV] interventions" exists at this time (Fellmeth et al., 2013, p. 23).

Are program results sustained?

Immediate TDV post-test results show:

- A **moderate** effect on knowledge & attitude change
- A **minimal** reduction in perpetration & victimization

The few long-term studies we do have show that these immediate post-test positive effects are **not sustained at follow-up**; the exception is *Dating Matters* - Niolon and associates (2019) reported that students reported 8.43% lower TDV perpetration, 9.78% lower TDV victimization, and 5.52% lower use of negative conflict resolution strategies at >2 years than standard of care students.

Sufficient dosage

Research on longitudinal outcomes has a 20 year history. Weisz and Black's 2001 study was the first, and this pioneering work is quoted prolifically throughout the literature. Of particular focus is the principle of "sufficient dosage", which Nation et al. (2003) defines as:

> "[providing] enough intervention to produce the desired effects and [providing] follow-up as necessary to maintain effects." (p. 452)

They state: "In addition to initial exposure to the intervention, effective interventions generally include some type of follow- up or booster sessions to support durability of impact" (p. 452).

The fields of child psychopathology treatment and teen substance abuse prevention have evidence suggesting that boosters maintain intervention effects (Botvin et al 1990; Elder et al 1993; Tolan, 2014). Indeed, when TDV intervention programs begin to lose effectiveness with time, boosters are usually suggested (Dassen et al., 2018, Doumas et al., 2014; Espada et al., 2017; Foshee et al. 2004; Lundgren & Amin, 2015; Nation, 2003; Rohrback et al., 2015, Tingey et al., 2015, Wilkie et al., 2013).

Research on booster effectiveness

As program effects degrade over time, boosters are believed to maintain program effectiveness. However, boosters are rarely evaluated for effectiveness, and when they are, the evidence is mixed. For example, of the 11 studies located during this literature scan, 8 found boosters to be effective at maintaining or expanding program impact on at least some measures, and 3 were determined to be ineffective. Of particular interest was Foshee and associates' evaluation of a *Safe Dates* booster, which is spotlighted below.

A systematic review of school-based drug prevention programs by Cuijpers (2002) concluded that there is no convincing evidence that boosters increase program effects. Baggs and Spence (1990) found low frequency boosters seem to work for some behaviour change interventions like alcohol use and hair-pulling, but not in smoking, depression or obesity. This suggests effectiveness is complicated to measure and interpret (Tolan, 2014).

Spotlight: Foshee and Colleagues
Booster Effectiveness in Adolescent Dating Violence

This study evaluated the effectiveness of a newsletter booster mailed to adolescents who had completed the Safe Dates program. In addition to the newsletter, the teens also received personal contact from a health educator by telephone. **The booster did not improve the effectiveness of Safe Dates.** In fact, adolescents exposed to the booster reported significantly more psychological abuse perpetration and serious physical and sexual victimization at follow-up than those exposed only to Safe Dates. Importantly, this was only true when prior involvement in those forms of dating violence was high.

Why was this the case? It is possible that the booster prompted adolescents who were already being victimized to leave abusive relationships. Studies report that partner violence often escalates when victims try to leave. Boosters - because of their low intensity - may be inappropriate for the secondary prevention of dating violence, since leaving an abusive dating partner can be complicated and dangerous. Adolescents involved in abusive relationships may need additional support from their family, friends, and community agencies. Therefore, boosters that motivate victims to leave should be paired with additional supports to assist in achieving this outcome safely and successfully.

Foshee V. et al. (2004). Assessing the Long-term effects of the *Safe Dates* Program and a Booster in preventing and reducing adolescent dating violence victimization and perpetration. *American Journal of Public Health,* **94**, 619-624.

Research Question 1: Do boosters reinforce knowledge and influence attitudes?

The ability of booster sessions to reinforce knowledge or influence attitudes is linked to the effectiveness of the programs they are meant to boost; with interventions showing mixed results in the literature. In an evaluation of 12 TDV prevention programs, Foshee (2009) found that knowledge and attitudes about dating abuse were the most common measures addressed by intervention studies.

Results generally show that the strongest program impacts are on knowledge levels (statistically moderate effect) (Bell, Terzian, & Moore, 2012; Fellmeth, 2013; Maynard et al., 2012; Taylor, Stein, & Burden, 2010). There is also some evidence for attitudinal change (statistically small effect), which may or may not be sustained through time (Jaycox & McCaffray, 2006; Weisz & Black, 2001). Similarly, McLeod and associates (2015) found that dating violence prevention programs demonstrate the strongest outcomes in knowledge acquisition and positive attitudinal change (Antle et al., 2011; Ball et al., 2012; Fellmeth et al., 2013).

Despite all this work on intervention effects, there are no TDV studies specific to the effects of boosters on altering knowledge and attitudes. In fact, studies that test boosters almost exclusively report on behavioural change. Foshee's 2004 *Safe Dates* study reported violence perpetration and victimization rates, not changes in knowledge and attitudes. Rizzo and colleagues 2018 evaluation of *Project Date SMART* (which used a booster but didn't assess it) measured exposure to sexual violence victimization and perpetration. Therefore, little is known about booster impact on participants' knowledge and attitudes over time.

The impact of TDV booster interventions on participants' knowledge and attitudes over time is unknown

Interpreting booster effectiveness

The following reasons help explain why booster interpretation is complicated, and why some boosters are prematurely declared ineffective:

- Impacts may be statistically significant only within a small portion of the population.
- Boosters may be more impactful for those who need those skills at that particular time in their lives.
- Not all studies have a measurement of risk level prior to intervention (differential effect).
- Not all boosters are tailored to risk-level to deliver the most relevant skills and information.
- Booster effectiveness is tied closely to design (e.g. format choice or timing) and the original intervention's design.
- Booster subjects and their contexts are constantly changing in known and unknown ways.
- Booster effects may be confounded by delayed intervention effects.

Sometimes program effects are only seen after a booster intervention has been delivered (Bonar & Walton, 2018; Chang et al., 2018; Doumas & Turrisi, 2013). Tolan's *SafeChildren* study found the booster "broadened" the impact of the intervention study, maintaining program effects for high-risk kids and showing significant effect for the general population (Tolan, 2009). This could suggest that the booster is more effective than the original program, or perhaps, there were delays in intervention uptake so that program effects were only significant after a certain amount of time.

Another confound happens when the booster *format*, and not its *content*, is responsible for the intervention effect. For example, Baggs and Spence (1990) found that using a group therapy format was more important than the actual content delivered at these sessions. Similarly, Shope and colleagues (1992) found that *youth-led* boosters for youth-led programs had a larger positive impact than the same information through *teacher-led* boosters.

Youth's Changing Contexts

As researchers explored what happens through time in prevention programs, they discovered that youth and their contexts are constantly changing through time in known and unknown ways. We now understand programs and their assessments to occur in fast-paced, multi-level change contexts. Developmentally, children grow older, their dating experience changes, and intentions created in grade 8 may be forgotten or deemed irrelevant later on. Through time, motivations degrade, knowledge degrades, resistance skills decay, and peer networks expand and change. Violence prevalence rates vary over time. The patterns these changes make need to be more fully explored and understood, so that reasonable expectations of program impact can be created.

Impact Trajectories

In the literature, patterns of program response through time are called ***impact trajectories***. Many studies assume trajectories are linear: intervention leads to improved outcomes. However, this is not always the case. Raising awareness for TDV may lead to better violence reporting (a positive outcome), which may look like increased violence (a negative outcome) (Reidy et al., 2017). Individuals already in violent relationships have been shown to have a j-shaped impact trajectory after a TDV prevention program: victims initially experience increased violence as they internalize their newfound awareness and attempt to leave a relationship (Foshee et al., 2004). In these cases, a higher level of support and program intensity is needed to ensure that victims are as safe as possible through that change (Levesque et al., 2017; Rizzo et al., 2018).

Timing

Of course, behavioural change takes time. It takes opportunities to practice the skills learned and apply new knowledge to real-life situations. The usual scope of prevention project assessments (3-, 6-, and 9-months post-intervention) may be long enough to capture these changes. However, with longer follow-up periods there is also the potential for the participants' growth and development to confound the measurements of program effect: are outcomes improving because children are simply maturing, or are those outcomes the result of the program? Follow-up assessment periods seem to mainly be chosen by implementation convenience, since an evidence-based choice (that balances a developmentally appropriate assessment period with a period of time that allows for reasonable expectation of exposure) does not yet exist.

The above factors will need to be carefully considered when designing a booster.

Summary

Why are boosters suggested?

- The literature on TDV is nearly 40 years old, which is "young" compared to other teen prevention studies.
- There are very few studies that rigorously evaluate TDV prevention programs, though programs are commonly implemented in North American schools.
- Interest in longer term program impacts and follow-up assessments has grown over time, but the number of these studies is still relatively small.
- What those studies found is that initial results of moderate effect on knowledge and attitude change, and minimal effect on violence perpetration and victimization were not sustained through time.
- Interest in sustaining program effects through time led to an interest in boosters.

Research on booster effectiveness

- As intervention effects degrade over time, boosters are believed to maintain program effectiveness.
  - Of the available studies, only a handful (and only one TDV study) evaluate booster effects.
- Booster effects are highly variable:
  - Sometimes boosters have no effect.
  - Sometimes program effects are delayed and seem like booster effects.
  - Sometimes they broaden impact.
  - Sometimes they result in increased violence.
  - When boosters are shown to have positive impact, the effect size is moderate to minimal.
- Interpretation of booster effectiveness is complicated by the quick-changing context of human development and experience in the teen years, and also by different booster formats and timings.

Research Question 1:
Do booster sessions reinforce youth knowledge and influence youth attitudes?

- TDV intervention studies show positive effects on participants' attitudes and knowledge about violence. Positive results for knowledge and attitude are statistically stronger than behavioural modification.
- TDV studies employing boosters have measured and report behaviour change, not knowledge or attitudes.
- Therefore, we do not know how boosters reinforce TDV program impacts on knowledge and attitudes.

Part 2:

A review of the literature on how to design a youth-informed intervention

Suggested practice for booster development

When designing prevention programs and boosters for youth, relevance is key to effectiveness. The best way to ensure relevance is to involve youth in the planning, design, and implementation of your intervention/booster. Effort should be made to engage youth and to ask them if the content and terminology is relevant:

"Youth need to participate in the research process to help ensure our interventions are **relevant, effective and sustainable**."
- Teitleman & Dichter, 2008

"Including youth input during the adaptation process helped ensure that the adapted curriculum would be **relevant and engaging** for the target audience."
- Markham & Peskin, 2017

Research Question 2:

What are the recommended practices for developing effective booster interventions for youth?

"…high school students were involved in each step of the program's development to ensure that the program would **resonate with and be acceptable** to end users."
- Levesque et al., 2017

"Ultimately, [TDV] interventions are most effective when adolescents find the interventions **relevant** and their implementation is sustainable."
- Debnam & Kumodzi, 2018

Currently, there is no solid evidence that can be used to inform decisions around booster content, format, dosage, and timing. As a result, decisions around 'what to boost' and 'how to boost it' should rely heavily on youth input to ensure relevance.

Empowering youth in projects

According to Delgado and Staples (2008), the term *youth-led* "places emphasis on youth rights and the power of young people to define their circumstances and the direction of intervention, as well as the degree to which adults are actively involved as allies" (p. 17).

Over the past two decades, youth have increasingly been recognized as competent researchers, evaluators, and leaders when it comes to designing and implementing educational intervention platforms (Bulanda et al., 2013; Christens & Kirshner, 2011; Delgado, 2006; Delgado & Staples, 2008; Delgado & Zhou, 2008). The term 'youth-led' is used to capture interventions in which youth hold key decision-making roles (Bulanda et al., 2013). Youth essentially become program planners and coordinators: a role they may share with adults or hold entirely on their own (Bulanda et al., 2013). Does this mean that adults cannot or should not play significant roles in these intervention efforts? Certainly not! Adults can and should partner with youth (Bulanda et al., 2013). However, "the nature and extent of this relationship will be dictated by youth rather than the other way around" (Delgado & Staples, 2013, p.5).

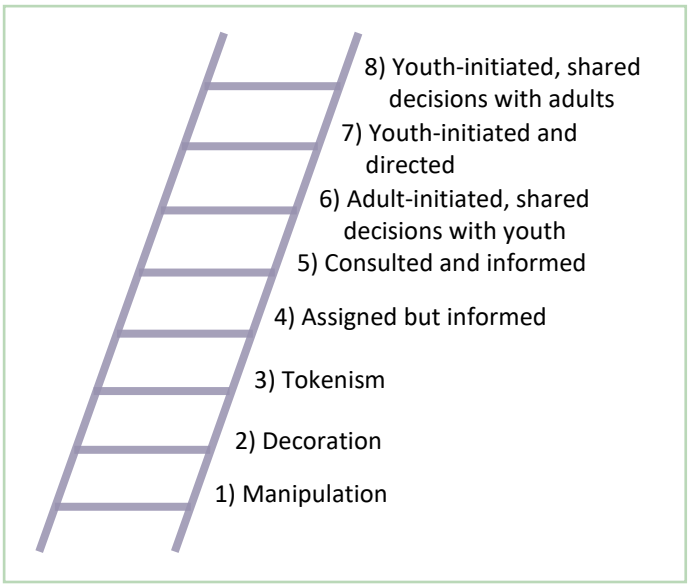
Much of the work in the field of youth empowerment and youth-led initiatives has been led by Jeffrey J. Bulanda (Bulanda, Szarzynski, Siler, & McCrea, 2013; Bulanda, Tellis, & McCrea, 2015; Bulanda & Johnson, 2016). Youth participation involves horizontal adult-youth relationships, instead of adult-centric, hierarchical power relationships (Bulanda, 2015). Empowering processes are those that produce opportunities for youth to:

- exert control over the decision-making process
- increase their capabilities and confidence
- learn and practice new skill sets
- interact with positive adult role models
- develop problem-solving and leadership skills

(Zimmerman et al., 2011)

Power sharing through adult-youth relationships has traditionally been understood through Arnstein's (1969) eight-step ladder model. This concept has been further adapted by several other researchers, including the model created by Hart (1992) for projects involving children. The rungs in the 'Ladder of Citizen Participation' correspond to the extent of power held by youth:

Ladder of Citizen Participation



Adapted from: Hart, R. (1992) Children's participation: from tokenism to citizenship. Florence, Italy: UNICEF Innocenti Research Centre

In this model, the bottom two rungs represent forms of non-participation, in which adults hold all of the decision-making power and youth are used to further the project without any benefit to themselves (Hart, 1992).

The middle three rungs represent degrees of tokenism in which youth are solicited for advice, but with no guarantee that their ideas will actually be used (Hart, 1992).

The top three rungs represent forms of active participation (Hart, 1992). At each of these levels, power and decision-making responsibilities are redistributed horizontally with increasing degrees of youth leadership.

Recommended strategies for involving youth

Another resource useful for the meaningful engagement of youth is the acronym RIGHTS developed by Oliveras, Cluver, and Bernays (2018) for youth-led HIV/AIDS projects. These six basic requirements (developed directly by youth) stipulate that youth engagement must be resourced, impactful, genuine, harmless, teen friendly, and skills building.

Spotlight: Oliveras and colleagues, 2018
Youth RIGHTS as strategies for involving youth

Resourced

If youth-led project design and research initiatives are to reach their full potential, they need to be adequately supported. Relying on volunteer participation by youth is often not enough to ensure sustained and effective participation; youth should be adequately compensated for their contributions. This may include monetary compensation – wages and transportation reimbursement – or it could include providing refreshments at meetings and offering letters of recommendation for future job applications. Remember that youth's time is precious: just as you would not volunteer thirty hours a week without compensation, youth should not be expected to participate for good will alone. Creativity and consultation with youth is needed to develop suitable and personalized recompense.

Impactful

As key decision-makers and stakeholders, it is essential that youth input is not merely decorative. The perspectives and suggestions of youth come from direct lived experience. These perspectives are incredibly valuable and should directly contribute to the development of policy. Youth should be informed about how their contributions will be used at the beginning of the project. Communication between youth and adults is an ongoing process that must occur at every stage of the intervention and booster development process.

Genuine

Youth-adult partnerships must be meaningful and well-informed. Youth facilitators must clearly outline the risks and benefits of youth participation so that the intentions of the project are fully understood. Youth should have full control over whether they participate or not. It should be made clear why they were chosen to participate, and what their role will be in the decision-making process. Youth should be involved in defining roles and responsibilities for themselves and their adult facilitators in a written agreement for working together.

Harmless

Youth participation must always involve a risk assessment, followed by risk-limiting actions to make sure the project is equitable, responsible, and safe for all young people. Facilitators must consider potential causes of harm unique to youth engagement, which may exist even after safeguards have been put in place. This includes investing in supports for youth champions, who may face social adversity as a result of advocating for their peers. Adequate compensation should focus on investing in the development of these young people through contributing positively to their livelihoods, education, and careers.

Teen Friendly

Youth engagement may differ from traditional adult-led structures of program development and implementation. For example, youth may prefer to incorporate games, activities, and socials into their advisory board structure in order to make engagement enjoyable. Instead of resisting these 'less professional' approaches, adults should fully embrace these methods. Being teen friendly goes beyond simply creating colorful spaces; it means altering our work styles to better represent teens' daily lives.

Skills Building

The youth involved in your project are starting to build their education, careers, and livelihoods. Unlike their adult facilitators, many of these youth do not plan to pursue a career around the topic of the research/project/booster focus. An effort should be made to conceptualize universally applicable skills that youth can develop through participation in your project. These competencies and skills should be formally recognized in a way that is useful to their education and career building. the interests of each youth participant outside of the research/project/booster should be considered and youth should be asked how they can best be recognized for their work.

Youth-initiated projects place youth at the center of decision-making, with carefully regarded and valued opinions (Havlicek, Curry, & Villalpando, 2018). Under this model, youth are viewed as young adults capable of making informed and measured judgements. The role of adult facilitators is to make sure these projects are Resourced, Impactful, Genuine, Harmless, Teen friendly, and Skills building (RIGHTS).

Advantages & challenges to involving youth

Where youth-led planning occurs, it can have significant positive impacts on programming, policy, research, adult facilitators, and on the youth themselves.

Advantages of involving youth:

- Youth gain enhanced social and civic ***competencies***, self-confidence, leadership and team-building proficiencies, identity exploration, knowledge acquisition, job readiness, and increased reflectiveness. (Sabo Flores, 2008, p. 11–14)
- Youth feel a strong sense of ***ownership*** over the project, increasing their commitment to its future success.
- Youth input can help ensure that programs are ***relevant*** and accessible to your target audience. Youth can account for generational differences in teaching styles, language, literacy levels, values and popular culture.
- Youth can bring new and vital ideas to programs, along with the enthusiasm and ***high energy*** needed to carry out tasks. Youth also provide fresh ways of addressing problems and encourage agencies to be more open to change and risk-taking.
- Youth act as ***champions*** for their peers and help encourage others to take part in the program/booster. Youth can effectively publicize programs through word-of-mouth advertisement.
- Youth participants (particularly vulnerable or marginalized youth) are more likely to trust the credibility of the program if it is youth-led. Therefore, youth in advisory positions act as an ***outreach*** link to peers in the community.
- Involving young people as program leaders and educators can help ***reduce stigma*** and encourage better outcomes for your target audience. This may contribute to better program attendance (Bulanda et al., 2013).
- Youth empowerment solidifies ***partnerships*** between youth and adult service providers by helping providers gain a sound understanding of the youths' perspectives and co-generating knowledge to inform program development (Sabo Flores, 2008).
- Youth-led programs are an investment in the future. Empowered youth become empowered adults with the requisite experiences and skills to play important roles within their communities. These ***future leaders*** may also continue their relationship with your organization beyond the program's end.

The literature also recognizes a number of challenges that come with involving youth in health projects. However, most of these can be overcome with careful consideration and planning before the onset of the initiative.

Challenges of involving youth:

- Adults may be reluctant to cede total ***control*** to youth because these power structures run counter to most professional experience. Youth may face biases from adults who feel uncomfortable with sharing authority. This challenge is best overcome through training; not only training for youth, but for adults as well. Adult facilitators should be trained to divide tasks and share power with youth. Trust-building exercises may be helpful.
- Involving youth in programs requires additional training, staffing, meeting spaces, and funding. Additional ***resources*** will be needed to help support youth financially and emotionally. The supervision of this collaboration requires both time and effort. However, despite these added costs, many programs find that the benefits outweigh the costs.
- Involving youth requires staff commitments to non-traditional ***business hours***. Youth may need to meet outside of regular work hours (due to school and work commitments) and may require transportation to and from meetings. Project preparation, monitoring, mentoring and implementation must take place during hours specified by the youth providing their expertise.
- Youth participation in projects may be difficult to achieve in contexts where young people lack safe spaces and ***mistrust*** adults (Campbell et al., 2008). There may also be further barriers around consent procedures with youth under 18 years old or youth who are marginalized.
- High ***turnover*** is one of the greatest challenges to youth-led initiatives. Some turnover is an inevitable consequence of aging-out. However, avoidable turnover occurs when youth leave to pursue other interests or accept jobs that offer better financial compensation. The most preventable contributors to turnover are inadequate mentoring, unrealistic expectations, or poor treatment. Dropout can be best avoided by properly compensating youth and clearly managing their role expectations early on in the project.

How to involve youth in planning and program delivery

When a decision is made to involve youth in program development and implementation, a formalized strategy is needed to do so effectively. Such a plan should include an outline of project objectives, identifying high-priority tasks, developing recruitment strategies, identifying resources, determining training needs, and planning to involve youth voices as early as possible (Senderowitz, 1998). Project managers should carefully consider at this stage which one (or more) of the program phases youth can feasibly and effectively contribute to. This preparation is especially important to avoid tokenism and clearly set expectations for youth and adults involved in the decision-making process.

The sooner youth can be involved in the planning process, the more engaged they will feel and the more ownership they will have over project outputs (Senderowitz, 1998). Creating organizational committees and youth advisory boards ensures ongoing involvement as old program phases are recycled and new phases begin. If youth cannot be involved right from the planning phase, adult facilitators must ensure their project plan is flexible and can be amended as youth become more involved during the design and implementation phases of the project.

One of the first decisions to be made is what objectives, roles, and tasks youth will take on as collaborators for the project. This is a decision that should be made in partnership with youth using surveys, interviews, or youth advisory boards. Feedback should also be sought on rules and responsibilities adults and youth must meet in order to successfully contribute to their project team. Interviews and focus groups can be useful tools for this planning stage because they allow many youth perspectives to be heard with relatively few resources (Bulanda, 2013). The most common model of youth involvement has been peer mentorship and education projects, but it is becoming increasingly common for young people to also:

- assess their own program needs
- plan project designs
- serve on governing counsels and youth advisory boards
- act as managers or hold various office roles
- carry out project monitoring and evaluation
- complete clerical duties and conduct surveys

Another key decision is whether or not youth will be compensated for their time and what this compensation will look like. For example, the Stand Up! Help Out! program created by Bulanda and colleagues (2013) treats youth participation like regular employment: youth interview for leadership positions and are paid a stipend of $400 (approximately $4 per hour). This helps to reduce financial barriers to participation and promotes professional conduct.

Senderowitz's Eight Steps for Planning with youth

Where possible, each step should include direct youth input.

1) Set objectives for youth involvement.
2) Identify tasks and roles for youth (including preparation of job descriptions).
3) Determine where youth fit into your organizational structure.
4) Define your reimbursement policy for youth participants and develop compensation packages.
5) Determine selection criteria for youth leaders and develop a recruitment plan.
6) Identify financial and staffing resource requirements (secure funding if needed).
7) Determine training requirements (for both youth and adult facilitators).
8) Implement sustained monitoring and evaluation measures for adults and youth.

Senderowitz's Tips for Successfully Working with Youth

Adapted from Senderowitz (1998):

Include youth as early and as often as possible

Wherever possible, youth should be consulted right from the planning and design phase. This ensures that their inputs are more than tokenism and they are given the chance to shape every element of booster design and implementation.

Everyone must be trained, including adults

Youth will need to be properly trained and supported to be successful in their new roles. Adult facilitators should provide ongoing opportunities for youth to advance their skillset and be formally recognized for their hard work. Adults must also be trained to work with youth and should have supports in place to help their own growth during this collaboration.

Youth-led programs/boosters planning requires identifying and implementing meaningful ways for youth to participate in project planning, implementation, and evaluation. While this strategy seems practical and beneficial, it is relatively new and not well defined in the existing health literature. As interest grows, new ways are being introduced to better translate youth involvement into program design, content, delivery mechanisms, management and evaluation. For example, many projects now involve youth right from the start using participatory research activities. Regardless of the method you choose, it is important to view your strategic plan as a living document that can be adapted as youth become more involved in later stages of the project.

How to recruit youth for leadership positions

The placement of youth in leadership positions involves careful selection, effective recruitment, and the creation of support systems to achieve long-term retention. There is, however, no single correct or scientifically-supported way to carry out selection and recruitment. How your organization chooses to approach the recruitment process will depend primarily on the project's objectives and goals for youth involvement. For example, Senderowitz (1998) breaks down selection criteria for youth-led programs into the following:

1. Descriptive Characteristics → youth are chosen based upon their self-identified age, sex, gender, ethnicity, education level, school, socioeconomic status, or area of residence.

2. Skills-based Characteristics → youth must have work or volunteer experience relevant to the project. They may also be selected based upon demonstrated leadership qualities, communication skills, teambuilding abilities, or past experience working with adults or on committees.

3. Constituency-based Characteristics → youth are a good fit for the project if they are members of a designated partner organization or belong to leadership groups within the community.

4. Target-audience Characteristics → Youth that belong to the program's target audience have insider knowledge on what program characteristics will likely be successful.

5. Social Characteristics → Adult facilitators may choose youth that they feel demonstrate a keen interest in working on the project and whom are already highly respected by their peers as leaders and role models.

The recruitment of youth can be approached in a variety of different ways and, as always, it is useful to have youth input on what strategies are most likely to appeal to youth in your community. Strategies can include partnering with school teachers to select youth, approaching other organizations that work closely with youth leaders, advertising at relevant youth-focused institutions, providing information to parents about the project, presenting at schools, and hosting physical and social media-based advertisement campaigns. Printed recruitment media is useful for clearly outlining the expectations for potential candidates and their families.

Once youth have expressed interest in participating in the project, researchers have strongly suggested that some form of formal application and screening process be undertaken (Senderowitz, 1998). This may include an interview process, but creativity and adaptability must be used, especially when attempting to recruit marginalized youth. In some cases, it may be advisable to select more youth to take part in your project than are actually required, since some of these individuals may be lost to dropout over time. If youth are going to receive a stipend as part of your initiative, creating formal contracts for a minimum of 6-12 months may help to minimize dropout (Senderowitz, 1998). However, funding may restrict this practice for smaller projects.

An important starting point for successful youth recruitment is to clearly define the roles and responsibilities that they will have as part of the project. This description should highlight the applicable professional skills they will develop as youth leaders and advisors. Once youth have been successfully recruited, adequate training and preparation for their role is essential.

How to include youth in program design and development

The design phase is often the most critical step to a project's success, since it is used to define the target audience, develop content, and set the stage for direct action with youth and educators. However, very few existing projects have actually incorporated youth voices into design and development beyond traditional forms of information gathering (surveys, focus groups, or pilot testing) (Peskin et al., 2019; Senderowitz, 1998). One exciting emerging field for intervention design is youth-led and youth-involved participatory research (including participatory action research, peer research, and community-based participatory research) (Bulanda, 2013; Bulanda et al., 2015). One promising initiative that utilized youth participatory research was the *Stand Up! Help Out!* program developed collaboratively by youth and a research team in Illinois (Bulanda, 2013). A more in-depth look at this project can be found in the Spotlight box to the right.

Including youth in the design and implementation of interventions/boosters makes sense, since these individuals are direct representatives of your target audience. Youth are the key to creating appropriate and accessible programs for their peers. Two approaches to youth inclusion are typically used at the design phase:

1. **Young people are incorporated directly into the governing board of the facilitating organization**
2. **A separate committee or Youth Advisory Board is established to instruct the governing board of the facilitating organization**

Youth Advisory Boards (YABs) have been gaining ground over the past two decades as important tools for amplifying youth voices (Bulanda, 2013; Kervin & Obinna, 2010; Peskin et al., 2019). These youth-led councils provide a platform for youth to carry out a variety of roles traditionally held by adults, including: administrators, recruiters, trainers, writers, media spokespersons, program developers, receptionists, book-keepers, and youth-adult liaisons (Senderowitz, 1998).

For example, Kervin and Obinna (2010) helped to facilitate a youth advisory board during the 2004-2005 school year that worked to prevent teen dating violence through after-school programming. Youth were invited to join the YAB through an interview process and meetings were held during evenings and weekends on a semi-regular basis (Kervin & Obinna, 2010). Attendance to these meetings proved a formidable challenge for the youth (due to waning interest and other time commitments), until the YAB became a high school for- credit service learning class in 2007.

Other lessons learned during the Kervin and Obinna project included:

- **Students work best when they feel a sense of ownership over the group and they feel their work is appreciated by others.**
- **Although there is a potential for missteps when all control is ceded to youth, mistakes should be viewed as an important part of the learning process.**
- **An effort should be made to regularly incorporate fun team-building activities into the YAB.**
- **Youth are more likely to remain engaged in the YAB if they have friends who are also on the committee.**

Spotlight: Bulanda and Colleagues (2013)
Youth-led Development of *Stand Up! Help Out!*

Stand Up! Help Out! (SUHO) is an after-school youth leadership program that was developed using youth-led participatory research and a YAB. Youth were engaged as co-researchers (and co-authors) to help create counselling and leadership supports. In this case, the participatory research methodology involved recruiting and training youth to conduct interviews with their peers and then analyze, interpret, communicate, and apply these findings:

- Suggesting topics for educational documentaries and authoring them
- Suggesting activities for mentoring children
- Suggesting changes in YAB work hours and breaks
- Developing rules and disciplinary policies
- Developing the interview process

The research project resulted in a YAB-led after-school program that treats members as employees: youth interview for YAB positions, are paid a $400 stipend, and must commit to meeting 20 hours a week for 6 weeks during the summer. The YAB is used to actively plan program goals and activities as well as to evaluate the success of the program each year. **Team building and leadership opportunities** were identified as key factors for keeping youth involved in the YAB: a weekly "sharing circle" was used to strengthen social relationships between youth leaders, while also acting as a place for business discussions regarding the design and implementation of SUHO. These YAB and participatory research strategies have been a success, increasing youth engagement in the SUHO intervention to 99% (compared with national highs of 79%).

Meaningful research partnerships with youth

And how to build them (Ministry of Children and Family Development, 2013, p.22-23)

ALWAYS:

- *Spend time talking to youth*
  Ask open ended questions that build the conversation.
- *Listen with undivided attention*
  Make eye contact and avoid multitasking when youth are speaking.
- *Show your appreciation for youth contributions*
  Recognize youth accomplishments in a personalized way.
- *Show interest in helping youth collaborators to grow*
  Ask how you can help them to advance their knowledge or increase their skillset.
- *Set aside time for maintaining your relationships*
  A few extra minutes asking youth about their personal hobbies and interests goes a long way in strengthening relationships.
- *Relax and be real*
  Humor and comradery are important for building trust.
- *Be flexible*
  Set aside time to meet with youth outside of regular work hours.
- *Ask for help*
  Youth will have unique insights on many topics.
- *Ask for feedback*
  Regularly ask youth what is working and what needs to change.
- *Share power equally*
  Let youth take responsibility and leadership.
- *Support youth in reaching their full potential*
  Challenge them and gently push them to better themselves at each opportunity.
- *Keep information shared by youth confidential*
  Always ask for their permission to share personal conversations.
- *Understand boundaries*
  Recognize when youth are willing to share and when they are feeling uncomfortable.
- *Act as a resource*
  Youth should feel comfortable asking you for information and connections.
- *Be dependable*
  Pride yourself on being true to your word.

AVOID:

- *Being judgmental*
  Youth need to feel comfortable sharing their personal opinions without fear of judgment.
- *Being invasive*
  Don't ask personal questions that might make youth uncomfortable.
- *Asking too much*
  Youth are busy individuals. It is important that your expectations are reasonable, and youth are fully aware of their responsibilities.
- *Ignoring what youth have to say*
  This reduces youth participation to tokenism.

Senderowitz's Tips for Working with Youth

Adapted from Senderowitz (1998):

Be clear – and realistic – about expectations

Youth need to know exactly what is expected of them when joining your project. These goals should be mutually agreed upon and formalized using documentation. Expectations for these youth must be realistic, given the many responsibilities they hold at school, their jobs, and at home.

Communication is key

Youth-adult partnerships should represent judgement-free spaces where youth can express themselves without fear. Trust is a key element that can only be achieved through ongoing conversations between youth and adults. Youth partners are more likely to feel ownership over a project if their opinions are fully listened to and acted upon.

Things will change, be flexible

Breaking free from traditional power structures takes time and patience. Some elements of this collaboration may be more successful than others. It is important to remember that this is a new experience for everyone and challenges must be faced together using teamwork and perseverance.

Part 3:

Practical suggestions for booster development

Booster design considerations and recommendations

All of the following should be considered in partnership with Youth Advisors:

1. What is the PURPOSE of your booster?

What kind of booster do you want to create? Booster effects are defined by their preventative program outcomes, which will be measured differently in each case. Sometimes you aren't "boosting", you are keeping something from deteriorating, lowering the rate of increase, or growing protective factors (Tolan, 2014). There are different approaches to boosters, depending on the original intervention's format and outcomes of interest. Ask yourself these questions to better understand the PURPOSE of your booster:

- **WHO** is your target audience? Is the booster targeting everyone or only at-risk groups? Have you completed an assessment of risk-level?
- **WHAT** is the focus of your booster? Have you considered how you might tailor it to the relationship stage of your target audience?
- **WHY** are you using a booster? Is it being used as a vaccination against future events that might compromise intervention effects? Or will your booster be designed to use future life experiences and developmental shifts to assist in intervention maintenance?
- **WHEN** will your booster be deployed? Will the booster be used as a second intervention? Will it be a mandatory supplementary intervention dose? Or will it be conditional based on certain outcomes at some point post-intervention?
- **HOW** will your booster information be delivered? What delivery format will you use?

2. What CONTENT and FORMAT will you include?

Boosters are usually lower in intensity than their interventions, but you will need to consider how much intensity is enough to maintain your program gains. Finding a balance between enough repetition to increase knowledge, but not so much repetition that your audience loses interest is vital. There is no clear solution to this challenge, but it may be useful to consider the following:

- Boosters are usually a different format than the intervention they are boosting.
- Passive boosters are less effective than mandatory ones.
- You may wish to tailor your booster to the relationship stage of your participants or their experience level with teen dating violence.
- Booster formats that have been used by other programs include: magazines, workbooks, media campaigns, health & safety fairs, documentaries, theatre, youth-led presentations, quizzes, role play, videos, computer-based games, newsletters, art, and poetry.

3. What TIMING will you employ for your booster?

Your team will need to consider when the best time is to apply your booster. Will it be most useful at 3 months post-test? One-year? Studies rarely explain why a certain timeline was chosen and the lack of long-term studies does little to support one timeline over another, therefore, it is best to choose a timeline in collaboration with the audience you hope to reach. Timing should consider a range of different factors:

- Convenience
- Realistic constraints on budget
- Attrition concerns
- Confounding effects of developmental change
- Opportunity for exposure to other influences
- The formal structuring of the school year

4. What DOSAGE is needed to maintain program outcomes?

When you are considering the best dosage for your booster it is important to find a balance between the frequency, duration, intensity, threshold, and fidelity needed to produce your desire outcomes:

- FREQUENCY: How often will your booster be delivered? Once a month? Every three months?
- DURATION: How long will your booster last? Will it be a one-hour session? Or will it be several short sessions delivered over multiple months?
- INTENSITY**:** How strongly will the message be delivered? Will it be repeated several times?
- THRESHOLD: Is there a specific dosage level that is needed to maintain or improve intervention outcomes? There is no obvious support for threshold in the scientific literature, so organizations are encouraged to reach their own informed conclusions on how many sessions are needed to be effective.
- FIDELITY: Is your booster feasible in the selected timeframe? Is there fidelity between the original program content and the booster?

Booster design, continued

5. Have you considered IMPACT TRAJECTORIES?

Impact trajectories are patterns of program response through time that occur as your target audience ages and experiences behavioural changes.

The best age to implement teen dating violence prevention programs is generally accepted to be somewhere around age 13 or grade 8 (Foshee & McNaughton Reyes, 2009). At this point the notion of dating has become relevant, but most individuals have not experienced violent relationships.

6. How does your booster protect participants from HARM?

Unfortunately, very "little information is available to determine whether the content delivered in [existing universal] programs is in any way harmful to those at high risk of dating violence or those already involved in abusive relationships" (Foshee & McNaughton Reyes, 2009).

You should also consider whether your booster will encourage reporting, which could lead to negative outcomes without the proper supports in place. Boosters may also cause harm when their intensity is too low for those already in violent relationships:

- Do you have adequate supports for survivors?
- Is a reporting system built into your booster?
- Do you have a list of secondary referral supports?
- Will the message/content change for at-risk youth
- Have you considered the diversity of your audience? This will include an understanding of how gender identity and sexual orientation is represented in your booster content.
- Will you deliver your intervention/booster to gender-segregated audiences? Will your facilitator have the same gender/sexual orientation/ ethnicity as your target audience? This may help to create a safe space for sharing.

7. Who is your TARGET AUDIENCE?

This question may seem obvious, but many boosters target not only teens, but also their parents, siblings, teachers, and support networks. Consider who you are trying to reach and who might benefit from this information. You may wish to target:

- Perpetrators of violence
- Survivors of violence
- Actionists
- Bystanders
- Intervenors

Timing:

- Program effects are usually tested at 1-year post-test or 1-year after the main intervention.
- Recognize that budget restraints may prevent you from two separate assessments so that the time post-intervention for your control group is the same as the time post-booster for your booster group. Consider the confounding effects of measuring outcomes for booster groups (3-months after last contact) and non-booster control groups (1-year and 3-months after last contact) given this barrier.

Power:

- Make sure that there are enough participants in the booster group to allow for representativeness and generalizability.

Method:

- Randomization is important, with evidence that the booster group does not differ significantly in composition from the general population (gender ratios, ethnicity, sexual orientation, socioeconomic status, active daters, proportion of high-risk, etc.).
- Outcome measures should be the same for the main intervention and the booster.
- Mix your methods. Talking to participants can reveal why unexpected findings arose and can lead to valuable program adaptions in the future.
- Account for individual risk-level and calculate impact separately from the general population.

Building evaluation into your booster

Project evaluation and informed project modifications should be viewed as integral components of successful booster programming. Assessment allows for continuous monitoring of the efficacy and economic efficiency of a booster so that timely and informed remedial actions can take place.

Research is also important for understanding long-term booster effectiveness, since the literature in this topic is limited, leading to little support for evidence-based practice guidelines. Therefore, it is imperative that well-designed and well-funded booster evaluation takes place.

When designing your evaluation strategy, each phase of booster planning and implementation can be evaluated using a combination of outcome indicators and process evaluations (Bulanda, 2013; Centers for Disease Control and Prevention, 2016):

- **Outcome Indicators:** measurable activities or outputs that demonstrate the direct effects that come from participation in your booster. This should include the short-term, intermediate, and long-term impacts that your booster has had on its participants (potentially including the impacts that it has had on youth advisors). Ideally, these indicators should be measured at baseline (before your booster/intervention begins) and then at several points post-test. It is important to keep in mind how impact trajectories may affect these outcomes.
- **Process Evaluation**: the "who, what, when, where, and why" questions that allow you to measure the program's activities, internal structures, products, and deliverables. Together, these measures of activity indicate whether the program is being implemented as intended and what can be done to operate the program more efficiently.

As with any other portion of your project, it is essential that youth participate in evaluation of the booster. Although examples of youth involvement in booster research are limited, a few key projects can be used to highlight how young voices can be incorporated into your evaluations. Promising examples of participatory research involving youth in analysis, public education, and policy development include Beatrix and colleagues (2019) and Bulanda and associates (2013). For example, by incorporating youth as partners, researchers, interviewers, and authors, Bulanda (2013) was able to use youth-led qualitative interviews to elicit feedback that directly informed newer iterations of the Stand Up! Help Out! program. Youth participants who were interviewed for feedback on the program expressed several benefits to being asked to provide their opinions:

- It gave them a platform to self-reflect
- They felt listened to, cared about, and valued
- They felt comfortable and connected to the project
- They recognized the value of program evaluation
- They felt empowered by the youth-led focus
- It was a fun and engaging process

During participatory research projects (including participatory action research, peer research, and community-based participatory research), youth help to identify research questions that are relevant to them and then take on a variety of active roles in carrying out all aspects of data collection, processing, and analysis (Zinck et al., 2013). As with any youth-led project, protections need to be in place to ensure that participation in your research project is harmless and meets the requirements outlined in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2018).

Spotlight: Beatrix and colleagues (2019)
Youth Participatory Action Research on *Start Strong*

This study included a youth-led evaluation of the violence-prevention program Start Strong. The evaluation team consisted of multiple adult investigators, graduate students, and 'Peer Researchers' (aged 18 to 23). Peer Researchers were former Peer Leaders for the Start Strong program or were diverse youth recruited from communities where Start Strong was administered. All youth involved in the research project were paid for their time. Since Peer Researchers did not have any past experience conducting research, three-module training sessions were provided to educate the youth on teen dating violence, the existing scientific literature, rationale for the project, the specific skills they would need (how to conduct interviews), and an introduction on research methods and ethics.

Communication became a vital tool for working with the Peer Researchers. Efforts were continually made to acknowledge power differentials and create a platform where youth could speak openly in challenging the research methods. Youth held a variety of roles in the project, including: primary qualitative and quantitative data collectors, developing study instruments, transcribing interviews, analyzing data, preparing and participating in dissemination activities, and co-authoring papers.

Glossary

Fourth R
The Grade 9 *Fourth R* is a 27-lesson school-based intervention that aims to assist youth to build healthy relationship skills.

Impact trajectories
The changing pattern of program response for an individual or group through time.

Participatory action research
Participatory Action Research (PAR) is an approach to enquiry which has been used since the 1940s. It involves researchers and participants working together to understand a problematic situation and change it for the better.

Participatory research
An approach to enquiry where researchers and participants are both involved in study design, implementation and analysis.

TDV (ADV)
Teen dating violence (sometimes called adolescent dating violence, or ADV)

YAB
Youth Advisory Board

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Appendix: Literature search details

Database	Search Terms	Hits (March 2019) *2013-2019	Hits (April 2020) *2019-2020
Google Scholar	(all) Booster; intervention OR program; AND (whole phrase) dating violence OR sexual health; AND (one of) adolescent; teen; youth *in the title of the article	0	0
	Prevention intitle:booster AND “dating violence” AND youth OR adolescent OR teen	1(2004)	0
	intitle:booster AND “dating violence” AND youth OR adolescent OR teen	1	0
	Program intitle:booster AND youth OR adolescent OR teen	267	19
	Program intitle:booster AND youth OR adolescent OR teen –vacc* -infection*	136	9
PsychINFO	Booster (TI) AND “dating violence” (AB) OR “sexual health” (AB) OR relationship* (AB) AND adolescent (TI)OR youth (TI)OR teen (TI) NOT vacc* (AB)NOT infection* (AB)NOT seat* (TI)	0	0
	Booster (TI) AND dating violence* OR healthy relationship* AND youth OR teen OR adolescent	0	0
	Booster (ti) AND dating violence(AB) AND teen(AB)	0	0
	SU.exact(("ADOLESCENT") OR ("TEEN") OR ("YOUTH")) AND AB("BOOSTER") NOT AB(("TREATMENT") OR ("THERAPY") OR ("VACC*") OR ("CLUB*") OR (“SEAT*”)) filter applied Date Range: 2010-2019	37	10
	Su.exact “dating violence”	360	1045
	Su.exact “dating violence” Filters: peer reviewed, date filters	176	169
	Su.exact “dating violence” Modify search: AND ti(“booster”)	1	0
	Su.exact “dating violence” Modify search: AND ab(“booster”)	1	1
	((SU.exact("DATING VIOLENCE 10260") OR SU.exact("DATING VIOLENCE")) AND SU.exact("ADOLESCENT" OR "TEEN" OR "YOUTH") AND AB("BOOSTER"))	1	1
	((SU.exact("DATING VIOLENCE 10260") OR SU.exact("DATING VIOLENCE")) AND SU.exact(("ADOLESCENT") OR ("TEEN") OR ("YOUTH")) AND AB("BOOSTER"))	1	1
	SU.exact(("ADOLESCENT") OR ("TEEN") OR ("YOUTH")) AND AB("BOOSTER")	31	10
	SU.exact(("ADOLESCENT") OR ("TEEN") OR ("YOUTH")) AND AB("BOOSTER") NOT AB(("TREATMENT") OR ("THERAPY") OR (“SEATS”))	78	6
	SU.exact(("ADOLESCENT") OR ("TEEN") OR ("YOUTH")) AND AB("BOOSTER") NOT AB(("TREATMENT") OR ("THERAPY") OR ("VACC*") OR ("CLUBS") OR (“SEATS”))	69	4
	SU.exact(("ADOLESCENT") OR ("TEEN") OR ("YOUTH")) AND AB("BOOSTER") NOT AB(("TREATMENT") OR ("THERAPY") OR ("VACC*") OR ("CLUB*") OR (“SEAT*”)) filter applied Date Range: 2010-2019	37	10

Appendix: Literature search details

Database	Search Terms	Hits (March 2019) *2013-2019	Hits (April 2020) *2019-2020
ERIC	teen dating violence intervention (2010-2019)	17	1
	Booster development youth NOT club* OR vac* OR seat*	1	0
	ab("program effectiveness" OR "booster session*") AND (design OR develop*) NOT (seat* OR club* OR vacc* OR treatment) 2010-2019	98	64
	ab("booster session*") AND (design OR develop*)NOT (seat* OR club* OR vacc* OR treatment)	15	2
	ab(booster) AND (youth OR adolescent* OR teen) NOT (seat* OR club* OR vacc* OR treatment) 2010-2019	9	1
	su.exact("program effectiveness" AND "violence") AND (youth OR adolescent* OR teen) NOT (seat* OR club* OR vacc* OR treatment)	45	5
PubMed	(((adolescent or teen or youth)) AND booster) NOT (treatment or therapy or vacc* or club* or seat*) - publication date 5 years ago - present	37	9
	teen dating violence intervention booster	6	0
	(booster effects prevention) NOT (vacc* or treatment or therapy or seat* or club*) -publication date 10 years	19	5
	teen dating violence intervention booster	9	3
	(booster effects prevention) NOT (vacc* or treatment or therapy or seat* or club*) -publication date 10 years	5960 1177 46	1945 426 10
	Youth-informed	1	0
Scholars Portal	Booster effects prevention 2010-2019 + adolescents + dating violence	0	0
	Booster effects prevention (in title)	1	0
Google search for grey literature	violence prevention programs in schools making booster sessions	0	0
	booster session best practices	1	1
	how to make a booster session	1	0
	Youth violence booster session best practices	0	0
	Youth dating violence booster session	0	0

Appendix: Literature search details

Database	Search Terms	Hits (March 2019) *2013-2019	Hits (April 2020) *2019-2020
Google Scholar	Booster AND "youth led" OR "youth developed" OR "youth initiated" OR participatory OR adolescent OR teen OR youth "dating violence OR sexual health". *all time. *anywhere in article		13
	youth-initiated booster		31
	Youth-developed booster		57
	ab(booster) AND (youth-led OR youth-initiated OR youth-developed) NOT (seat* OR club* OR vacc* OR treatment)		0
	(booster OR program) AND (violence OR "sexual health OR "dating violence") AND (youth-led OR youth-initiated OR youth-developed)		3
Pubmed	(((booster[Title/Abstract] OR program[Title/Abstract])) AND (violence[Title/Abstract] OR "sexual health[Title/Abstract] OR "dating violence"[Title/Abstract])) AND (youth-led[Title/Abstract] OR youth-initiated[Title/Abstract] OR youth-developed[Title/Abstract])		0
	(((booster[Title/Abstract] OR program[Title/Abstract])) AND (youth-led[Title/Abstract] OR youth-initiated[Title/Abstract] OR youth-developed[Title/Abstract])) AND (violence OR "sexual health OR "dating violence")		0
	(((booster[Title/Abstract] OR program[Title/Abstract])) AND (violence OR "sexual health OR "dating violence")) AND (youth-led OR youth-initiated OR youth-developed)		0
	(((booster OR program)) AND (violence OR "sexual health OR "dating violence")) AND (youth-led OR youth-initiated OR youth-developed)		1
PsycINFO	ab(booster OR program) AND ab(violence OR "sexual health OR "dating violence) AND ab(youth-led OR youth-initiated OR youth-developed)		6
	(booster OR program) AND (violence OR "sexual health OR " dating violence) AND (youth-led OR youth-initiated OR youth-developed)		9
Scholars Portal	Booster OR program AND violence OR "sexual health OR "dating violence" AND youth-led OR youth-initiated OR youth-developed. *all time. *anywhere in article		0