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The Initial Development and Validation of the Teen Screen for Dating Violence

Kelly M. Emelianchik-Key
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The Initial Development and Validation of the Teen Screen for Dating Violence

by

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THE INTIAL DEVELOPMENT AND VALIDATION OF THE TEEN SCREEN FOR DATING VIOLENCE

Kelly Emelianchik-Key
Old Dominion University, 2010
Dissertation Chair: Dr. Danica G. Hays

ABSTRACT

This study was related to the initial development and validation of the instrument, the Teen Screen for Dating Violence (TSDV). The TSDV is an assessment tool that screens for adolescent dating violence perpetration and victimization. It examines perceptions, experiences, perpetration, and exposure to dating violence as well as available support systems for adolescents. Literature shows that dating violence among the adolescent population is on the rise and adolescent dating violence mimics many of the patterns of adult intimate partner violence. Children who grow up in homes with violence are more likely to continue the cycle of violence in their future relationships. Through assessment and screening for dating violence victimization and perpetration, adolescents who are high risk for continuing the cycle of violence can be identified for early intervention and prevention measures. There is a lack of assessment tools that screen for adolescent dating violence. This research study presents the rigorous development and validation processes of the TSDV. Findings outline the factor structure of the TSDV, which is supported through the use of exploratory factor analysis and confirmatory factor analysis, as well as evidence of reliability and validity. The TSDV is an easy to use assessment tool that can be used in a variety of settings to screen and assess for dating violence.

Dissertation Committee Members: Dr. Theodore Remley, Jr.

Dr. Laurie M. Craigen

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CHAPTER ONE

INTRODUCTION

Intimate partner violence, a primary form of domestic violence, has been a prevalent topic in American culture for the past 30 years and has detrimental, psychological, societal, physical, and monetary costs associated with it (Center for Disease Control and Prevention [CDC], 2006). Since the establishment of the Violence Against Women Act in 1997, there has been increasing attention given to the prevention of IPV. Intimate partner violence is any form of violence that takes place between any two people who are in a close, intimate relationship. About one in three women will experience some form of IPV in their lifetime (Family Violence Prevention Fund [FVPPF], 2007). Violence by an intimate partner is common in all ages. Along with the number of violence acts against women and college age students increasing each year, so is the number of adolescents who experience violence in their dating relationships. Violence among adolescents in intimate relationships is referred to as dating violence (Smith, White, & Holland, 2003). One in four female adolescents report some type of physical, emotional, or sexual abuse from someone that they were dating, while one of eleven adolescents report being the victim of physical dating violence. Dating violence occurs equally among genders during adolescence.

Dating violence among adolescents has been connected to risk factors that can be precursors for dating violence, such as (a) inadequate parental role models (b) the belief that violence is acceptable (c) substance use or abuse, and (d) prior victimization. Likewise, having a parent or a friend who has been involved in a violent relationship increases the risk for dating violence in future intimate relationships (Vezina & Herbert,

2007). Dating violence is shown to mimic the cycle of adult survivors of IPV experiences (Silverman, Raj, Mucci, & Hathaway, 2001). A history of witnessing or experiencing domestic violence in the home makes it more likely that an adolescent will later become either a victim or perpetrator. Research studies show that children who grow up in homes where a parent is a victim of abuse are likely to become adolescents who are either victims or perpetrators of dating violence or bullying in their own personal relationships and friendships. Later on, these adolescents are likely to become victims or perpetrators in their own adult relationships. Their children will then cycle through the same patterns becoming either a victim or a perpetrator (Guite, 2001). Dating violence indicators may be related to academic, interpersonal, and psychological factors. Some of the risk factors that make adolescents more likely to experience dating violence are smoking, alcohol use, marijuana use, and sexual intercourse. Having friends who are victims or perpetrators of dating violence makes the chances that an individual will become involved in an intimate relationship that involves violence significantly higher. The biggest consequence for survivors and perpetrators of dating violence is carrying these behaviors and patterns over into the lives to other peer relationships, future marital or dating relationships, and parent/child relationships (Arriaga & Foshee, 2004).

Statement of the Problem

Early assessment and screening for dating violence in schools could have a significant positive impact on the cycle of dating violence. If we can assess and screen early, we can educate and implement programs to help adolescents make better choices and seek out healthier relationships (Wekerle & Wolfe, 1999). Currently the assessment tools for dating violence and IPV have multiple limitations in that (a) they do not

measure the frequency of violence or the severity of violence (b) they include inconsistent definitions, and (c) they lack scoring information (Hays & Emelianchik, 2009). Understanding the differences in dating violence among genders would greatly increase knowledge and help counselors assess whether their clients are involved in violent relationships.

Rationale for the Study

Currently, there are 38 available and accessible instruments that clinicians can use to screen for dating violence. Of the 38 assessment tools researched, approximately 34% are for women only, 8% are for adolescents, and 5% are designed specifically for adolescent females (Hays & Emelianchik, 2009). The most widely used instrument to screen for dating violence and intimate partner violence is the Revised Conflict Tactics Scale (CTS2; Straus, Hamby, Boney-McCoy, & Sugarman, 1996). The CTS2 was revised and the number of items was decreased for the purpose of shortening the assessment tool (Straus & Douglas, 2004). The CTS2 assessment is more than 13 years old and was validated using a sample of college aged students. Further, the assessment lacks transferability to young adults and adolescents. The adolescent population is developmentally different from the college age population and has different experiences of violence and violent behaviors. Adolescents in dating relationships often do not have the same levels of freedom and independence as college age students. Therefore, the freedom of college age students may affect the number of dating relationships they have. Adolescents who are in their parents' home often lack the freedom to date freely. Parental control of adolescents who live at home may cause a great difference in terms of the severity and frequency of violence in an adolescent within his or her dating

relationship. College age students who have more dating relationships and freedom are likely to have experienced higher levels of violence because of their more extensive dating histories. The severity level will also be greatly different due to developmental differences. Adolescents typically have lower cognitive abilities, emotional intelligence, and maturity. These factors will have a drastic impact on the construct of severity of violence in an assessment tool (Ashley & Foshee, 2005; Swart, Stevens, & Ricardo, 2002).

Purpose of the Study

The purpose of this study is to create a new assessment tool, the Teen Screen for Dating Violence (TSDV), which specifically assesses adolescent dating violence. This study provides psychometric evidence of the TSDV. The assessment tool targets male and female adolescents between the ages of 13 to 21. It assesses the severity and frequency of three dimensions of violence: physical, sexual, and emotional. The TSDV investigates adolescents' perceptions regarding (a) violent behaviors (b) personal experience of violence in dating relationships (c) personal perpetration of violence in dating relationships (d) exposure to violence in peer relationships and family of origin, and (e) social support systems.

The Conflict in Adolescent Dating Relationships Inventory (CADRI; Wolfe et al., 2001) was used as a means of establishing validity. There are currently only 2 of 38 violence assessments that were created to assess adolescent female experiences, with another four that can be adapted (Hays & Emelianchik, 2009). The CADRI is the only adolescent dating relationship assessment that is readily available for male and female adolescents that provides a scoring key and validity information for this population. The

CADRI has several limitations which are addressed in the development of the TSDV, but it is the most comparable assessment available to determine the significant relationships among the subscales and to check for convergent validity.

Research has shown that adolescent dating violence is on the rise (CDC, 2006). Many adolescents have poor concepts of what constitutes a healthy relationship. Experience or knowledge of violence in the home or among peer groups increases the chances that children will experience or perpetrate violence in their own dating and intimate relationships. There are very few tools that are available to assess for adolescent dating violence and the ones available are not up to date and have numerous limitations (Hays & Emelianchik, 2009). The importance of this study is the development of an instrument that assesses current and past experiences of dating violence and perpetration, while looking at risk factors that are strong predictors of future experience. This tool allows for early intervention and prevention to take place.

Research Questions and Hypotheses

Research Question 1: What is the factor structure of the TSDV?

(H1) The TSDV will demonstrate adequate factor structure for exploratory (i.e., principal axis factor extraction and promax rotation) and confirmatory factor analysis procedures.

Research Question 2: What is the internal consistency of the TSDV for a sample of adolescent male and females?

(H2) The TSDV will demonstrate a strong internal consistency estimate for a sample population of adolescent male and females.

Research Question 3: What is the relationship between the TSDV and the Conflict in Adolescent Dating Relationships Inventory (CADRI; Wolfe et al., 2001)?

(H3) There will be positive significant relationships among the TSDV subscales and the CADRI, subscales, providing evidence of convergent validity.

Research Question 4: Is there a significant gender difference for TSDV subscales?

(H4) Females will report more frequent incidences of dating violence as the victim and males will report more perpetration of dating violence.

Research Question 5: Is there a correlation between the incidences of violence experienced and perpetrated and perception of violent behaviors?

H5: Females and males who have experienced more violence in their own relationships will perceive fewer acts of violence as violent.

Definition of Terms

These are the various terms that will appear throughout this study. For the purpose of this research, the terms will be defined as indicated.

Adolescent. This is the term used to describe any male or female between the ages of 13- 21 years of age.

Dating relationship. Any relationship that is on an intimate level between two people of any gender, age, race, sexual orientation, SES, religion, or any other social construction label, that takes place for any significant period of time. It is up to the participants to determine what will constitute a significant time frame and what relationships they would consider a dating relationship. The goal is not to limit or place a social construction upon the idea of a relationship.

Dating violence . Any physical, sexual, verbal, psychological, or emotional violence that takes place within any dating relationship with the intention of gaining control over a partner (CDC, 2006; FVPF, 2007).

Emotional abuse. The repeated doing or saying things to hurt, shame, humiliate, dehumanize, devalue, ridicule, belittle, or mentally hurt another person. Examples of emotional abuse would be, calling a person derogatory names, withholding money, manipulation, threatening to hurt themselves or others, insulting someone, refusing to help or care for someone in need, etc. Emotional abuse would encompass all things that are considered to be verbal abuse and psychological abuse.

Frequency. Refers to how often the form of violence takes place. The number of times or the rate that a violent act occurs to individuals within any given period of time can have an impact on whether they are in an immediate life threatening situation. Frequency will be rated by the participant on a Likert-type scale.

Intervention. It is an action that is taken in order to stop a risky behavior from continuing or taking place (CDC, 2006, FVPF, 2007; World Health Organization [WHO], 2002).

Intimate partner violence (IPV). It is a type of violence that takes place between two people in a close, personal relationship. This is regardless of gender, sexual orientation, race, socioeconomic status, culture, or any other social construction or defining status (CDC, 2006; WHO, 2002).

Perpetrator. It is the person who commits a violent act against another person.

Physical abuse. Any act designed to injure, hurt, endanger, or cause physical pain to another individual. Examples of physical abuse are hitting, kicking, punching, burning, restraining, throwing things, and choking (CDC, 2006).

Severity. Refers to how brutal or violent the act is, which is taking place. The more severe or violent an act is, the more likely the act is to harm the person physically, psychologically, or emotionally. The behaviors listed in the TSDV all have a severity rating based on expert reviewer's ratings. For example, name calling has a severity of 1, whereas rape has the maximum severity rating of 7.

Sexual abuse. The physical or emotional force of another person imposes to another person to have sex or perform sexual acts when they choose not to. It also includes unwanted sexual advances, inappropriate or unwanted touching, and the verbal persuading or manipulation to make a dating partner advance in the sexual aspects of a relationship (CDC, 2006).

Victim. A person towards whom abuse was inflicted.

Violence. It is the use of power, force, intimidation, threats, or words to injure, damage, or harm somebody or something physically or psychologically.

CHAPTER TWO

REVIEW OF THE LITERATURE

Violence impacts people on a daily basis across all areas of the world. Violence takes on many forms and constructs for its survivors, victims, and perpetrators. There is no clear cut reason for violence, but oftentimes, the goal of any type of violence is power and control. There are multiple forms of violence that can be present in a person's life (WHO, 2002). Some of these forms of violence can be physical, emotional, verbal, and sexual.

Intimate partner violence (IPV) is a type of violence that is becoming more and more common. This is any type of violence that takes place between two people in a close, personal relationship. With rates of IPV increasing each year, it is vital that prevalence, risk factors, and consequences are examined in order to help in the prevention (CDC, 2006). Since IPV is intergenerational, one of the many consequences of IPV is that it is starting to appear in early adolescent relationships. This type of violence between adolescents in a dating relationship is dating violence. Dating violence assessment measures will be addressed as a crucial method of prevention in the epidemic that surrounds IPV. Assessment tools will be examined in terms of limitations in addressing dating violence adequately. Early screening and assessment will be the key to prevention. This review will illustrate the importance of a screening tool for adolescent dating violence that takes all limitations into account, and its role in aiding clinicians in their understanding, evaluation, and assessment of risks and the long term costs and effects of IPV so successful interventions can be implemented.

In order to better understand the impact of dating violence in society, background information will be provided on the area of violence. Theories that account for violence shall also be discussed.

Violence encompasses many forms, which includes IPV and dating violence. This section will look at IPV in women and dating violence in adolescents, theoretical frameworks for IPV and dating violence, risk factors, prevalence, and consequences of IPV and dating violence on society. Assessment tools and limitations that prevent clinicians from being able to provide early intervention and prevention measures will be reviewed.

Violence

Violence is a worldwide problem that affects everyone directly or indirectly. Violence is a concern that affects people worldwide regardless of age, race, gender, culture, sexuality, or other group statuses. Violence can occur between any two people, groups, and so forth. Violence can be committed in many relationships: (a) male to male (b) female to female, or (c) male to female with either gender as the perpetrator and oftentimes takes place within close relationships (National Institute of Justice and Center for Disease Control and Prevention [NIJCDCP], 1998). Violence is a burden to individuals, families, communities, and the health care system due to its major impacts on emotional and physical health (Felliti et al., 1998; Friedman & Schnurr, 1995; B. L. Green & Kimerling, 2004; Walker, 1999). There are many definitions of violence. Straus, Gelles, and Steinmetz (1980) define violence as, “any act carried out with the intention of, or perceived intention of, causing physical pain or injury to another person” (p.20). The definition of violence has expanded to include a wide range of actions and

effects. *The World Health Report on Violence and Health* (WHO, 2002) defines violence as

The intentional use of physical force or power, intentional or actual, against oneself, against another person, or against a group or community that either results in, or has high likelihood of, resulting in injury, death, psychological harm, maldevelopment, or deprivation. (WHO, 2002, p. 5)

The term violence is used to portray a number of actions which include but are not limited to: murder, rape, sexual assault, physical assault, battering, harassment, stalking, emotional abuse, and mutilation. This definition is expansive and it stresses the importance of tackling the challenge of violence. Yet, through all of the definitions of violence, it is difficult to find one that reports other forms of violence that are not physical.

Theories of Violence

There are several theories regarding the etiology of violence. Some of the most well known violence theories are the evolutionary theory, ecological theory, and the culture of violence theory. Violence is theorized to originate from various evolutionary, ecological, and cultural aspects of a society.

Evolutionary Theory. Evolutionary theory of violence poses the notion that violence increases in societies as a result of distress within the evolutionary processes. As we evolve as human beings, technology increases and tensions rise. Violence now has the ability to become more volatile, malicious, and explosive as people use this technology to facilitate violence (Dobash & Dobash, 1979). For example, people are now using computers as a mean of social networking. Computer networking, such as

Facebook and MySpace make it much easier for perpetrators to stalk their partners and control what they do.

Ecological Theory. Ecological theory takes into account the multifaceted connections among individuals, family, community, and societal risk factors in the use of cause for violent encounters (Little & Kaufman Kantor, 2002). The explanation for acts of violence takes into consideration the external factors, such as communities, social support, SES, and values. These external factors give leeway to legitimize violence within a system. An example of this would be a woman that stays in a violent relationship. She may stay because she has no support system to help, she depends on her partner financially, or because violence may be predominant in her community.

Culture of Violence Theory. The culture of violence theory (Wolfgang & Ferracuti, 1967) proposes that within large and dominant cultures, the subcultures and subgroups develop unique, specialized norms and values which justify the need for violence within the group. The use and need for violence is beyond what is the norm in the dominant culture. Acceptance of violence in subcultures becomes the norm and they permit violence to a larger extent in comparison to the dominant culture, so violence occurs more often. Straus et al. (1980) built upon this theory by adding that families have beliefs that can explain the use of violence with different family members. This helps to maintain the violence within homes. An example of this would be a large metropolitan area that contains many gangs. Within the subculture of gangs is an accepted and known history of violence. Violence within this subculture is expected and becomes known among the larger population.

Intimate Partner Violence

When violence occurs between any two people that are in a close romantic relationship with the intention of gaining power or control over the other individual is considered to be IPV (CDC, 2006). Intimate partner violence can take place between two people regardless of race, gender, age, sexuality, or ethnicity (CDC, 2002). The lesbian, gay, bisexual, transgender (LGBT) population has similar experiences of IPV and experience IPV with equal and sometimes higher frequencies (Barnes, 1998). Intimate partner violence often occurs to women as the victims and their current or former male partners as the perpetrators. The violent acts are committed by someone who is, was, or wishes to be involved in an intimate or dating relationship with an adult or adolescent. Victims of IPV can experience violence as few as one time to be considered a victim of IPV or it can be a situation with multiple, ongoing battering experiences. The most prominent types of IPV are physical abuse, emotional abuse, and sexual abuse.

The CDC (2006) poses that IPV exists along a continuum with four types of abusive behaviors that may increase or decrease in severity at any time: physical abuse, emotional abuse, threats, and sexual abuse. Physical abuse is a complex issue due to discrepancy of severity. Physical abuse can include any act designed to injure, hurt, endanger, or cause physical pain to another individual. Examples of physical abuse include hitting, kicking, punching, burning, restraining, throwing things, and choking (Lundberg-Love, 2006). Emotional abuse is the repeatedly doing or saying things to hurt, shame, humiliate, dehumanize, devalue, ridicule, belittle, or mentally hurt another person. Examples of emotional abuse include calling a partner derogatory names, withholding money, manipulation, threatening to hurt themselves or others, insulting someone, and

refusing to help or care for someone in need. Threats include the use of words, gestures, weapons, or other means to communicate physical, emotional, or sexual harm. Sexual abuse is the force of another person to have sex or perform sexual acts when they choose not to (FVPPF, 2007). It may also include forcing a woman into reproductive decisions that she does not want, such as making a woman have unprotected intercourse to prevent disease or pregnancy. For these various forms of violence that are present in society, there is no one clear cut reason why people in intimate relationships become violent towards their partners or why the victims choose to leave or stay in the relationship.

IPV Theories

Many factors have been connected to the etiology of IPV. Some of these include: young age, low income, poor academic achievement, and involvement in aggressive or delinquent behavior as an adolescent (WHO, 2002). While there is no one known cause of IPV, there are many domestic violence theories that try to explain the reason for IPV and circumstances that make women stay with their abusers. The theories of violence tend to focus in five areas: biological theories, psychological theories, social-structural theories, social-cultural theories, and feminist theories. Other theories, such as the cycle of violence theory, investment theory, and traumatic bonding theory have stemmed from these five frameworks.

Biological Theories. Sociobiological and biological theories of violence look at the genetic, congenital, or organic causations of behavior. These theories look into the genetics, neurology, brain infections, and trauma that could cause change in behavior (Johnson, 1996). This theory postulates that injuries or traumas may cause defects or deficits in the brain which could have the potential to change someone's behaviors and

make them violent towards others. The second part of these theories looks at the role of biology to explain male sexual jealousy and the triggers of violent behaviors toward their partners (Ellis, 1998). This part looks at genes-based explanations that are inherited. The biological theory is driven by many Darwinian principles which state that males have the instincts to protect, to be the providers, and to have an innate aggression. Males are biologically programmed to become violent when they are threatened or feel that they no longer are in control of their intimate relationships. These theories of IPV are also derived from the inclusive fitness theory which states that individuals act in ways to increase the likelihood that their genes will be transmitted to future generations (Buss & Shackelford, 1997; Wilson & Daly, 1996).

Psychological Theories. Psychopathology theories of domestic violence intensely focus on two areas. The first is on personality and mental disorders. It suggests the reason intimate partners commit violent acts against each other is because they have mental disorders that make the abusers become violent and the victims stay because of personality disorders (Dutton & Golant, 1995). The survivors have personality types or disorders that subconsciously make them seek out these types of relationships. Psychopathological theories also propose the idea that people in relationships are co-addicts. The addictions perpetuate and cause the violence and influence a survivor's decision to stay or leave a relationship. The other part of this theory looks at childhood and experiential events that have shaped people into becoming batterers with psychological problems. This view takes the perspective that family violence co-exists with the interpersonal problems and functional deficits that may exist in other areas of a person's life (Kesner, Julian, & McKenry, 1997).

Social-Structural Theories. Social structural and social learning theories (Bandura, 1986) link IPV to external and environmental factors that affect individuals, their interactions with each other, and their lives together. The socialization of aggression is looked at in this theory. The more that someone has been exposed to violence in their childhood, the more likely they are to perpetuate violence. The social learning theory is based on the assumption that these behaviors are not innate, but learned through watching the behaviors of influential figures in their lives. When inappropriate behaviors are modeled or enacted in front of children, whether it be from parents, friends, or the media, children begin to normalize these behaviors and no longer see them as inappropriate (Eron, Gentry, & Schlegel, 1994). They will mimic the behaviors and display them in future relationships. This not only applies to perpetrating abuse, but also to remaining in an abusive relationship, and the acceptance of abusive behaviors by the victims. Of the social learning theories, intergenerational transmission of family violence is the most widely known explanation for IPV, which states that those who have witnessed or have been victimized by physical family violence during childhood have significantly greater chances of living in a violent domestic situation later in life (Johnson, 1996; Straus, 1990; Straus et al., 1980).

Social-Cultural Theories. Socialcultural and subcultural theories attribute violence to factors outside of the family. The focus is more on the predominant culture and any gender centric attitudes that they may hold. This could include socially structured inequality and cultural norms related to abuse, violence, and family relations. The subculture of violence theory states that people belong to different subcultures that are part of the larger society (Dobash & Dobash, 1979). The subcultures have different

values and norms. Violence becomes one of them and then gets accepted as normal in daily living, which causes IPV in relationships. The subcultures associations and affiliations within subgroups emphasize and rationalize the use violence beyond what is regarded as normative in the dominant culture (Erchak & Rosenfeld, 1994). An example would be gangs, street violence, and family violence. Within these subcultures there are norms that have been established to classify what is acceptable and what “makes a man”.

Feminist Theories. Feminist theory focuses on the power imbalance that causes and perpetuates violence against women. Feminist theory is based on the assumption that we live in a highly patriarchal society. Since we live in this patriarchy, men maintain their power through the control of women and monopoly of social institutions (Renzetti, 1994). Since women still hold most of the domestic responsibility and men are still looked upon by society as the providers, men have more status and control placed into their hands. Men that abuse women do so in order to maintain their control. Men exercise their power and control over women in various forms of control, such as physical, sexual, economical, emotional, and political (Johnson, 1996). This control is allowed for because of the imbalance of power that continues in society, some examples include wage discrepancies, lack of women in political power, and women being solely responsible for childrearing.

Cycle of Violence. The most well known theory that seeks to explain why victims stay in these relationships is the cycle of violence theory. Lenore Walker (1984; 1993) developed the cycle of violence theory based on her research with IPV survivors. The theory is broken down into three phases (a) the tension building phase (b) the acute battering incident, and (c) the honeymoon phase.

The tension building phase is when the partners are in a state where (a) they may be having arguments (b) jealousy takes place (c) the batterer is short tempered and sometimes emotionally abusive. The victim tries to appease the abuser and calm the situation.

In the acute battering incident, arguments may get so bad that the batterer strikes out in a physical attack. The batterer will often use emotional control and intimidating behavior to keep the batterer in line. The victims are too fearful to report the violence.

In the honeymoon phase, the batterer is apologetic and asks for forgiveness. They will often promise it will never happen again and use various forms of emotional and psychological control over the victims. The abuser will become sweet and charming and become the person that the victim originally cared for. The victim will forgive the batterer and accept the plea for forgiveness and all of the behaviors that have changed (Walker, 1984).

Other Theories. The idea of learned helplessness is embedded in the cycle of violence. This is the notion that women stay in abusive relationships because after repeated attempts to control the violence, they are stripped of the will to leave. This theory does not sit well with many feminists because it does not take into account the fact that there are many social, economic and cultural reasons why women stay in abusive relationships. It poses the notion that women are helpless and weak. Other critics state that Walker's theory was not studied with a wide enough sample and does not account for diversity in relationships (Walker, 1993).

The investment theory branches out from the ideas of cycle of violence and the culture of violence theory. It poses the idea that the victims of IPV take into

consideration all of the investments they have made into the relationship, be it emotional, social, or financial. They stay because they have invested too much to start over and leave the relationship.

The traumatic bonding theory looks at the existence of power within the relationship (Sana, 2001). The batterer becomes more powerful over time and the victim becomes more dependent on the batterer and loses control over more things due to the batterer's gained power. This dependence becomes too strong and the victim's focus is on the times between the abuses where there are displays of affection. These displays of caring and affection are so greatly appreciated by the victim that they rationalize the violence (Dutton & Golant, 1995). One of the greatest consequences to people, who rationalize the violence and why they stay in the relationship, is the potential effect that the violence has on children involved. There are, however, numerous approaches that have emerged to try and help women that stay in these relationships (Sana, 2001).

Treatment Models. Treatment models for IPV are diverse. There is no one solution to help the survivors or perpetrators of IPV. The one model that can be used from any violence theoretical orientation is the Duluth Power and Control Wheel. This is the most commonly used model for the treatment of both men and women. It is used under the premise that women and children are vulnerable to violence due to unequal social, economic and political status in society. The Duluth Model helps women understand the patterns of abuse that they experience, and that their abusers use to maintain control over them. The Duluth power and control wheel is the one model that is most commonly used that aims to treat both the victims and the perpetrators or batterers (Domestic Abuse Intervention Programs, 2008).

IPV and Culture

Intimate partner violence plays out differently among various cultures and subcultures. One of the major reasons that prevalence and incidence rates among cultures reporting IPV differs across the research due to the fluidity of the definition of IPV from culture to culture. There is no global estimate of the prevalence of IPV. Population-based studies conducted with several countries shows that between 10% and 69% of women report that an intimate partner has physically abused them at least once in their lifetime (Heise, Ellsberg, & Gottemoeller, 1999; Heise & Garcia-Moreno, 2002). These statistics have such a wide range because IPV varies within diverse cultures.

IPV varies for many reasons from culture to culture. Within the United States, there is a vast difference in IPV statistics and reporting by men and women. The IPV reporting rates for females is significantly higher. Studies show that one out of every three women is a victim of some form of IPV. Every 15 seconds a woman in the United States is beaten by her partner, and every six minutes a woman is forcibly raped (DiCamio, 1993 as cited in Wekerle & Wolfe, 1999). Almost one-fifth of women (18 %) reported experiencing a completed or attempted rape at some time in their lives. More than three women are murdered by their husbands or boyfriends in this country every day. Stark and Flitcraft (1995) found that 29% of all women that attempted suicide were survivors of being physically battered by their partners. The rates of victimization of violence against women are alarming, but the rates of violence against men are also surprising. Men too can be victimized by violence from their heterosexual partners, although, the statistics are much lower for men. Tjaden and Thoennes (2000) found that

7% of men report experiencing IPV in their lifetime. One in 33 men reported experiencing a completed or attempted rape at some time in their lives (NIJCDPC, 1998). It is suspected that there is a vast underreporting by men due to societal norms and biases. Men may choose not to report in order to maintain confidence and masculinity within their subculture.

IPV is prevalent not only in heterosexual relationships, but in the LGBT community as well. The lifetime prevalence of IPV in gay male partners was 39.2%. 22% of men reported physical abuse in their same sex relationships in a five year span (Greenwood, Relf, Huang, Pollack, Canchola, & Catania, 2002). Men living with male intimate partners report more intimate partner violence than men living with female intimate partners. Sloan and Edwin (1996) report that lesbian sexual violence ranges from a low of 5% to a high of 57% of respondents reporting they experienced attempted or completed sexual assault or rape by another woman. Many people assume that violence in LGBT relationships is mutual violence, but it is not. Violence among the LGBT community is growing and this community faces many of the same prejudices and stereotypes, such as the males who had experienced abuse. The statistics regarding LGBT dating violence is varied. However, the numbers continue to increase each year (CDC, 2006).

Women of all races and ethnicities are equally vulnerable to violence inflicted by an intimate partner (Bureau of Justice Statistics, 1995). African American women report IPV at a 35% higher rate than white women. African American women are 1.2 times more likely to experience minor domestic violence, and 2.4 times more likely to experience severe violence than White women (Heron, Twomey, Jacobs & Kaslow,

1997). Prevalence rates can vary because some women are less likely to report abuse by a partner because (a) they want to protect that partner (b) racial discrimination, and (c) the legal system. They do not want to bring the legal system into their homes and they are guided by fears of losing their children (Raiford, Wingood, & DiClemente, 2007). A cultural belief in African American communities is that “women should be strong and persevere under dire circumstances” (Heron et al., p. 416). This also prevents these women from coming forth to report abuse.

In Mexican and Latin American cultures, many behaviors that may be seen as violent are cultural norms. There is a broader definition given culturally to IPV. Men are the masculine figures in the household and at times are allowed more sexual freedoms. Their job is to protect the household. Behaviors, such as slapping or pushing are often not looked upon as violent, but rather, as having emotion or passion in a situation (Vandello & Cohen, 2003).

IPV is a worldwide epidemic, and population-based studies from various countries indicate that between 10% and 69% of women report that an intimate partner has physically abused them at least once in their lifetime (Heise et al., 1999; Heise & Garcia-Moreno, 2002). Additionally, between 6% and 47% of women report attempted or completed forced sex by an intimate partner in their lifetime (Jewkes, Sen, & Garcia-Moreno, 2002).

For many cultures, IPV is not considered the same way as in Western cultures. There are some cultures that have no language or definition for IPV. In some traditional societies, wife beating is a routine and regarded as a consequence of a man’s right to inflict physical punishment on his wife. Some of these countries include: Bangladesh,

Cambodia, India, Mexico, Nigeria, Pakistan, Papua New Guinea, the United Republic of Tanzania, and Zimbabwe (Armstrong, 1998; CDC, 2006; Heise, 1998). Women in these countries are expected to look after their homes and children, and show their husbands respect, which reflects traditional values. If a man feels his wife has passed her boundaries for things, such as asking for household money, refusing sex, or stressing the needs of the children, violence is a typical and socially acceptable response. In these developing countries, women often agree with the idea of men disciplining them with force (Armstrong, 1998; CDC, 2006; Heise, 1998). With these types of cultural norms in other countries, it is difficult to keep women away from injury, disease and pregnancy. It is also difficult for immigrants from these cultures to acculturate to the western norms that ostracize the use of violence in intimate relationships. Immigrants will often have mixed feeling of IPV and are unable to provide a clear definition (CDC, 2006).

Mcleod, Muldoon, and Hays (2010) gave several reasons for the varying reporting rates among cultural groups. A lack of consistent definition of IPV across cultures plays a significant role in the reporting rates. Many cultures see IPV differently. Acts that may be considered aggressive in some cultures, such as yelling, may not be aggressive or violent in others. Reporting IPV is often self-report and collected in medical facilities and agencies. Self reporting measures and assessments often do not take culture into consideration. Reporting IPV also means getting law enforcement involved. This leads to additional fear that different government agencies may become involved, such as child protective services, immigration, and so forth. Many low SES communities fear legal action that may be taken against the abusive partner (Humphreys & Thiara, 2003). If

legal action is taken, a source of family income may be jeopardized (Fugate, Landis, Riordan, Naureckas, & Engel, 2005).

Not only race, ethnicity, gender, and sexual orientation will play a role in people's willingness to report, but several other identifications will play role, such as SES and spirituality. There is a stigma that faces people that report violence. This stigma is very powerful especially for men that report being abused. Often, people are embarrassed or ashamed to report for fear of the possibility that it may cause further harm to themselves within the context of their community. People do not want to be shunned from their communities and social networks (Humphreys & Thiara, 2003).

Costs of IPV

The economic, social, and personal costs of IPV to society had been estimated by many studies. (Arias & Corso, 2005; NIJCDCP, 1998; Max, Rice, Finkelstein, Bardwell, & Leadbetter, 2004; Tjaden & Thoennes, 2000). The financial cost of IPV was estimated at \$5.8 billion annually. These costs are related to medical care, time away from work, mental health services, and prevention and intervention campaigns (CDC, 2006). "When direct property loss, ambulance services, police response, pain and suffering and the criminal justice process are considered, the total annual cost of intimate partner violence grows to \$67 billion" (Miller et. al, 1996 as cited in National Coalition Against Domestic Violence [NCADV], 2005, p. 2.).

Women that experience IPV are more likely to have higher occurrences of physical and mental health problems and identify their overall health as poor (Campbell & Soeken, 1999; Green, Flowe-Valencia, Rosenblum, & Tait, 1999). Injury is the most obvious and well-recognized health impact of IPV. Headaches, insomnia, choking

sensations, hyperventilation, gastrointestinal symptoms, and pain in the chest, back, and pelvic area are the most common somatic complaints (Dutton, Haywood, & El-Bayoumi, 1997). Other health implications of IPV are harm during pregnancy and repeated or chronic injuries (American Medical Association [AMA], 1992). IPV during pregnancy can often result in harmful health outcomes to both mother and child (McFarlane, Campbell, Sharps, & Watson, 2002; Torres et al., 2000). Women who experience IPV are also at greater risk for other physical health concerns, including HIV and sexually transmitted diseases (STDs).

These women are also at greater risk for mental health concerns such as, alcohol and drug abuse, and attempted suicides (AMA, 1992), depression, suicidality, posttraumatic stress disorder (PTSD; Murphy, Dutton, & Somberg, 2002). The prevalence rates of PTSD among battered women vary from 31% to 84.4% (Golding, 1999). Sixty percent of women diagnosed with major depression had histories of intimate partner abuse. This rate is two times greater than the general population. In a five-year follow up period, IPV victims were significantly more likely to experience the following (a) a greater degree of depressive symptoms (b) more functional impairment (c) less self-esteem, and (d) less life satisfaction (Zlotnick, Johnson, & Kohn, 2006). Given what we know about IPV, the many associated costs and consequences to the individuals and their children, it is important that attention be given to violence in dating relationships.

Dating Violence

Dating violence is a subset of IPV. It can occur between any two people in a dating relationship. The violence can occur in several forms, such as (a) emotional

violence such as controlling behaviors (b) physical violence such as hitting, and (c) sexual violence such as rape, which occurs between two people in a dating relationship. The relationship does not require intimacy to have any act considered as an experience of dating violence (CDC, 2009). Adolescence is the term used to describe people between the ages of 11 – 17. Dating violence is similar to IPV in that it affects all groups of people and it appears to have the cyclical effect of perpetration and contrition. Furthermore, it tends to escalate over a span of time. Adolescent dating violence mimics adult IPV in terms of severity and frequency of the violence inflicted. Internal and external constraints to leave a relationship that involves dating violence are also similar. Dating violence is cyclical in nature and is part of an intergenerational pattern that connects to IPV in the family system (Guite, 2001; Halpern, Oslak, Young, Martin, & Kupper, 2001).

With nearly 72% of adolescents dating by Grades 8 and 9, dating violence is continually growing and becoming a serious problem among adolescents (Foshee et al., 1996). According to the CDC (2006), males and females report experiencing physical violence at almost equal rates. One in every four female adolescents reports verbal, physical, emotional, or sexual abuse by a dating partner each year (Foshee et al., 2005; Silverman et al., 2001). One in eleven adolescents reports of having been a victim of physical dating violence. The CDC (2002) reports that 1 in 10 female high-school students and 1 in 11 male high-school students reports being hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend in the past year. Both male and female adolescents report experiencing physical and emotional dating violence, but the use of violence in these relationships is attributed for different reasons (O’Keefe, 1997; Molitor

& Tolman, 1998). The number of females experiencing dating violence is believed to be even higher. However, there is a fear of reporting among these young girls. They fear that reporting the violence will cause bullying and peer rejection.

Adolescent Dating Violence Theories

There are not as many theories for adolescent dating violence when compared to IPV, but those that are available mimic the theories for IPV. Some of the theories that are noted are the social learning theory, attachment theory, and feminist theory.

Social learning theory. The social learning theory (Bandura, 1986) suggests that adolescents learn violent behaviors toward those they date because it has been learned through watching those around them, such as friends, family, parents, and siblings. These learned behaviors are most often learned through positive consequences but do not exclude the absence of positive consequences. The adolescents then replicate the behaviors in their own relationships because of the positive reinforcement that was observed. Many studies have found this to be true. People who experienced violence as children are more likely to be accepting of it as adults and grow up learning to use violence as an adult (Hotaling & Sugarman, 1986; Straus, 1991).

Arriaga and Foshee (2004) found that adolescents were most influenced by watching the dating behaviors and responses that displayed in their peer groups. Reitzel-Jaffe (1997) showed that violence in the family of origin was connected to the acceptance of interpersonal violence as part of life. These beliefs were also associated with high levels of abusive friends. The experience of violence had a direct effect on the person's intimate relationships later in life. These studies support the social learning theory. Other studies have also supported this theory and show that media can heavily impact an

adolescent's ideal of what a relationship should look like. Media messages along with instances of child maltreatment can portray mixed messages about violence and cause confusion in an adolescent (Wolfe et al., 1997).

Attachment theory. Attachment theory is similar to social learning and states that adolescents form mental representations of relationships based on their own history with significant caregivers. Healthy relationships come from secure attachments. Dysfunctional adolescent relationships come from insecure attachments caused by unresponsive, inconsistent and intrusive caregivers. Insecure individuals characterize their relationships with jealousy and emotional instability. They shift poor attachment from parents to peers (Hazan & Shaver, 1987). Those with insecure attachment style are at high risk for victimization and offending in adolescent relationship (Wekerle & Wolfe, 1999). For example, those that had poor attachments and relationships with parental figures or caregivers are more likely to stay in abusive relationships because they need that connection and attachment with the person. The same holds true for poor attachment with the perpetrator. The violent acts take place because that person fears that the relationship may be lost and they strike out in fear and anger of losing the connection to their partners.

Feminist theory. Feminist theory looks at power and inequality in the devaluing of women. Violence towards adolescent females is facilitated through the socialization of children which promotes rigid gender roles (Miedzian, 1995; Serbin, Powlishta, & Gulko, 1993). Boys are taught at any early age to be aggressive, competitive, dominant, caretaking, and non-expressive. Females are taught to be passive, caring, cooperative,

agreeable, and not to express anger. These socially taught gender based stereotypes promotes a power imbalance in adolescent relationships (Wekerle & Wolfe, 1999).

Summary. Each of these theories contributes to the overall understanding of adolescent dating violence. Though there is no one theory that can fully explain the causation of dating violence. More theoretical models are seeking to incorporate the other multidimensions that contribute to the violence that takes place between adolescents, such as contextual violence, culture, individual difference, biology, and evolution (Riggs & O'Leary, 1996; Wekerle & Wolfe, 1999)

Risk Factors for Dating Violence

Vezina and Hebert (2007) report that dating violence among adolescent females is linked to risk factors that can be precursors to dating violence, such as inadequate parental supervision, the belief that violence is acceptable, substance use/abuse, peers that condone violence, risky sexual practices, prior victimization, and dropping out of high school. Interparental conflict is higher among adolescents that engage in dating violence. Watching verbal abuse and upset in the home sets a course for verbal and emotional patterns of abuse within the children. For boys this social-cognitive process set a precedent for accepting the family aggression in the home and making it justifiable in a romantic relationship (Kinsfogel & Grych, 2004).

Studies show that adolescents that have friends who are perpetrators or victims of dating violence are connected with their own experiences as both a perpetrator and a victim of dating violence. It is also shown that exposure to interparental violence is connected with an adolescent's experiences as both a perpetrator and a victim. Friend

dating violence was shown to be more important than the effect of interparental violence on adolescents on dating violence experience (Arriaga & Foshee, 2004).

Experiencing family violence was shown to be a predictor of dating violence perpetration for females and males. Experiencing and witnessing family violence predicted destructive direct and indirect anger for male and female adolescents (Wolfe & Foshee, 2003). A recent study found that associating with friends who are victims of abuse, use alcohol, and identifying as a race other than White predicted dating violence perpetration in adolescent females (Foshee, Linder, MacDougall, & Bangdiwala, 2007). Adolescents with maltreatment histories are significantly more likely to report clinical level adjustment problems in adolescence. For maltreated females, more involvement in delinquent acts and victims of physical and sexual abuse were observed. Males showed more problems in all domains including abuse perpetuation than non-maltreated males (Wolfe, Scott, Wekerle, & Pittman, 2001).

Grade point average is a significant predictive factor for the occurrence of male to female abuse for both male and female relationship participants. Verbal IQ scores, fighting, attitudes about sex and relationships, and past sexual behavior are predictive for males. For females, poor maternal relationship, school attachment, drinking behaviors, and depression were found to be significant factors for predicting the occurrence of dating violence (Cleveland, Herrera, & Stuewig, 2003). Peer acceptance of dating violence may be a contributing factor to dating violence perpetration and continuance (Cohall, Cohall, Bannister, & Northridge, 1999). Peer groups contribute to dating violence and abuse among teenagers by encouraging and spreading gossip and bullying peers who report dating violence (Lavoie, Robitaille, & Herbert, 2000). Situational

variables such as stress, substance use, a partner's use of aggression, relationship conflict, relationship satisfaction, and expectation of positive outcome to violence can contribute to dating violence and increase the likelihood that dating violence will take place (Cohall et al., 1999). Adolescence is a critical period in development, where peer group and social interaction can be valued above familial interaction. Acceptance of dating violence among friends and peer groups is one of the highest predictors of future involvement in dating violence (Bergman, 1992). Adolescents are more likely to tolerate the violence even if they know it is wrong when friends do the same.

Costs of Dating Violence

There are many associated costs and consequences of dating violence, some which can include, social, academic, monetary, physical, and mental psychological effects. Survivors of dating violence are not only at increased risk for injury, they are also more likely to engage in binge drinking, physical fights, suicide attempts, drug use, or risky sexual activity. Girls that report sexual dating violence use drugs, alcohol, and tobacco at rates twice as high when compared to girls that have not been involved in relationships with sexual dating violence (CDC, 2006). In high risk samples the prevalence of substance use overlapping with relationship violence is high (Wekerle & Wolfe, 1999). Dating violence is also associated with unhealthy sexual behaviors that more often lead to unintended pregnancy and sexually transmitted infections (CDC, 2006). Sexual intercourse was found to be strongly associated to verbal and physical abuse in heterosexual adolescent relationships. Increased length of relationship is associated with verbal abuse but not physical abuse in both genders. In males, there was higher verbal and physical abuse when there was involvement in pregnancy (Roberts, Auinger, & Klein

2006). Each year 324,000 females experience dating violence during their pregnancies, with almost half being adolescent females.

Dating violence has been shown to have severe negative impacts on mental and physical health. Research has shown that dating violence creates an increased risk with teens developing substance abuse problems, weight loss or gain, pregnancy, STDs, depression, suicide, and even Stockholm syndrome (Cohall et al., 1999; Silverman et al., 2001; CDC, 2006; St. Mars, & Stockton, 2007). Dating violence, much like domestic violence, seems to follow a repeat pattern. Abusive dating experiences during adolescents can disrupt normal development of self esteem and body image (Ackard & Neumark-Sztainer, 2003). For adolescent girls that are victims of dating violence, the risks are greatly increased that they will be a victim of dating violence again in college years and later on in life. Most often, the adolescents that are in abusive relationships carry the patterns into future relationships and their children are at greater risk of experiencing dating violence (Smith, White, Jacquelyn, & Holland, 2003).

Available Assessment Tools

Given the negative consequences of dating violence, assessment tools that screen for intimate partner violence and dating violence are crucial to the health field. They are one of the very few ways that health professionals are able to identify, detect, and assess IPV and dating violence. It is extremely important for these assessments to be as accurate and efficient as possible. Assessment tools are a prevention tool against IPV and dating violence. They allow precautionary measures to be taken and allow intervention to take place. Assessments can also help identify those at high risk for dating violence. This can allow for early education and resources to be provided.

Currently there are numerous assessment tools to screen for IPV and adolescent dating violence. Of 38 assessment tools research researched, 34.2 % were for women only, 7.8% were for adolescents, and 5.3% were designed specifically for adolescent females (Hays & Emelianchik, 2009). Research on violence in adolescent relationships is equally prevalent regarding gender, though, there was one assessment found for adolescent males that were victimized in relationships (Cascardi, Avery-Leaf, O'Leary, & Slep, 1999). Dating violence is negatively impacting youth at higher rates each year, which makes it even more startling that there is such an extremely small amount of assessment tools found to screen for dating violence.

There are many limitations to self-report assessments. A content analysis of IPV assessments (Hays & Emelianchik, 2009) found seven key limitations in a review of literature on assessment tools. These limitations (Hays & Emelianchik, 2009) include, in order of frequency,

1. Severity. There was a lack of attention to the degree of severity of abuse. For example, in items which require yes or no responses, "Have you been hit in an intimate relationship?"
2. Definition. The tools focused on a narrow scope of IPV. For example, the tools would only ask regarding physical abuse.
3. Frequency. The frequency of the occurrence of violence was not examined. Violence committed only once were rated the same way as violence that had occurred many times.
4. Screening. The tools were insufficient to assess IPV. No scoring information or resources were offered.

5. Compound items. Multiple questions within one item make it difficult to interpret and rate the item. For example, “Have you been hit or threatened with a weapon?”
6. Vagueness. Items were not specific or detailed enough leading to multiple interpretations. For example, “Have you ever felt unsafe?”
7. Bias. Items were culturally biased. They give westernized definitions of violence or assessments that are only available in one format.

Other studies have found that the adolescent’s interpretations of questions vary. Adolescents also show a higher level of reporting socially desirable answers during open ended interviews or answers that will not get their partners in trouble (Sugarman & Hotaling, 1997). It may also be helpful if assessments measure acts of violence, including misses or the number of times unwanted advances were accepted as opposed to using force to make the victim submit (Wekerle & Wolfe, 1999). Hamberger & Ambuel (1998) report that assessments need to be specific as possible in regards to behaviors so adolescents have a clear understanding of what they are being asked about.

Other limitations have been shown to be that adolescents do not just disclose violence to anyone. They can be secretive about the disclosure of violence for many reasons, with the primary reason being secrecy. The chances that adolescence will report to a friend or neighbor are higher than the chances of reporting violence to a clinician (Ashley & Foshee, 2005).

Adolescents may not conceptualize the term dating the same way as others do. They may have casual sexual and intimate relationships that they do not refer to as dating relationships (Swart, Stevens, & Ricardo, 2002). Lastly, adolescents also may not

recognize the many behaviors that their partners display as violent or aggressive. They may see them as acts of love and admiration.

Adolescent dating violence assessment has similar concerns as IPV assessments in general. The major concern with existing assessments is the limited scope of measures. The type of violence looked at is almost always physical and sexual. There are few assessments that examine psychological violence (Dekeseredy, 1990; Le Jeune & Follette, 1994). Violence is often measured only in terms of physical acts. This limits the understanding of violence in dating relationships. It also underestimates the severity and frequency of violence and aggression in adolescent dating relationships.

The measurement of violence is not unified across studies. Many studies use the Physical Aggression Scale within the Conflict Tactics Scale Revised (CTS2; Straus et al., 1996) as a basis. This scale has been criticized by many studies (Bograd, 1990; Dobash, Dobash, Wilson, & Daly, 1992). The scale fails to look for meaning of violence, intention, consequences, and motivation. It does not look at the patterns that take place in battering, such as the fear, threat, and emotional abuse.

There are definitional and measurement issues that make it difficult to assess violence rates. Many studies look at violence in the last 12 months. Others address long term violence and prevalence of violence that has ever occurred. Many assessments do not distinguish between responses drawn from numerous relationships versus from single relationship episodes of violence. Of 38 assessment tools that are available and assessed, approximately 42% do not account for a particular time frame (i.e., 12 months). Approximately 68% assess current relationship and/or other relationships. Only about

18% assess IPV in any intimate relationship versus current relationship (Hays & Emelianchik, 2009).

Summary

Violence is a global problem that affects all people each year in alarming numbers. IPV is a form of violence, usually against women, that has severe physical, emotional, and financial consequences to individuals affected, and society as a whole. There are many theories for the causation of violence and there are laws that have been established to help deal with the problem of IPV. It has been shown that it is more and more likely that children who grow up in homes with IPV will be the victims of dating violence in early on in adolescence (Arriaga & Foshee, 2004). The cycle of adolescent dating violence keeps increasing each year within the adolescent female population. It is also shown that as more females accept dating violence as a normal part of their romantic relationships, female peers are likely to follow suit and not report dating violence (Arriaga & Foshee, 2004; Foshee et al., 2007). Dating violence is responsible for increased psychological and physiological distress, substance abuse, and engagement in risky behaviors in female adolescents. It is also heavily linked to future IPV. There is a lack in the consistency in assessment tools. Furthermore, there are also many global limitations of these tools. Due to this, there is an overall lack of understanding that can be concretely drawn in the incidence, prevalence, and causation of IPV. Studies show that addressing IPV early on in adolescents dating relationships can reduce the risk for IPV later in life. Early assessment, screening, and intervention to prevent adolescent dating violence are becoming increasingly imperative among the female adolescent population. A screening tool for adolescent dating violence must be developed that will

take these limitations into account, in order to help physicians and counselors understand better, evaluate, and assess the risks and long term costs of IPV in order that suitable interventions will be put in place.

CHAPTER THREE

METHODOLOGY

Dating violence is a significant health epidemic among the adolescent population. Dating violence is the physical, emotional, and sexual abuse and aggression that takes place between dating partners (CDC, 2006). Each year, the number of adolescents who report experiencing some form of violence in dating or romantic relationships increases considerably (CDC, 2006; FVPPF, 2008; National Library of Medicine and National Institutes of Health, 2008). Unfortunately, literature across public and mental health disciplines estimates that the number of cases of dating violence is underreported. Given that the consequences of being in a violent relationship are so detrimental to the physical, mental, and social health of the individual, an accurate assessment and accurate number of those reporting violence would be a valuable asset to prevent long-term consequences to the individuals and others involved in the violence (CDC, 2006; FVPPF, 2008; Wolfe & Foshee, 2003). Studies show that addressing dating violence early in relationships can prevent or reduce the risk for intimate partner violence and domestic violence in current and future relationships. Currently there are only a few survey instruments that screen specifically for adolescent dating violence and the ones that are available have numerous limitations (Hays & Emelianchik, 2009). Some of the major limitations in many assessment tools are that they do not include severity and frequency measures, abuse assessed is limited to physical or sexual, they lack scoring information, they include multiple or double questions, and they cultural biases (Hays & Emelianchik, 2009).

Purpose of the Study

The purpose of this study is to address the limitations of the available assessments and provide a theoretically grounded method for measuring adolescent dating violence. Specifically, this study involves the development and initial validation of the Teen Screen for Dating Violence (TSDV). This chapter describes several phases involved in instrument development. Phase I represents the item development and the content validation phase. Phase II outlines proposed factor analytic procedures (i.e., exploratory factor analysis, confirmatory factor analysis). Finally, Phase III presents evidence of construct validity and reliability.

Adolescent for this study is defined as any male or female between the ages of 13-21. For this study, dating violence will be conceptualized in terms of three dimensions: physical abuse, emotional abuse, and sexual abuse. These dimensions are measured in terms of frequency and will be weighted for severity.

Research Questions and Hypotheses

Research Question 1: What is the factor structure of the TSDV?

(H1) The TSDV will demonstrate adequate factor structure for exploratory (i.e., principal axis factor extraction and promax rotation) and confirmatory factor analysis procedures.

Research Question 2: What is the internal consistency of the TSDV for a sample of adolescent male and females?

(H2) The TSDV will demonstrate a strong internal consistency estimate for a sample population of adolescent male and females.

Research Question 3: What is the relationship between the TSDV and the Conflict in Adolescent Dating Relationships Inventory (CADRI; Wolfe et al., 2001)?

(H3) There will be positive significant relationships among the TSDV subscales and the CADRI, subscales, providing evidence of convergent validity.

Research Question 4: Is there a significant gender difference for TSDV subscales?

(H4) Females will report more frequent incidences of dating violence as the victim and males will report more perpetration of dating violence.

Research Question 5: Is there a correlation between the incidences of violence experienced and perpetrated and perception of violent behaviors?

H5: Females and males who have experienced more violence in their own relationships will perceive fewer acts of violence as violent.

Phase I: Item Development and Initial Content Validation for the Teen Screen for Dating Violence (TSDV)

The TSDV was created to measure adolescents' experience with varying degrees of severity of dating violence, knowledge, and exposure to three dimensions of violence (physical, sexual, and emotional), and to measure their thoughts about what is considered to be violence. The instrument was designed to help clinicians screen for dating violence so early intervention can take place along with education to prevent and cease violent patterns that are displayed in dating relationships.

A review of the literature on IPV and dating violence was completed to examine gaps in the literature. There are various assessment tools that were being used to screen for IPV and dating violence, but no one tool has been universally accepted and there are

almost none which specifically screened for dating violence in adolescents. A content analysis on the available assessment tools yielded seven themes and associated limitations (Hays & Emelianchik, 2009). Based on the noted limitations, the following implications were addressed during initial item development. From these and the literature review the three areas of violence, physical, emotional, and sexual abuse, were chosen to be examined in the TSDV. The TSDV collects information from adolescents regarding perpetration and victimization of violence, severity and frequency of violence, perceptions of what is considered as a form of violence, family and peer history with violence, and the reporting of violence.

There were 100 items initially developed before the expert reviewing process began. The 100 items were based on the three forms of abuse (physical, emotional, and sexual) in varying severities. The items were categorized in terms of thoughts about violent acts, personal experience with violence in dating relationships, and history of witnessing or experiencing violence in the home or among peer relationships. The first 45 items collect responses from adolescents regarding their thoughts about what constitutes a violent act. These items require a yes or no response. The other 55 items were placed on a Likert-type scale and examine experience with dating violence in the intimate relationships of adolescents and their experience with violence in their family of origin. The next 11 items were developed and placed in sections of the survey to gain awareness into their dating histories and experience of adolescents with dating relationships. The last 10 items were developed and placed at the end of the survey to examine reporting behaviors of adolescents and to determine to whom an adolescent

would be likely to report violence and abuse. These items were also placed on a Likert-type scale.

Expert review process. There were six expert reviewers that reviewed the TSDV for content validity. Each reviewer received an expert reviewer packet that included detailed instructions, a demographic sheet, and a copy of the TSDV. The expert reviewers consisted of three professors with expertise in the area of violence, gender, and diversity. Two of these reviewers have expertise in the area of test development. One reviewer was a mental health counselor who had expertise in working with at-risk adolescent girls. Two expert reviewers were doctoral students with expertise in mental health counseling, family counseling, working with adolescents, wellness, and professional identity. One of the doctoral students has worked as a licensed professional counselor with the adolescent population for over 15 years.

The expert reviewers were asked for comments, edits, and suggestions regarding the questions in each section, the directions, and the scales used in the TSDV. All items were examined for clarity, language, flow, and word choice. Part A of the TSDV consists of 7 items that are used to gain background information on the dating history of adolescents. The expert reviewers were asked for edits and suggestions for each item. Part B consisted of 45 items that are used to gain an understanding of what an adolescent would classify as violent. The expert reviewers were asked to rate each item on a Likert-type scale ranging from 0-7 for severity. For example, a score of “0” was classified as *not violent* and a score of “7” was classified as *extremely violent*. Then the expert reviewers were asked to place each item into one or more category of violence (physical, emotional, sexual, or other). The expert reviewers were also asked to make any comments or

suggestions on each item. Part C consisted of 39 items that were be rated with a 5 point Likert-type scale, which is used to examine violence that the adolescent has experienced in a dating relationship. There are then four more, closed ended, free response questions that examine dating violence in their relationships. The reviewers were given the same instructions in part B. They rated each item in terms of severity, placed it into a category of violence, and made appropriate suggestions. Part D consists of 16 questions using a 5 point Likert-type scale to determine whether the adolescents had experienced or witnessed four categories of violence in the home or among peer relationships. The reviewers were asked for comments and edits about the section and the directions. Part E consists of 10 statements on a 5 point Likert-type scale that asks adolescents about to whom they may feel comfortable reporting violence. The expert reviewers were asked for comments and edits for the section and the directions. The expert reviewers' responses to severity rating and violence classifications were inputted into SPSS. The descriptive statistics were collected to determine the reviewer agreement and the means for item violence severity.

Item retention. The criterion rating for keeping an item was 83% agreement on categorization of violence type by the six expert reviewers. There was high agreement among the reviewers and only three items were removed based on agreement of violence type. Reviewers did note that items can be considered violent on all three levels, but they chose one because the instructions forced them to do so. Some of the items were revised based on the reviewers' comments and feedback. Reviewers stated that some of the items were too similar to another item on the assessment, items were vague, or certain items needed more clarity so the type of violence was clear. Examples of revisions then

made were if word choice was not appropriate for the age range, items were clarified, and those items that had overlapping types of abuse were made more precise for the type of abuse being screened.

The next step to delete and edit items was examining the severity ratings of each item based on the expert reviewers' ratings. The means, median, and standard deviations for severity were calculated for each item of the TSDV. Items rated for severity by the reviewers did not have equal amounts of rating scores within each category of violence. For example, emotional violence items rarely received the highest severity rating, whereas almost all physical abuse items were rated with mid to high median scores for severity. All of the item severity scores were examined and four items were chosen within each median severity score. So items were revised accordingly and eliminated based on frequency of severity scores. Items were then decreased if too many in the same violence type had the exact, same mean severity rating. For example, after final evaluation of the mean scores, on Part B there were 10 items of each category of violence (physical, emotional, and sexual) that were selected with varying severity scores from lowest to highest (three with the lowest mean scores, four with median mean scores, and three with the highest mean scores). The same was done for each section of the TSDV. There were 11 items from each type of violence with varying severities chosen for part C. Table 1 reports the mean scores and standard deviations for all of the items before they were analyzed and edited.

Table 1

Mean and Standard Deviations for TSDV Items Before Edits

Original Items	Mean	Std. Deviation
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B1	3.00	1.54
B2	3.16	1.47
B3	3.66	1.36
B4	3.00	1.73
B5	3.16	1.83
B6	4.33	0.81
B7	4.33	1.36
B8	3.33	1.03
B9	4.16	0.75
B10	5.50	0.83
B11	3.83	0.75
B12	4.66	1.03
B13	5.16	0.75
B14	4.16	0.75
B15	3.83	0.75
B16	4.83	1.60
B17	5.66	1.03
B18	5.83	0.75
B19	5.00	1.26
B20	4.66	1.36
B21	5.16	1.47
B22	4.66	0.81
B23	7.25	0.50

B24	5.50	1.37
B25	5.67	1.50
B26	6.33	0.51
B27	6.50	0.83
B28	6.83	0.40
B29	6.66	0.51
B30	6.50	0.54
B31	5.00	2.10
B32	5.16	1.47
B33	4.50	1.37
B34	7.00	0.63
B35	5.00	1.78
B36	5.00	1.67
B37	5.66	1.63
B38	7.16	0.40
B39	6.50	0.83
B40	5.33	1.51
B41	7.16	0.41
B42	5.66	0.81
B43	4.50	1.37
B44	4.33	0.81
B45	6.66	0.51
C1	5.16	1.16

C2	5.66	1.36
C3	4.83	1.60
C4	5.83	0.98
C5	6.66	0.81
C6	6.83	0.75
C7	6.83	0.98
C8	6.67	0.81
C9	5.83	1.60
C10	5.00	1.41
C11	4.83	1.16
C12	5.66	0.51
C13	6.67	0.81
C14	3.80	1.48
C15	3.66	1.21
C16	3.83	0.75
C17	4.83	0.41
C18	4.50	1.04
C19	3.40	0.89
C20	4.83	0.75
C21	4.00	0.63
C22	4.00	0.90
C23	4.00	0.90
C24	5.40	1.14

C25	3.60	1.51
C26	4.17	1.47
C27	7.16	0.40
C28	6.83	0.98
C29	5.33	1.86
C30	4.66	1.50
C31	6.83	0.98
C32	5.40	1.94
C33	6.50	0.83
C34	6.33	1.21
C35	5.50	1.51
C36	5.00	1.09
C37	7.16	0.40
C38	4.66	0.81
C39	5.33	1.21

Note. These are the Mean and Standard Deviations values for the original items of the Teen Screen for Dating Violence (TSDV) before editing and analysis.

After items were edited down, items were also added based on the expert reviewer's comments and suggestions. A section on perpetration of violence added after reading the expert reviewer's suggestions for Part C. This process added a total of 33 more items to the TSDV which became Part C2. These items are mirror image items for

Part C, but they examine perpetration of violence as opposed to experience of violence. The expert reviewer editing process and elimination of items based on frequency and severity scores resulted in development of the TSDV, which produced a 130 item assessment with seven optional demographic questions and a code sheet for participant identification (See Appendices B and C).

Preliminary scoring. The preliminary TSDV scoring key was developed based on the severity and frequency ratings of items according to the expert reviewers. There are equal numbers of sexual, emotional, and physical items in each section. The severity ratings for each item differed. Reviewers rated physical and sexual abuse items higher than emotional abuse items. Due to the reviewers' ratings, there was a minimum and maximum violence score that was determined for each type of violence. The median severity ratings are multiplied by the frequency to achieve a score for each type of violence and the total violence score (See Appendix D for preliminary scoring).

Pilot study. The 130 item TSDV was given to seven adolescents who were part of another study on healthy relationships behaviors. The seven adolescents were given the self assessment before they began a workshop series on healthy relationships. The pilot study allowed the TSDV to be reviewed in terms of clarity, length, and understanding. The sample population taking the TSDV allowed for further item revision, clarification, and elimination of items. It also provided an estimated time frame that it will take future participants to complete the assessment. These adolescents were all girls ranging from the age of 11 to 14. Four of the girls were age 11, one was age 12, and the two others were 14 years old. In the sample population, two girls defined themselves as Asian American, one as Native American, three as White, and one as other. Two

participants were in 8th grade and five were in 6th grade. In regards to sexual orientation, there were four heterosexual, one homosexual, and two of the girls reported themselves in the “other” category. The girls were part of another study that had IRB approval. The sample population’s parents all received and signed informed consent forms. The sample was girl scouts from the Hampton Roads area in Virginia. They consisted of varying socio-economic status and familial backgrounds.

The data collected verified many assumptions. First, the assessment tool proved to be appropriate for the ages of 13-21. The girls from the sample who were under the age of 13 had some difficulty understanding the assessment. They asked many questions about the terms on the demographics sheet, which led to changes in the vocabulary. Other vocabulary throughout was changed based on the comments and suggestions from the group, such as the word “duration.” They also either did not understand or read the directions very thoroughly. They reported, “The answers to the questions would be different if based on a past relationship.” The directions were made more precise and were bolded to show that the assessment is in relation to any relationship. The concept of the Likert-type scale was confusing for the younger girls. They also took a longer time to complete the assessment. The girls who were younger took the assessment in an average 18 minutes, whereas the other group of girls in the sample population that were older finished the assessment in an average of 11 minutes. The appropriate adjustments were made to the TSDV based on discussion with girls in the sample. The age range was also validated as appropriate based on the reactions, questions, and time to complete the assessment by the younger girls in the sample.

After the assessments were completed and the girls in the sample gave their feedback, a focus group was led on healthy and unhealthy relationship behaviors. Information was provided to the sample about what constitutes healthy relationships. They all received educational handouts with information about healthy and unhealthy relationships, as well as resources. The study that the participants were taking part in allowed them to receive further information on healthy and unhealthy relationships, as well as receive information on resources that were available for them if they ever needed help.

Phase II: Exploratory and Confirmatory Factor Analyses

Participants. The population that participated in this study was adolescent males and females located within the eastern United States. “Adolescent” was defined for this study as an individual between the ages of 13 and 21. The primary investigator sought a quota sample of participants across all genders, sexual orientations, major racial and ethnic groups, and socio economic strata. Two separate data samples were collected for factor analytic procedures. Specifically, a minimum sample to item ratio of 5:1 (Gorsuch, 1983) will was sought for the exploratory factor analysis sample size. There are 130 question in the TSDV (including embedding demographic items) thus requiring a sample size of 650 participants.

An exploratory factor analysis (EFA) was completed to see how many factors exist in the first set of variables and how they relate. Principle axis factoring was completed on the variables to find the commonalities or variance that could be shared with at least one other variable (Kahn, 2006). A promax oblique rotation was completed to maximize the loading of a variable on an extracted factor, the rotation will provide

clarity of the factors correlate with which variables. The promax oblique rotation assumes that the factors are related with the variables. The principle axis factoring with promax oblique rotation provided a factor correlation matrix with all factor loadings. The resulting factors and factor loadings were interpreted. A factor model was developed from the EFA. After the factors were determined, the TSDV was edited and items were removed based on the factor model that was developed.

The revised TSDV, was redistributed to a new set of participants and a second set of data was collected. The new set of data was used for a confirmatory factor analysis (CFA). The CFA determines if the hypothesized factor structure of the variables and their relationship with one another is the best fit for the data set (Kahn, 2006). This confirms that the factor structure from the EFA (model) adequately fit the data.

Instrumentation

Teen Screen for Dating Violence. The purpose of the TSDV is to screen for dating violence and exposure to violence in the adolescent population so that early intervention and prevention can take place. The final version of the TSDV for EFA data collection contains 130 questions (see Appendix C). Table 2 provides a breakdown of the TSDV components.

Table 2

Teen Screen for Dating Violence Components

Section	Purpose of Section	Format
Part A <i>7 items</i>	Gather information on participants' answer questions experience and history with dating relationships	Closed, short answer questions
Part B <i>30 items</i>	Used to gain information on the participants perception of what he/she	Check the violent items

	considers to be violence	
Part C <i>66 items</i>	Experience and perpetration of violence in the participants past or current relationships	Likert-Type Scale; check boxes
Part D <i>12 items</i>	Exposure to violence in relationships, the home, or among peer groups	Forced choice: yes/no; Likert-type scale
Part E <i>11 items</i>	Support systems and resources	Likert-type scale

Note: This table illustrates the different sections and the nature of the items included in the TSDV.

Part A of the TSDV is used to gain background information on the adolescents' dating experience and history. This section consists of seven closed, short answer questions. An example of a question from this section is, "How old were you when you entered your first dating relationship." This section will be important to examine when analyzing the scores on the TSDV. Adolescents with more dating experience may score higher for dating violence.

Part B of the TSDV addresses the adolescents' thoughts about what they consider to be an act of violence in a dating relationship. This section contains 30 acts of physical, emotional, and sexual violence. Participants will be asked to check the items they think are violent. An example of a question from this section is, "Do you consider name calling a form of violence?" Part C addresses any violence adolescents have experienced in their own dating relationships and any perpetration of violence that they may exhibited towards a dating partner. This section contains 33 statements that have been placed on a 5-point Likert-type scale, ranging from "1" *never* to "5" *very often*. An example of a question from this section is, "My partner has slapped me." The next section contains 33

statements, almost the same as the experiential questions; but they ask about perpetration of violence. This part requires the participants to check the box only if they have ever committed any of the acts toward any dating partner. It does not require Likert-type scale to rate the frequency because it is referring to any dating partner. If a participant checks that he or she has perpetrated any of the severe acts of violence, intervention is required no matter what the frequency.

Part D of the TSDV begins with four closed ended questions that ask directly whether adolescents have been involved in a violent dating relationship. For example, “Have you ever experienced violence in a past relationship?” The forced choice responses are “yes/no.” Next, in Part D of the TSDV, is 12 questions about the personal experience of violence in the home or the witnessing of physical, sexual, and emotional abuse to a parent, sibling, or friend. The same Likert-type scale as used in Part C is also used for this section. An example of a question from this section is, “I have witnessed physical violence between my parents/ my parents and their partner/ or my guardians.” Some of the items on the TSDV will be reversed scored to decrease response bias.

Part E of the TSDV seeks to find out to whom the participants might report violence if they were experiencing it in their relationships. This section contains a Likert-type scale with a list of 10 support systems to which they could report dating violence. The participants are to report how likely they would be to tell this person or entity, based on the Likert-type scale provided. The people or entities that the adolescents feel comfortable reporting violence to are important to know, so that people in agencies can be trained in understanding dating violence and what to do if they suspect that violence is

taking place. The TSDV will also be called the, *Teen Screen for Dating Relationship Behaviors* (TSDRB). By changing the name it may also help to decrease response bias.

Conflict in Adolescent Dating Relationships Inventory. The TSDV was validated by comparing it to the Conflict in Adolescent Dating Relationships Inventory, CADRI (Wolfe, Scott, Reitzel-Jaffe, Wekerle, Grasley, & Straatman, 2001; See Appendixes F and G for male and female versions). The CADRI is designed to measure violent and abusive relationships behaviors among the adolescent population. The CADRI measures the constructs of aggression and violence. It is an individual self-report measure which uses a Likert-type scale. There are 35 items that are used to collect information on the subscales of physical abuse, threatening behavior, verbal/emotional abuse, sexual abuse, and relational aggression.

The CADRI contains 10 items that are used for balance that ask participants about conflict resolution. There are two versions available, a female and male version. The versions are identical, but the male version changes all of the pronouns, such as “he” to “she.” The CADRI is scored on a scale of 1 to 4 (never to often) with 4 being used for the more frequent violence. The total score results from the summing of all scores of the scores for subscale items. Greater scores indicate that there is more abuse taking place in the relationships. There are two second order factors that involve scoring all 25 items for an overall abuse factor. The physical, threatening behaviors and verbal/emotional abuse items can be scored separately for a “restricted abuse” scale.

The reliability of the CADRI shows a test – retest reliability of 0.68 to 0.75 and an internal consistency rate of 0.54 to 0.81. The internal reliability rate of the CADRI was measured by the summed and average scores of the five subscales. Criterion validity was

accessed and showed significant correlations between the two second order factors and observer ratings of dating behaviors in males.

Procedure

Participants were recruited on a voluntary basis from a probability sample (i.e., quota sample). Participants that were 18-21 years of age were given an informed consent form (see Appendix H) explaining the nature of the research. Those participants under that age of 18 were provided a letter explaining the nature of the research and a consent form (see Appendix I) that was given to each participant's parent. The participants had a parent or guardian complete the consent form. The participants signed the assent form (see Appendix J) agreeing to participate. After the participants returned the consent and assent forms the survey packets were provided.

The data was collected from adolescent male and female volunteers, ranging in age from 13-21. Due to the age range of the participants, minors were not solicited directly. Participants were gathered from liaisons in various community agencies that had direct contact with groups of participants within the age range. The liaison contacts were mental health and school counselors, clinicians, and college campus faculty who could provide the adolescents the TSDV, briefly review the assessment, and provide the participant further information if necessary.

Participants were initially sought out through professional counselors that I know within areas of the southern United States. I attempted to collect data from community agencies, specialized school, and public schools. Contact was made with local middle and high schools in the Norfolk, VA area. The director of a Norfolk school program, called Safe schools was contacted and asked for their participation in the recruitment of students

to complete the assessment. Contact was also made with various agencies and affiliations in Florida with whom I am associated. They were all asked for their support in gaining participants through their sites. They were sent official recruitment letters (see Appendix K) explaining the study and informing them of potential benefits and gains of having their students participate in the study. A private high school in south Florida was also contacted to gain potential participants. The principal of the school was informed of the study and sent a letter of invitation to take part in assisting to gather data. The school was informed of their responsibilities if they chose to help collect data for this study. The school was offered a workshop for their students on healthy relationship behaviors for their participation.

Participants were recruited through a workshop series that the primary researcher runs at Old Dominion University. Fliers were made available for counselors that attend these workshops, explaining the study, incentives for participation, and potential gains to the field. Participants in the 18-21 range will be recruited from Old Dominion University. The researcher requested that the instructors of classes ask their students in the given age range to participate. There were no scholastic incentives for them completing the assessment in the course in which they receive it.

Contact was made with a psychologist at a women and children's shelter with whom the researcher has affiliations with. Their participation was requested in writing. A detailed letter explaining the nature of the research and the responsibility of the agency went out to the site contact. The site was allowed to use the TSDV in their location and was asked to share the data with the researcher.

Contact was made with various professional counselors within school settings and agency settings by sending an email out through Alabama's counseling list-serve. Contact was also made with several university counseling centers that the researcher was familiar with. Recruitment letters were sent to agency personnel within researcher's local community explaining the study and informing them of potential benefits and gains of having their students and clients participate in the study.

Participants in the 18-21 range were recruited from Old Dominion University. The TSDV was placed on Survey Monkey (a website containing a database of online surveys) for Old Dominion University students. The request for participation sought out those interested in taking a dating relationship survey. The use of the TSDV was requested by the counseling center and another researcher at Old Dominion University in order to help collect prevalence data on the student body. I approved this request to use the TSDV to collect prevalence data and asked that the data be used for this study to establish validity and reliability information for the TSDV. The instructors of undergraduate, human services classes at the primary researchers academic institution were asked to provide the survey to their students in the given age range and ask for their voluntary participation. There were no scholastic incentives for these students to complete the assessment in the course in which they receive it.

A sorority at Old Dominion University sought out the researcher to conduct an educational seminar with members. This request was due to a high rate of members in the sorority in unhealthy relationship situations. I conducted the seminar and received permission to request the participation of the sorority members to complete the TSDV.

An estimated 800 packets were mailed out to various agencies, schools, and community liaison contacts. The packet included a letter of consent for parents, a letter of assent for the adolescent participants; information detailing the purpose of the assessment, information on confidentiality and its limitations; the TSDV; the CADRI; scoring procedures for both the TSDV and the CADRI; as well as information on healthy relationships and resources tailored specifically for each area if the participant was or are experiencing violence in relationships of all types. The packets that went out to participants did not use the term dating violence. The research project was explained as gathering information on healthy relationships in order to prevent socially desirable answers. The assessment was called the *Teen Screen for Dating Relationship Behaviors*.

Each adolescent that agreed to take part in the assessment received the survey packet containing a consent form if they are under the age of 18; the TSDV (which include an attached demographic sheet); and the CADRI. Informational packets were available after they completed the assessments. The informational packets provided adolescent participants with information on dating violence, age appropriate websites to gain more information on the subject, and a list of local and national resources where they can report violence and seek help. All sites that took part in distributing the TSDV received information regarding reliability and validity of the TSDV when the research project was completed, as well as access to the TSDV and scoring key for their facilities.

A second set of data was collected after analysis of the first data set of 799 participants. The second sample will be used to establish test re-test reliability and the CFA will be completed on this data set. The second data set was recruited the same way as the first data set. The revised TSDV was put back up on Survey Monkey for Old

Dominion University students. A link was posted that directed the participants to an informational website after taking the TSDV which gave the participant information and resources about healthy and unhealthy dating relationships. Emails were sent out to several fellow counselor educators asking for help collecting participants by sending the link to students and clients. The researcher contacted several other local area agencies that were different ones than the first data set. These agencies were provided with the same information. A posting was placed on a listserv, CESNET, for counselors and counselor educators seeking contacts with agencies and schools that would distribute the TSDV to their clients within that targeted age range. There were 100 packets that were sent by mail to agencies within the local community. Of the 100 packets mailed out, 60 were returned for a return rate of 60% for mailed packets. It is hard to estimate the return rate for email surveys because there is no way to know the exact number of people within the data sample criteria that received the email. It is estimated that the survey had the potential to reach 30,000 participants. There were 656 returned surveys by email, which yielded 410 useable surveys for a 2% return rate.

The first data set of 799 participants for the EFA took the researcher eight months to obtain. The second data set of 410 participants for the CFA took 6 weeks to obtain. It is assumed that the first data set took longer to obtain because the sample size was larger and because it the first sample set allowed time for working relationships to be formed that allowed for easier access to the second data sample.

Phase III: Additional Psychometric Evidence for the TSDV

The last study component consisted of determining if reliability and additional validity evidence exists for the TSDV. The samples described above were used in

demonstrating additional psychometric evidence. The internal consistency reliability of the TSDV was established by using the Cronbach's alpha coefficient calculations (Cronbach, 1951). Based upon the exploratory factor analysis findings of the subscales, the Cronbach's alpha coefficient was computed for all subscales and factors during the second data collection. The second data collection consisted of running confirmatory factor analyses to determine the number of factors and loadings of the variables for each factor. The TSDV subscales scores are combined to obtain a total score. Convergent validity was checked for the TSDV and its subscales by correlating it with the Conflict in Adolescent Dating Relationship Inventory (CADRI; Wolfe et. al., 2001).

Validity threats. Threats to validity in this study can possibly be internal or external. The internal validity is the degree to which the evidence will support the test scores. Validity for this study will be that the TSDV has made a significant impact in the assessment for dating violence in an adolescent population. External validity is the degree to which findings are applicable to the larger population (Campbell & Stanley, 1963).

Limitations. There are several potential limitations and validity threats for this study that must be taken into consideration. Threats to the internal and external validity for this study could be that the population selected will be a convenience sample. Some of participants may be at higher risk for dating violence due to location that the data will be collected. The participants will be gathered from many agencies, specialized schools, and public schools of the United States. The specialized schools include private schools and Catholic schools. The data from this sample may be biased because of fear of reporting violence or because of the lack of availability of resources. These factors could

potentially make dating violence more or less of a problem within the community. The samples also could be biased due to the fact that they are in contact with the study's liaisons, who will be professional counselors and clinicians. The participants may be in some form of counseling already, which may alter their responses. The participants under the age of 18 will need parental consent. If parental consent is not received, there may be a large number of participants under 18 who will not be able to participate. Dating relationship is not defined for the participants. Each and every participant will have his or her own view on what constitutes a dating relationship. By not defining dating relationship, some participants may determine they have more or less experience with relationships and violence.

Another threat is maturation and involves the notion that the TSDV is comprised of 130 items and the CADRI is comprised of 35 items. Due to the length of the assessments, the participants may not thoroughly read each question or drop out from participation. Age differences among the participants who take the assessment may affect their scores on the assessment. Older adolescents will have more dating experience and are likely to score higher because they have more years of dating experience. Finally, a subject effect could take place where the adolescents who partake in the study feel pressure to not report accurately for fear of a dating partner getting in trouble. Adolescent males may be reluctant to report abuse perpetration or victimization because of social stigmatization.

Various other limitations could be the participants varying educational levels may have an impact on their reading ability. The participants who take the TSDV will have to be able to read and write in English. The instrument may not be designed appropriately

for all participants. The scoring key may be too difficult for some people to interpret. History could affect the sample if a national, celebrity case of dating violence takes place.

Delimitations. In this study, possible delimitations could be that there will be a 5:1 ratio of participants being collected to establish validity and reliability. If a larger number of participants were gathered for a 10:1 ratio, it may be easier to try to establish if reliability and validity exists. The student is attempting to establish that the TSDV is reliable and valid within the age range of 13-21. The number of participants for the study will not be equal within each age group. The participants within the higher age limits may have more dating experience, which could bias the data analysis.

CHAPTER FOUR

RESULTS

This study involved the initial development and validation of an assessment tool, the Teen Screen for Dating Violence. Item development and psychometric information (reliability and validity) were obtained for this assessment in this study. This chapter outlines the results of the study, beginning with a summary of demographic information about the study participants. Since there were two study samples, one each for factor analytic procedures, I will present them independently. Following the survey participants' demographic information, an overview of the results of the exploratory factor analysis and confirmatory factor analysis will be presented. The final section presents the results of the statistical analysis for the research questions and hypotheses. Significant information from the analyses will be presented in tabular or graphic form.

Sample 1 Demographics

The target population for this study, as indicated in Chapter 3, was adolescent male and females ages 13-21. The participants were not excluded for any reason beyond age. This study was conducted with participants I had direct access to using an Internet based survey format, which made the pool of participants a convenience sample. In May 2009, solicitations for participants began when I made contact with various people within the counseling field that I know within the Southeastern United States. Table 3 below depicts information about the various types of data sources where participants for this study were gained.

Table 3

Participants Solicited and Gained for Sample 1

Source Solicited	Number of Sources Solicited	Number of Sources Agreeing to Participate	Participants Gained
Public High Schools	4	1	125
Clinical Agencies	4	1	20
Churches	4	1	15
Sororities	1	1	61
Colleges	5	5	558
Physicians' Offices	2	1	10
Workshops	2	1	10
Total	22	11	799

Note: Table 3 depicts the various sources from where the participants were acquired.

Phone contact was made with several other community agencies, schools, and domestic violence centers to request participation. There were several steps to obtain participants from these various sites, but was turned away for several reasons. Administrators and agencies that refused to participate indicated several reasons for not participating in this study. Some of these reasons include, the subject matter of survey was too risky, the age range of possible participants was not available at their sites, reporting concerns to appropriate agencies when participants disclose violence, and demographic questions were questionable or risky for private school settings (e.g. asking about sexual orientation).

Approximately 800 email messages were sent out explaining the purpose of this research and requesting that counselors and counselor educators help solicit participation. Of those email messages, 18 people replied stating that they would help solicit for participation within their work settings, school settings, and agencies. There were 550 hard copies of the surveys mailed to the people who responded, based on the number of surveys they felt they could get completed and returned. The surveys were mailed out with instructions and postage was provided so the liaisons that were helping to seek participants would be more likely to return the surveys. Returns for the mailed surveys yielded 289 completed surveys, which was a 52.5% response rate. An estimated 23,000 students received the survey link as part of another research study through an email message sent to all Old Dominion University students. It is impossible to know how many people opened the email invitation or received appeals by indirect means. All recipients of the direct appeals were encouraged to pass along the survey to others who might be appropriate candidates for participation in the study. The link to the TSDV to collect prevalence data for Old Dominion University students opened on Survey Monkey, September 17, 2009 and closed the link to all participants on October 23, 2009. The site closed because the number of new participants had diminished to less than one per day. The survey monkey site yielded 1,012 responses, which was shared with me to use to validate the TSDV. Once all of the data was inspected and cleaned for accuracy, the data that was considered useable for the purposes of this study was extracted and 510 useable surveys remained for analysis. The data for some participants were eliminated because they had not met the criteria for participation in this study, the answers provided were illogical, or they did not complete a sufficient number of questions to allow for use in the

analysis of any of the research questions. Therefore, for analysis purposes there were a total of 510 participants who completed the survey with adequate information and responses provided to allow for proper statistical analysis of the research questions.

Participants. The demographics for this study were compiled from the 7 question demographics page and from 11 other questions embedded in the survey. Table 4 shows a breakdown of the number of participants collected within each state.

Table 4

Sample 1 Participants by State

<u>Location</u>	<u>Frequency</u>	<u>Percent</u>
Alabama (Mailed Surveys)	155	19.4
Florida	20	2.5
Georgia	27	3.4
Maryland	26	3.3
Virginia (Survey Monkey Data)	510	63.8
<u>Virginia</u>	<u>61</u>	<u>7.6</u>
<u>Total</u>	<u>799</u>	<u>100</u>

The demographic information obtained from the demographics page included age, gender, race/ethnicity, relationship status, sexual orientation, parents' relationship status, and education level. Thirty percent of the participants reported as male and 69.5% of participants reported as female. See Table 5 for a report of participants by gender.

Table 5

Sample 1 Gender Frequencies

	Frequency	Percent
Males	240	30.0
Females	555	69.5
Transgender	1	.1
Not Reporting	3	.4
Total	799	100

The mean age for participants in this study was 18.98 years of age, with a standard deviation of 1.64. The ages of the entire population were unevenly distributed with clusters of participants around ages 18-21 (see Figure 1). Of the participants, the ages were as follows: age 13, $n=6$; age 14, $n=5$; age 15, $n=6$; age 16, $n=61$; age 17, $n=29$; age 18, $n=170$; age 19, $n=176$; age 20, $n=163$; age 21, $n=158$; and not reporting, $n=25$ for the total of 799 participants.

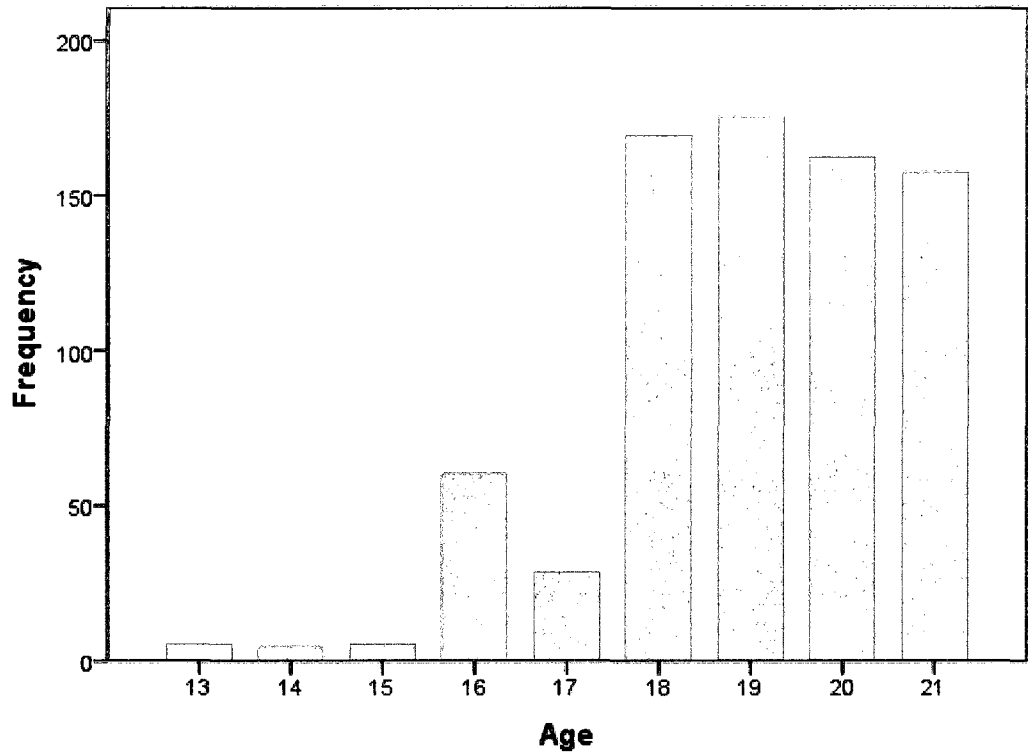


Figure 1. Sample 1 frequency of ages of those who took part in this study.

Participants were asked their current relationship status as part of the demographic information. The definition of a dating relationship was not specified for the participants. Anything that the participant considered to be a relationship was taken into consideration. Of the 799 participants, the majority of participants reported to be in a dating relationship. Frequency data is presented in Table 6. There were 9 participants reporting “other” with only two responses making a note in the space provided. Those responses were, “friends with benefits” and “dating but not committed to just one person.”

Table 6

Sample 1 Relationship Status

	Frequency	Percent
Dating	345	43.2
Single	407	50.9
Engaged	29	3.6
Married	8	1.0
Other	9	1.1
Not Reporting	1	0.1
Total	799	100

The participants were asked about their sexual orientation. Since the survey is intended for the adolescent population between the ages of 13-21, the verbiage used in the demographics page stated, "I am interested in dating." Based on the choice selected and the gender of the participant reported the researcher placed them in the most appropriate sexual orientation category. If sexual orientation was unclear from the gender and response to the dating interest question, the researcher did not place a guess about the participants' sexual orientation and indicated the information was not reported. For example, transgender participants who reported being interest in dating males were reported as "not reporting" for sexual orientation. Females who reported being interested in dating males were listed as heterosexual for sexual orientation. Table 7 depicts the sexual orientation and interest in dating information compiled from the demographics section of the completed survey instruments.

Table 7

Sample 1 Interest in Dating and Sexual Orientation

<u>Interest in Dating</u>	<u>Frequency</u>	<u>Percent</u>	<u>Sexual Orientation</u>	<u>Frequency</u>	<u>Percent</u>
Men	507	63.5	Heterosexual	716	89.6
Women	257	32.2	Gay/Lesbian	44	5.5
Both	25	3.1	Bisexual	25	3.1
Not Sure	6	0.8	Not Sure	6	0.8
Do Not Wish to Answer	2	0.3			
Not Reporting	2	0.3	Not Reporting	8	1.0
<u>Total</u>	<u>799</u>	<u>100</u>	<u>Total</u>	<u>799</u>	<u>100</u>

Participants in this study reported their current education level. Participants ranged from middle school (Grade 8) through graduate school. Most participants were college freshman and college sophomores. It was expected that most participants would be older because parental permission was required for those between the ages of 13-17 (high school students). Ten participants did not report their education level. I assumed these participants were not in school and I did not report a grade level for them. Figure 2 represents the number of participants in each grade level.

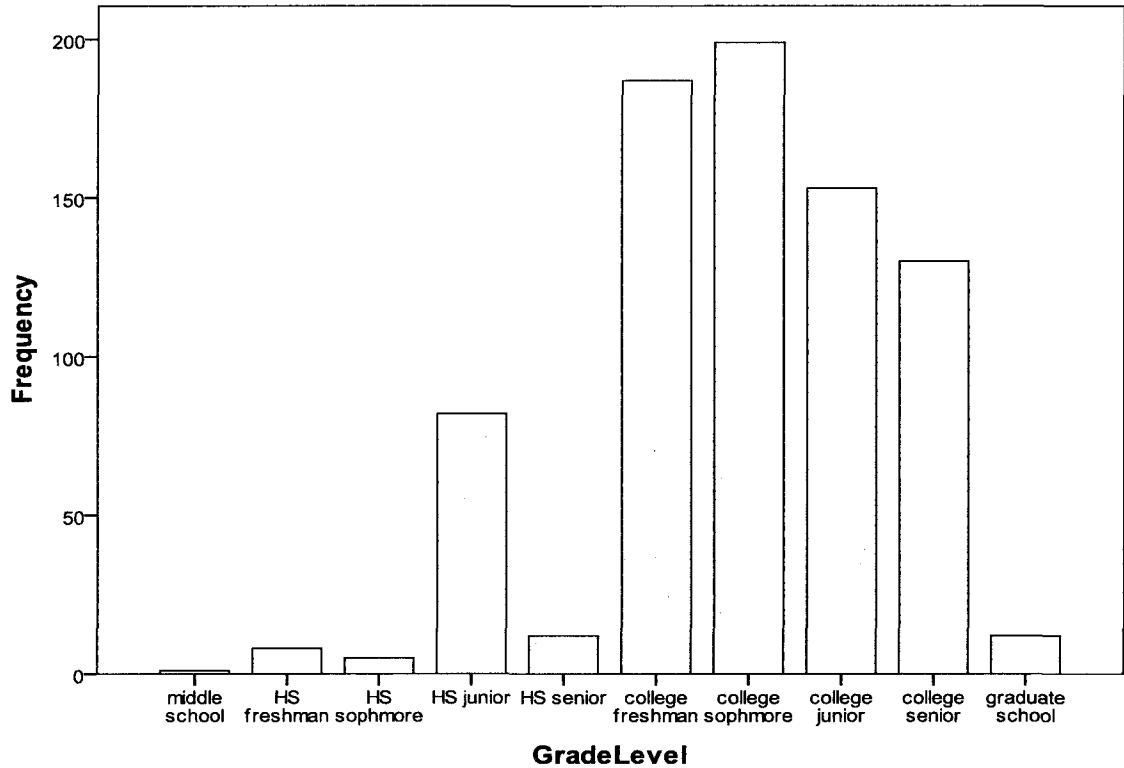


Figure 2. Sample 1 participants by grade level.

Demographic information on the participants' parental relationship status was requested on the demographics page. Relationship status of the participants' parents were collected to see whether it could be a predictor of the participants' relationship history and to see whether it correlated with any information that the participant reported in the survey. There were 2.9% ($n=23$) participants who chose the option of, other not specified for their parents relationship status. Of those 23 participants, 10 wrote comments such as "remarried to other people" or "one remarried and one not." Those who stated, "remarried to other people" were placed in the appropriate category. The other participants who stated, "one remarried and one not" remained in the other category. I chose not to categorize these participants. There were 2 participants who wrote in "married, divorced, and remarried several times." Two participants did not complete any

response and 9 participants wrote “widowed.” Table 8 represents the descriptive statistics for the participants’ responses to parental marital status.

Table 8

Sample 1 Parent’s Relationship Status

	Frequency	Percent
Married or Partnered	503	63.0
Divorced	118	14.8
Remarried	100	12.5
Separated	41	5.1
Single	11	1.4
Other not specified	23	2.9
Not Reporting	3	.4
Total	799	100

With respect to race and ethnicity, the majority of the participants reported as White (67.6%, $n=540$). The next largest category of participants identified themselves as Black (19.1%, $n=153$). Of those reporting race and ethnicity 3.8% ($n=30$) reported as other. Most of participants who responded “other” placed a written response next to their response. The responses noted by participants varied. Some of the most predominant responses noted were “mixed, Black and White, Pacific Islander, Asian and White, or Cuban.” Three participants listed a specific country of origin ethnicity. Two participants reported being “Italian” and one participant reported being “French.” Five participants were placed into the other category because they checked multiple racial/ethnic boxes on

the demographic sheet. Six participants chose “other” as a response, but did not note a specific race or ethnicity. There was 0.6% ($N=5$) who did not report anything for this question on the demographics page. Table 9 represents the race and ethnicity descriptive statistics for the participants.

Table 9

Sample 1 Participant Race and Ethnicity

	Frequency	Percent
White	540	67.6
Black	153	19.1
Hispanic	25	3.1
Asian	36	4.5
Native American	4	.5
Multiple races chosen	30	3.8
Other not specified	6	.8
Not Reporting	5	.6
Total	799	100

Throughout the TSDV there were 11 embedded demographic questions. These questions gained information about the each participant’s dating history, current dating relationships, past dating violence history, and current dating violence. Table 10 presents the descriptive statistics for each of these questions.

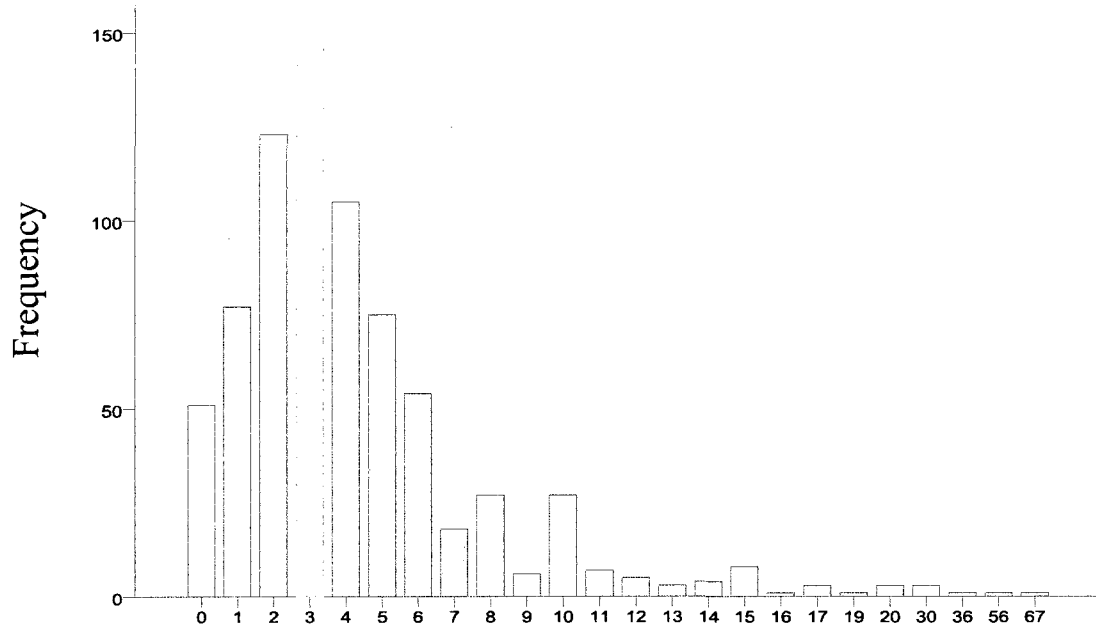
Table 10

Sample 1 Dating History Questions

	N	Minimum	Maximum	Mean	Std. Deviation
Number of Dating Relationships	752	0	67	4.39	4.84
Age of First Dating Relationship	734	0	21	14.28	2.87
Shortest Dating Relationship (in days)	432	0	2,18	111.82	224.02
Longest Dating Relationship (in days)	569	0	5,75	730.31	716.65
Largest Age Difference between You and a Partner (in months)	666	0	728	35.98	48.27

Note: These are the descriptive statistics of the participants' dating histories. A dating history is not required to take the TSDV, participants not involved in dating relationships reported zero for these questions causing large standard deviations.

Figure 3 depicts the number of dating relationships the participants reported being involved in throughout their dating history. The mean number of dating relationships that participants reported was 4.39. The number of dating relationships the participants were involved in is clustered between 0-6, which is represented by a perfect bell curve in this area.



Number of Dating Relationships

Figure 3. Sample 1 number of dating relationships participants were involved in throughout their dating history.

Figure 4 portrays the majority of participants entered their first dating relationship between the ages of 13-16. This information is important in order to determine when dating relationship education is most important for adolescents to receive.

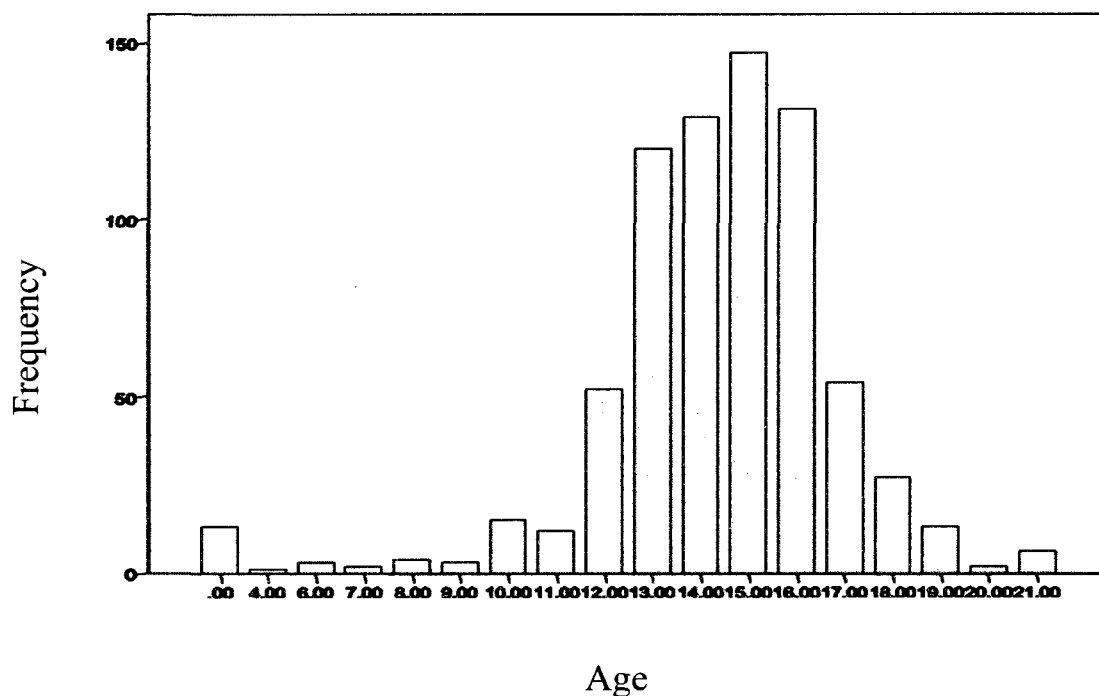


Figure 4. Sample 1 age of first dating relationship.

The remaining embedded demographic questions asked about each participant's personal experience with dating violence in past and present relationships and the participant's average length of past relationships. A total of 18.5% ($n=148$) of the participants reported having experienced dating violence in past dating relationships. This statistic represents those participants who acknowledged and self reported that they had experienced dating violence in past relationships. The number of participants who had actually experienced violence is estimated to be much higher based on responses to the question in the TSDV. There were 62.6% ($n=500$) who self reported having never experienced dating violence in a past relationship and 18.9% ($n=151$) who did not report experiencing or not experiencing dating violence in past relationships. The participants who self reported currently experiencing dating violence in a present dating relationship was 2% ($n=16$), with 78.7% ($n=629$) reporting not currently experiencing violence in a

current relationship. There were 19.3% ($n=154$) of participants not reporting. One of the reasons for not reporting is presumed to be that the participant is not currently in a relationship. Participants were asked about the average length of past relationships in days. The mean was 268.7 days with a standard deviation of 348.2 and range of 0 to 3,062 days.

Sample 2 Demographics

A second data sample was collected on the revised TSDV, which resulted from the exploratory factor analysis. The second data collection began on May 1, 2010. This data sample was collected similarly to the first data sample. Participants were sought out through various agencies that I had contact with. These agencies were contacted and provided information about the research study. The participants recruited for the second data sample met the same criteria as the first data sample, male and females between the ages of 13-21. I sent an estimated 500 email messages requesting participation in this study. Four people responded back with emails stating that they would help collect participants through their respective sites. These four people requested a combined total of 100 hard copies of the TSDV to distribute within their agencies. Of the 100 surveys mailed to the agency representatives, 60 were returned for a 60% return rate of mailed surveys. The TSDV was placed on an online survey website, Survey Monkey, with my permission. The TSDV was used to collect a second sample of prevalence data for Old Dominion University students by the counseling center and another researcher. The data was shared with me for use in this study to validate the TSDV. There were 20 emails I sent out asking professors at other institutions to post the Survey Monkey link for their students at their academic institutions. The link was sent to the TSDV on Survey Monkey

was emailed out to CESNET (a counseling list-serv) requesting help passing the link to possible participants within the appropriate age group. It is impossible to know the exact number of people that received the emails requesting participation. The Survey Monkey link was closed on June 12, 2010 due to slowed response rate per day. 676 surveys were collected, but it is impossible to compute a response rate because there is no way of knowing the exact number of students within the given study criteria that received the email. After the data was sorted through, unfinished surveys were removed, and the appropriate age group for this study was pulled out, there were 410 useable surveys for the second data sample.

Participants. The same demographic information was collected for the second sample of participants as for the first participant sample which included gender, age, highest completed grade level, race, dating interest, relationship status, and parents' relationship status. Of the 410 surveys collected from the second group of participants, there were 277 female participants (67.6%), 128 male participants (31.2%), 1 (.2%) other not specified, and 4 (1%) not reporting. The ages of participants ranged from 14 – 21 years of age and had a mean age of 19.77, with the majority of participants being between 18 – 21 years of age. Participants' highest level of education or current grade level ranged from 8th grade in high school through graduate school. Table 11 provides age information of participants and education levels.

Table 11.

Sample 2 Age and Highest Achieved Grade Level of Participants

Age	Frequency	Percent	Grade level	Frequency	Percent
14	1	0.2	HS 8	1	.2
17	11	2.7	HS 10	1	.2
18	62	15.1	HS 11	5	1.2
19	53	12.9	HS 12	78	19
20	133	32.4	College 13	77	18.8
21	134	32.7	College 14	74	18
Not Reporting	16	3.9	College 15	95	23.2
			College 16	21	5.1
			Graduated or		
			Graduate School	48	11.7
			Not Reporting	10	2.6
Total	410	100	Total	410	100

With regards to race and ethnicity, 64.4% ($n=264$) identified as White, 17.8% ($n=73$) Black, 1% ($n=4$) Hispanic, 5.1% ($n=21$) Asian, 5.9% ($n=24$) multi-racial or multiple racial and ethnic identities, 1.7% ($n=7$) do not wish to answer, 1.7% ($n=7$) other not specified, and 2.4% ($n=10$) not reporting anything. Due to the age range of the sample, participants were asked to report the gender they were interested in dating. From this sexual orientation was determined. The participants reported as follows: 61.5% interested in dating males, 30.2% interest in dating females, 5.6% interest in dating both genders, 0.5% not sure, 0.5% other not specified, and 1.7% not reporting. After reviewing dating interest among participants, each participant's dating interest and gender were matched to identify their sexual orientation. Sexual orientation estimates are as follows:

86.8% heterosexual, 4.6% homosexual, 5.6% bisexual, 0.5% not sure, 0.5% other not specified, and 0.7% not reporting.

Relationship statuses of participants were analyzed. Participants were asked about the number of relationships they had been involved in, the longest and shortest relationship estimates, and the largest age difference between themselves and a partner in the TSDV. The majority of participants reported as single (43.4%) or in a dating relationship (44.6%). The other participants reported as married (3.7%), engaged (4.6%), and divorced (.2%), with the remaining 3.4% of participants not reporting a relationship status. Participants reported a mean of 5.24 relationships that they have been involved in with a range from 0-75 relationships. Participants reported a mean for shortest dating relationships of 127 days and a mean of 777 days for the longest relationship. The mean of the largest age difference between the participants and a dating partner was 3 years with a range of 0 years - 27 years. Participants' responses indicated the range of ages for their first dating relationships was 6-21 years of age with a mean age of 14.96.

Exploratory Factor Analysis

The participants in this study represented a convenience sample. There were 799 participants for the first data sample that were accessed from various self report formats. Once the data were collected and entered, a principle axis factor analysis with promax oblique rotation was completed on each section of the TSDV. This step was completed in sections on the TSDV to keep the data manageable. The factor analyses resulted in 20 factors (some grouped further into subscales) with 90 items. The TSDV was then revised (see Appendix L) and distributed to collect a new data sample for the confirmatory factor analysis

An exploratory factor analysis (EFA) was conducted on each section of the TSDV in order to examine the factor structure and identify subscales of the TSDV. The factor analyses reduced the 130 item TSDV to a smaller set of interrelated factors which resulted in a 90-item scale. Final item means and standard deviations were calculated and reported by final factor loadings along with communalities. See Table 12.

Table 12

Rotated Factor Structure, Mean and Standard Deviations, Communalities, and Item-Total Correlations for the Revised Teen Screen for Dating Violence

Subscale/Items	1	2	3	4	5	h ²	r*	Frequency of Endorsement
Perception of Violence (Part B)								
Using a weapon against you in order to cause physical harm	0.91	-0.02	-0.12	-0.02	-0.04	.73	.33	716
Twisting your arm	0.43	0.01	0.41	-0.04	0.11	.545	.40	698
Punching you	0.41	-0.03	0.40	-0.07	0.15	.50	.33	707
Hitting you with an object	0.74	0.1	0.16	-0.05	0.07	.68	.37	714
Physically forcing you to have intercourse (rape)	0.73	0.02	-0.08	0.21	-0.05	.62	.38	713
Burning you	0.92	-0.02	-0.10	-0.05	-0.06	.78	.35	718
Controlling what you wear	0.02	0.91	0.01	0.02	-0.13	.72	.61	359
Telling you how much time you can spend with others	-0.002	0.91	-0.003	-0.03	-0.04	.74	.60	338
Spreading rumors about you	0.04	0.44	-0.15	-0.03	0.21	.42	.47	356
Watching you and controlling what you do on your personal web pages on the internet	0.03	0.67	-0.01	0.04	0.13	.58	.62	414

Scratching you	-0.04	-0.08	0.6	0.06	-0.03	.37	.28	621
Grabbing you suddenly	-0.13	0.03	0.69	0.02	0.02	.44	.36	602
Pushing you	0.07	0.10	0.65	-0.01	-0.09	.47	.34	669
Touching you sexually / inappropriately without your consent (not using force)	-0.07	-0.04	0.14	0.54	-0.04	.36	.43	598
Physically forcing you to perform sexual acts to them that you do not want to do	0.27	0.01	0.07	0.56	-0.12	.47	.42	689
Forcing you to have sexual intercourse without protection	0.11	0.03	-0.11	0.63	0.05	.44	.49	648
Forcing you to touch him/her when you do not want to	-0.04	-0.06	0.02	0.74	0.13	.57	.53	638
Taking unwanted sexual photographs	0.04	0.11	-0.12	0.3	0.42	.53	.62	538
Lying to you and telling you things that are false so you will advance in your sexual relationship faster	-0.04	0.16	0.05	-0.06	0.74	.69	.64	397
Emotionally pressuring you to have sexual intercourse until you just give in	-0.01	0.08	0.01	-0.02	0.79	.68	.63	478
Subscale/Item								
Experience of Violence (Part C)	1	2	3	4	M	SD	h ²	r*
A dating partner has raped me	0.45	0.04	0.18	-0.22	1.06	.43	.43	.29

A dating partner has used physical force to get me to perform sexual acts	0.73	-0.11	0.07	0.08	1.04	.47	.62	.62
A dating partner has touched me inappropriately when I did not want them to	0.87	-0.12	-0.05	0.07	1.21	.71	.59	.65
A dating partner has pressured me to advance quickly in our sexual relationship	0.80	0.01	-0.07	0.01	1.29	.80	.62	.61
A dating partner has made me touch him/her for their own sexual pleasure when I did not want to	1.02	-0.09	-0.04	-0.12	1.15	.64	.62	.77
A dating partner has not listened to me when I told them “no” concerning sexual acts.	0.90	-0.05	-0.07	0.10	1.25	.78	.66	.75
A dating partner has made me take sexual pictures that I was not comfortable with	0.63	0.13	-0.16	-0.04	1.08	.49	.54	.51
A dating partner has lied to me and told me things that were not the truth so I would perform sexual acts	0.59	0.06	-0.01	0.06	1.23	.74	.61	.54
A dating partner has threatened to end my relationship so I would perform sexual acts with them	0.55	-0.02	0.03	0.13	1.07	.53	.59	.48
A dating partner has made me feel guilty about not wanting to perform sexual acts until I gave in	0.72	0.18	-0.10	-0.04	1.36	.93	.66	.62
A dating partner has told me what I can wear	-0.17	0.68	0.03	0.18	1.47	.95	.60	.51

A dating partner has constantly accused me of being unfaithful	-0.06	0.83	-0.06	0.03	1.65	1.09	.65	.59
A dating partner has tried to control or monitor what I put on my personal web pages (example, Facebook)	-0.07	0.88	-0.07	-0.12	1.50	1.05	.60	.57
A dating partner has threatened to hurt himself/herself if I left the relationship	0.04	0.59	-0.02	0.06	1.42	.96	.61	.43
A dating partner has threatened me to get his/her own way	-0.01	0.53	0.28	-0.02	1.32	.79	.65	.53
A dating partner has told me who I can and cannot talk to	-0.02	0.86	-0.06	-0.01	1.78	1.20	.69	.65
A dating partner has purposely told me things to make me angry and upset	0.03	0.74	-0.05	0.06	1.84	1.16	.66	.56
A dating partner has made me afraid to be around him/her	0.29	0.47	0.10	-0.10	1.34	.84	.63	.46
A dating partner has been very jealous in our relationship	-0.002	0.74	-0.10	0.09	2.16	1.33	.65	.53
A dating partner has slapped me	-0.10	0.02	0.82	-0.05	1.33	.722	.517	.574
A dating partner has punched me	-0.11	-0.04	0.80	-0.03	1.21	.679	.500	.585
A dating partner has pushed me	0.08	0.13	0.68	-0.07	1.45	.832	.586	.574
A dating partner has kicked me	-0.05	-0.15	0.76	-0.05	1.12	.516	.428	.527
A dating partner has choked me	0.04	0.04	0.39	0.43	1.10	.547	.639	.623
A dating partner has hurt me so badly I sought medical treatment	-0.02	0.10	-0.05	0.66	1.00	.340	.480	.469

A dating partner has threatened to harm me with a weapon	0.06	0.04	0.16	0.52	1.04	.52	.55	.49
A dating partner has hit me with an object other than his/her hand	0.08	-0.03	0.36	0.47	1.11	.56	.58	.58

Subscale/ Items Perpetration of Violence (Part C2)	1	2	3	4	h ²	r*	Frequency of Endorsement
I have made; take sexual pictures that they were not comfortable with	0.58	0.04	0.27	-0.04	.47	.28	5
I have used physical force so; would perform sexual acts with me	0.93	0.0	0.01	-0.08	.82	.27	3
I have threatened to end my relationship so; would perform sexual acts with me	0.61	0.01	0.05	-0.08	.92	.35	5
I have used objects in a sexual manner on; without his/her consent	0.10	-0.10	0.15	0.03	.95	.28	2
I have slapped	-0.07	0.60	0.18	0.10	.43	.54	154
I have punched	-0.07	0.76	0.05	0.04	.54	.52	88
I have pushed	-0.07	0.84	0.06	0.01	.56	.54	180
I have kicked	0.06	0.53	-0.21	0.07	.52	.45	35

I have grabbed	-0.07	0.67	-0.01	0.03	.45	.51	117
I have hit; with an object other than my hand	0.36	0.51	-0.10	-0.16	.41	.37	39
I have touched; inappropriately when they did not want me to	-0.01	-0.05	0.58	0.057	.41	.29	19
I have pressured; advance quickly in our sexual relationship	-0.003	0.03	0.48	-0.01	.28	.40	23
I have made; touch me for my own sexual pleasure when he/she not want to	0.06	0.08	0.79	-0.06	.66	.28	10
I have not listened to; when they told me “no” concerning sexual acts.	0.2	-0.02	0.62	-0.10	.46	.29	10
I have made; feel badly or guilty about not wanting to perform sexual acts until they gave in	0.08	0.06	0.46	-0.02	.35	.33	16
I have controlled or monitored what; puts on their personal web pages (example, Facebook)	0.13	-0.08	-0.20	0.56	.41	.45	79
I have threatened to hurt myself if; left the relationship	0.13	-0.08	0.09	0.44	.38	.51	37
I have threatened; to get my own way	-0.01	0.05	0.01	0.55	.44	.53	48
I have told; who they can and cannot talk to	8.35E-	0.19	-0.08	0.70	.52	.46	136
I have constantly accused; of being unfaithful	-0.02	0.14	0.09	0.55	.36	.36	113
I have been very jealous in a relationship with	-0.11	-0.09	-0.01	0.50	.25	.42	227

Subscale/Items	1	2	3	4	M	SD	h ²	r*
Witnessing of Violence (Part D)								
Experienced physical violence from someone in my home.	0.67	-0.04	-0.13	0.24	1.42	.79	.52	.49
Witnessed emotional violence between my parents / my parents and their partner / or my guardians.	0.78	-0.01	0.17	-0.14	1.96	1.24	.69	.60
Experienced emotional violence from someone in my home.	0.80	0.06	-0.07	0.01	1.92	1.19	.62	.57
Witnessed physical violence between my parents / my parents and their partner / or my guardians.	0.57	-0.07	0.11	0.11	1.37	.85	.43	.50
Witnessed sexual violence between my friends and their dating relationship partners.	-0.09	0.64	-0.07	0.11	1.47	.82	.39	.29
Witnessed physical violence between my friends and their dating relationship partners.	-0.03	0.81	-0.03	0.03	1.87	.99	.64	.41
Witnessed emotional violence between my friends and their dating relationship partners	0.12	0.68	0.09	-0.10	2.34	1.23	.56	.49
Witnessed physical violence between my siblings (brothers and sisters) and their relationship partners.	-0.01	-0.08	0.71	0.10	1.31	.76	.51	.41

Witnessed emotional violence between my siblings and their relationship partners	0.08	0.05	0.78	-0.06	1.54	1.02	.67	.52
Experienced sexual violence from someone in my home.	0.15	0.06	-0.10	0.49	1.1	.38	.29	.29
Witnessed sexual violence between my parents / my parents and their partner / or my guardians.	0.13	-0.02	0.03	0.46	1.1	.32	.27	.30
Witnessed sexual violence between my siblings and their relationship partners	-0.16	0.05	0.32	0.50	1.1	.31	.40	.32
Subscale/Items Support Systems (Part E)								
	1	2	3	M	SD	h ²	r*	
Teachers or coaches	0.43	0.24	0.15	1.53	.94	.48	.63	.63
School Counselors	0.99	-0.14	-0.04	1.57	1.03	.82	.63	.63
Police	0.62	0.37	-0.12	2.24	1.57	.66	.67	.67
Doctors or Nurses	0.78	0.02	0.03	1.79	1.34	.65	.66	.66
Parents or Guardians	0.01	0.82	-0.10	3.00	1.48	.63	.53	.53
Other Relatives	0.07	0.65	0.02	2.12	1.57	.50	.51	.51
Other	0.16	-0.35	0.63	1.83	1.61	.41	.27	.27

Siblings (brothers or sisters)	-0.143	0.377	0.41	2.98	1.60	.33	.44
Friends	-0.18	0.21	0.48	4.05	1.22	.24	.39
Church or other religious affiliations	0.14	0.11	0.55	1.76	1.25	.49	.56

Note. Boldfaced values represent values that belong to that factor which are >0.40.

h² Extracted communality estimate

r* Item-total Correlation

Frequency of endorsement provided instead of M and SD for scales with yes/no response.

A principle axis extraction followed by a promax oblique rotation was performed on each TSDV scale. The promax oblique rotation was completed because it is assumed that the underlying factors of the data set are related. This assumption is made because the three types of violence (physical, sexual, and emotional) are highly interrelated (Field, 2009). All factors with initial eigenvalues greater than 1 were retained based on Kaiser's criterion (Kaiser, 1960). For each section of data, a Bartlett's test of sphericity was applied to examine whether the matrix was proportional to an identity matrix. A Kaiser-Meyer-Olin (KMO) test for sampling adequacy was completed for each sample to make sure the data sample was large enough (Kaiser, 1970). Values close to 1.0 signify that patterns of correlations were condensed and factor analysis would yield consistent results. Once the factors in each section were found, the cutoff score used was those with factor loadings that had an absolute value greater than 0.40 (Stevens, 2002). Some factors in each section were removed due to low contribution of one factor, significant contribution of multiple factors, or because the grouping of items in a specific factor did not result in a sound conceptualization.

Exploratory factor analysis Perception of Violence scale (Part B) of TSDV.

There was an EFA completed on each of the five scales of the TSDV. Part A, the first section of the TSDV was not examined using an EFA because it contains 7 introductory dating questions used to gain background and demographic information from the participants. The results of those questions were presented in the demographic sections. The second scale was Perception of Violence (i.e., Part B). The principle axis extraction with promax oblique rotation on part B of the TSDV, yielded six factors with initial eigenvalues greater than 1.0. Based on inspection of the scree plot, a 5-factor solution

appeared to be the most interpretable factor structure and the final factor contained only one factor loading. The factor that was removed accounted for only 1.6% of the variance. Barlett's test of sphericity resulted in a statistically significant value ($p < .001$) and a high KMO value (.90) signifying the data were appropriate for factor analysis. Results indicated that the four factors accounted for 46.74% of the total variance (see Table 13).

Table 13

Total Variance Explained and Rotated Factor Structure for Perception of Violence Scale

Factor	Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings	
	Initial Eigenvalues	% Variance	Cumulative %	Total Rotated Variance
Factor 1: Severe Physical Abuse	8.00	25.12	25.12	5.11
Factor 2: Emotional Control	4.16	12.47	37.60	4.92
Factor 3: Moderate Physical Abuse	1.69	3.95	41.55	4.22
Factor 4: Sexual Abuse/Force	1.46	3.20	44.75	5.20
Factor 5: Sexual Abuse/ Emotional	1.12	2.0	46.74	5.01

Using a 0.40 factor loading criteria, 21 of the 30 items for the Perception of Violence scale loaded on 1 of the 5 factors. Factor 1 (Severe Physical Abuse) had an initial eigenvalue of 8.00 and accounted for 25.12% of the total variance. Factor 1 contained six items which represented severe physical abuse. An example of these items is, "Do you consider someone physically forcing you to have sexual intercourse (rape) a form of violence." Factor 2 (Emotional Control) had an initial eigenvalue of 4.16 and

accounted for 12.47% of the total variance. Factor 2 (Emotional Control) contained four items that represented emotional abuse through control. This factor contained items such as, “Do you consider someone controlling what you wear a form of violence.” Factor 3 (Moderate Physical Abuse) had an initial eigenvalue of 1.69 and a total variance of 3.96%. Factor 3 contained three items that signify moderate physical abuse, such as “Do you consider pushing to be a form of violence” or “Do you consider scratching to be a form of violence?” Factor 4 (Sexual Abuse Force) had an initial eigenvalue of 1.46 and a total variance of 3.19%. Factor 4 yielded four items that suggest sexual abuse with force (physical or emotional power). Examples of these items include, “Do you consider someone forcing you to have sexual intercourse without protection a form of violence?” Factor 5 (Sexual Abuse Emotional) contained items that all represented sexual abuse with an emotional component. This factor had an initial eigenvalue of 1.12 and a total variance of 1.99%. This factor yielded three items for this section of the TSDV. An example is “Do you consider someone emotionally pressuring you to have intercourse until you just give in as a form of violence?”

The Perception of Violence scale (Part B) of the TSDV that examines perception of violence yielded a total of 21 items. These items constitute a composite score of what the participant perceives to be forms of violence with lower scores indicating little knowledge of violence and higher scores indicating greater knowledge of violence. Each item on this scale was given one point. The range of scores for this section is 0-21, with a score of zero indicating no knowledge or understanding of violence and a score of 21 indicating high violence knowledge and understanding.

Exploratory factor analysis of Experience of Violence scale (Part C) of

TSDV. The Experience of Violence and Perpetration of Violence scales are two sections that comprise Part C of the TSDV. These sections address the experience of violence in a dating relationship and the perpetration of violence in a dating relationship. A principle axis extraction with promax oblique rotation was completed on each of these sections. Part C of the TSDV, Experience of Violence, yielded five factors with initial eigenvalues greater than 1.0. The scree plot was analyzed and the factor loadings were reviewed, which resulted in the elimination of the fifth factor based on only one factor loading. This emerged to be the most interpretable factor structure. The factor that was removed accounted for only 2.16% of the variance. This left a 27-item subsection of the TSDV. Barlett's test of sphericity resulted in a statistically significant value ($p < .001$) and a high KMO value (.95) signifying the data was appropriate for factor analysis. Results indicate that the four factors account for 53.7% of the total variance (see Table 14).

Table 14

Total Variance Explained and Rotated Factor Structure for Experience of Violence Scale of TSDV

Factor	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Initial Eigenvalue	% of Variance	Cumulative %	Total Rotated Variance
1: Sexual Abuse	13.03	38.2	38.20	10.19
2: Control	2.71	7.0	45.2	9.81
3: Physical Abuse	2.19	5.37	50.57	8.37
4: Severe Physical Abuse	1.44	3.13	53.70	7.38

Factor 1 (Sexual Abuse) of the Experience of Violence scale of the TSDV represented items that surround the experience of sexual abuse. This factor has an initial eigenvalue of 13.03 and a variance of 38.2%. This factor resulted in 10 items. Some of these items included, “A dating partner has made me take sexual pictures that I was not comfortable with.” Factor two (Control) had an eigenvalue of 2.71 and variance of 7.0%. This factor resulted in nine items that were comprised of items that are used to gain control in relationships. An example of these items is, “A dating partner has threatened to hurt himself or herself if I left the relationship.” Factor three (Physical Abuse) resulted in four mild to moderate physical abuse items. The eigenvalue of this factor is 2.18 with a variance of 5.37%. These items include, “A dating partner has slapped me” or “A dating partner has pushed me.” Factor four (Severe Physical Abuse) contains items that are severe physical abuse items. This factor is comprised of 5 items. The eigenvalue for this factor is 1.44 with a variance of 3.13%. An example of an item from this factor is, “A dating partner hurt me so badly that I sought medical treatment.” These factors were combined to create three subscales of factors: sexual abuse, control, and physical abuse (of varying degrees). This was accomplished by merging factors three and four into one subscale of physical violence with nine total items and of varying severities. There are 27 items for this scale and the scoring for this section ranges from 27 – 135. The items are weighted by frequency based on the score provided by the participant. The total scale score of 27 indicates no experience of violence in relationships. The three subscales of violence experience (sexual, physical, and emotional control) can be scored separately to obtain a more accurate assessment of the type of violence being experienced by the

participant. The range of scores per subscales are 10-50, Sexual Abuse; 8-40, Physical Abuse; and 9-45, Control.

Exploratory factor analysis of Perpetration of Violence scale (Part C2) of TSDV. Perpetration of Violence (Part C2) on the TSDV examines the perpetration of violent behaviors that are considered dating violence within a relationship. The principle axis extraction with promax oblique rotation yielded eight factors, but after examination of a scree plot, four factors were retained. The other four factors did not result in the grouping of a sound factor structure and overlapped with other factors. Also factor loading of one of these factors consisted of one factor which was too few. These four removed factors accounted for 8.81% of the variance. This left a four factor structure with 21 items. All four factors have eigenvalues greater than 1.0. Bartlett's test of sphericity resulted in a significantly significant value ($p < .001$) and a high KMO value of 0.83 signifying the data was appropriate for factor analysis. Results indicate that the four factors account for 40.44% of the total variance (see Table 15).

Table 15

Total Variance Explained and Rotated Factor Structure for Perpetration of Violence Scale of TSDV

Factor	Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings	
	Eigenvalue	% of Variance	Cumulative %	Total Rotated Variance
1: Sexual Abuse	7.63	21.72	21.72	5.51
2: Moderate Physical Abuse	3.77	10.2	45.2	4.40
3: Sexual Abuse	2.06	4.8	36.72	3.9
4: Emotional Control	1.64	3.72	40.44	4.40

Factor 1 and Factor 3 contained sexual abuse items of varying severities. Both of these factors were combined to create one subscale of sexual abuse. The eigenvalues of these two sections were 7.63 and 2.06 with rotated variance of 21.72% and 4.8%. These factors contained nine items. Examples of these items are, “I have constantly accused my dating partner of being unfaithful” or “I have made my partner touch me for my own sexual pleasure when he/she did not want to.” Factor two contained moderate physical abuse items. This factor retained six items. The eigenvalue of this factor is 3.77 with a variance of 10.20%. This factor contains items, such as “I have slapped my dating partner” or “I have hit my dating partner with an object other than my hand.” Factor four (emotional control) contained emotional abuse items that sought to gain control over a dating partner. The eigenvalue for this factor was 1.64 with a variance of 3.72%. This factor has six items. An example of an item from this factor is “I have controlled or monitored what my dating partner puts on his/her personal webpages.” The Perpetration of Violence scale yields 21 items and has a score range of 0-21, with zero indicating no perpetration of violence and 21 indicating high perpetration of violence. This scale contained 3 subscales that can be totaled to determine which type of violence is being perpetrated by the participant. The subscale scores for this scale were physical abuse, sexual abuse, and emotional control. Again, one point per item endorsed within each subscale is given to gain a score per subscale.

The Perpetration of Violence scale (part C2) of the TSDV originally contained identical items as the Experience of Violence scale (part C), but one scale contained the experience of violence items while the other contained the perpetration of the violence

items. Both sections resulted in four factors each. The Experience of Violence scale resulted in retaining 27 items and the Perpetration of Violence scale resulted in retaining 21 items after the EFA for a total of 48 items.

Exploratory factor analysis of Exposure to Violence scale (Part D) of TSDV.

Exposure to Violence (part D) of the TSDV contained items about the witnessing of violence and experience of violence from someone within the family of origin. A principle axis extraction with promax oblique rotation was performed on the Exposure to Violence scale of the TSDV. After examination of the scree plot and initial eigenvalues greater than 1.0, a factor scale was produced. Barlett's test of sphericity resulted in a statistically significant value ($p < .001$) and there was a high KMO value (.78) signifying the data was appropriate for factor analysis. Results indicate that the four factors account for 49.97% of the total variance (see Table 16).

Table 16

Total Variance Explained and Rotated Factor Structure for Exposure to Violence Scale of TSDV

Factor	Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings	
	Eigenvalue	% of Variance	Cumulative %	Total Rotated Variance
1: Abuse Home	3.74	27.36	27.36	2.72
2: Abuse Friends	1.75	10.70	38.06	1.93
3: Abuse Siblings	1.30	6.87	44.95	2.08
4: Sexual Abuse	1.19	5.03	49.97	1.40

The factor analysis of this section resulted in four factors. The four factors contained all of the factor loadings, so all 12 questions were retained. Factor one (Abuse

Home) grouped questions that pertained to the experience or witnessing of abuse that would take place within the home among parents or guardians. The eigenvalue for this factor was 3.74 with a variance of 27.36%. This factor retained four items. Examples of item from this factor are, "I have experienced emotional violence from someone in my home," or "I have witnessed or know of physical violence between my parents/my parents and their partner/or my guardians." Factor two (Abuse Friends) contained items that related to violence among peer groups or friends. The eigenvalue for this factor was 1.75 with a rotated variance of 10.70%. Factor two retained three items. An item from factor two is, "I have witnessed or know of physical violence between my friends and their dating partners." Factor three is Abuse Siblings. This factor contained items that examined the abuse between siblings and dating partners. This factor kept two items. An example of an item from this factor is "I have witnessed or know of emotional violence between my siblings and their dating partners." Factor three had an eigenvalue of 1.30 and a variance of 6.89%. Factor four (Sexual Abuse) grouped items that were all sexual abuse items. This factor maintained three items. Factor four had an eigenvalue of 1.19 and a variance of 5.03%. "I have experienced sexual violence from someone in my home" is an example of an item in factor four. The items in the Exposure to Violence scale were summed according to frequency score endorsed by the participants. The score range for this scale is 12-60, with 12 indicating no exposure to violence within the given networks.

Exploratory factor analysis of Support Systems scale (Part E) of TSDV. The Support Systems scale (part E) of the TSDV contained questions that examine support systems and possible sources for confiding/reporting dating violence for participants. A

principle axis extraction with promax oblique rotation was performed on part E of the TSDV. All initial eigenvalues were greater than 1.0. After examination of the scree plot a three factor scale was produced. Barlett's test of sphericity resulted in a statistically significant value ($p < .001$) and there was a high KMO value (.77) signifying the data was appropriate for factor analysis. Results indicate that the three factors accounted for 51.55% of the total variance (see Table 17). The factor scale that resulted retained 10 items.

Table 17

Total Variance Explained and Rotated Factor Structure for Support Systems Scale (Part E) of TSDV

Factor	Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings	
	Eigenvalue	% of Variance	Cumulative %	Total Rotated Variance
1: Helping Professions	4.69	38.68	38.68	3.69
2: Adults and Adult Relatives	1.28	7.44	46.13	2.99
3: Peer Groups	1.13	5.42	51.55	2.67

Factor one (Helping Professionals) had an eigenvalue of 4.69 and a variance of 38.68%. Factor one contained items that addressed support systems that were part of helping professions. If the participants were to experience dating violence in future relationships or if they have experienced it in past relationships, these are the people that they are most likely to seek help from. Factor one kept 4 items. Examples of the items were, "police officer and school counselors." Factor two (Adults and Adult Relatives) contained two items and grouped all forms of support that were parents or adult relatives.

Factor two had an eigenvalue of 1.28 and a variance of 7.44%. The items kept included, “parents and adult relatives.” Factor three (Peer Groups) grouped items that were considered to be part of peer groups. Factor three had an eigenvalue of 1.13 and a variance of 5.42%. This factor contained 4 items, an example of these items were, “friends and siblings.” This factor also included “other.” This item was a free response item on the TSDV and participants wrote additional sources of help, such as sororities and fraternities. The scoring for the Support System scale consists of totaling the scores endorsed by the participants. The scores for this section range from 10-45, with 10 indicating the participant has no support from any of the support networks listed.

Summary

The TSDV resulted in a total of 90 items after EFA. The TSDV is separated into five scales and six subscales. Table 18 shows the titles of scales and subscales for the TSDV.

Table 18

Scales and Subscales after EFA

Scale	Subscales
Perception of Violence (Part B)	N/A
Experience of Violence (Part C)	Sexual Abuse Emotional Abuse Physical Abuse
Perpetration of Violence (Part C2)	Sexual Abuse Emotional Abuse Physical Abuse
Exposure to Violence (Part D)	N/A
Support Systems (Part E)	N/A

Confirmatory Factor Analysis

A confirmatory factor analysis (CFA) was completed with a second data sample, which consisted of different participants than the first data sample in order to gain additional evidence of construct validity for the revised 90 item TSDV. The software Amos 18.0 (Arbuckle, 2009) was used to analyze the CFA data. There were several CFAs completed on each scales of the TSDV. The magnitude of the factor loadings and correlations (i.e., individual parameters) were assessed at the .05 level. The direction of the individual parameters was evaluated in comparison with findings from the EFA. Maximum likelihood was used as the estimation procedure. The fit of the whole model was assessed for each model tested per scale.

To test the whole fit of the model, the following items were assessed: chi-square, degrees of freedom, comparative fit index (CFI), root mean square error of approximation (RMSEA), standardized root mean square residual (SRMR), Tucker-Lewis index (TLI), Akaike's information criterion (AIC), and expected cross-validation index (ECVI). CFI and TLI are fit indices that account for degrees of freedom. Indices above .95 indicate a well fitting model, while indices .90 indicate reasonable fit (Hu & Bentler, 1999). RMSEA checks for model fit by accounting for sample size and degrees of freedom to estimate population differences. Values less than .05 indicate good fit (Brown & Cudeck, 1993), while values as high as .08 -.10 indicate reasonable fit (MacCallum, Browne, & Sugawara, 1996) and values higher than .10 indicating poor fit. SRMR is the average value across all standardized residuals. It represents the difference between the sample and the hypothesized correlation matrices and ranges from zero – 1.0. In a well fitting model the SRMR is .05 or less. AIC is used for the comparison fit of two models and addresses issues of parsimony in the assessment of model fit. The model with the smaller

value represents better fit of the hypothesized model. ECVI measures if the model cross validates across similar samples in the same population. The model with the smallest ECVI demonstrates the greatest potential for replication in another sample. There is no specific determined range for appropriate value. All models chosen as best fit may not have had each value at optimal levels, but was chosen because it was the best whole fit for all items tested.

CFA results for Perception of Violence scale. Two models of fit were tested on the Perception of Violence Scale. The first model proposed was a single factor measurement model (with the standardized coefficients). This model tested the complete exposure to violence scale as a whole. All indicator variables loaded positively and significantly onto the Perception of Violence construct, but this single factor model did not fit the data optimally for all the indices tested and was not indicative of bestfit. Little, Cunningham, Shahar, and Widaman (2002) state that single-item indicators within a model are less parsimonious and often increase sampling error. So. A second model was run where all items for the scale were parceled (combining items into small groups of items within scale). Parceling is used for a variety of reasons when conducting CFA, which include, data samples with data that is not normally distributed, small sample sizes, and unstable parameter estimates (Bandalos & Finney, 2001). Parceling was used for this scale to improved model fit because the data was skewed due to the data being measured on a nominal (yes/no) scale. Since the EFA procedures indicated this scale consisted of a single dimension, it was deemed appropriate that a item-to-construct balance method for single dimensional constructs should be used to parcel the items (Little et. al., 2002). Reliability analyses were conducted on the data to obtain inter-item correlations and then

they were sorted from highest to lowest. The item with the highest loading among the anchor items were matched with the lowest loading item from the second selection. This basic procedure where lower loaded items were matched with higher loaded items was repeated until all items were categorized into parcels. Note that item 21 was deleted because its inter-item correlation value was low at .33. The revised measurement model is depicted in Figure 5.

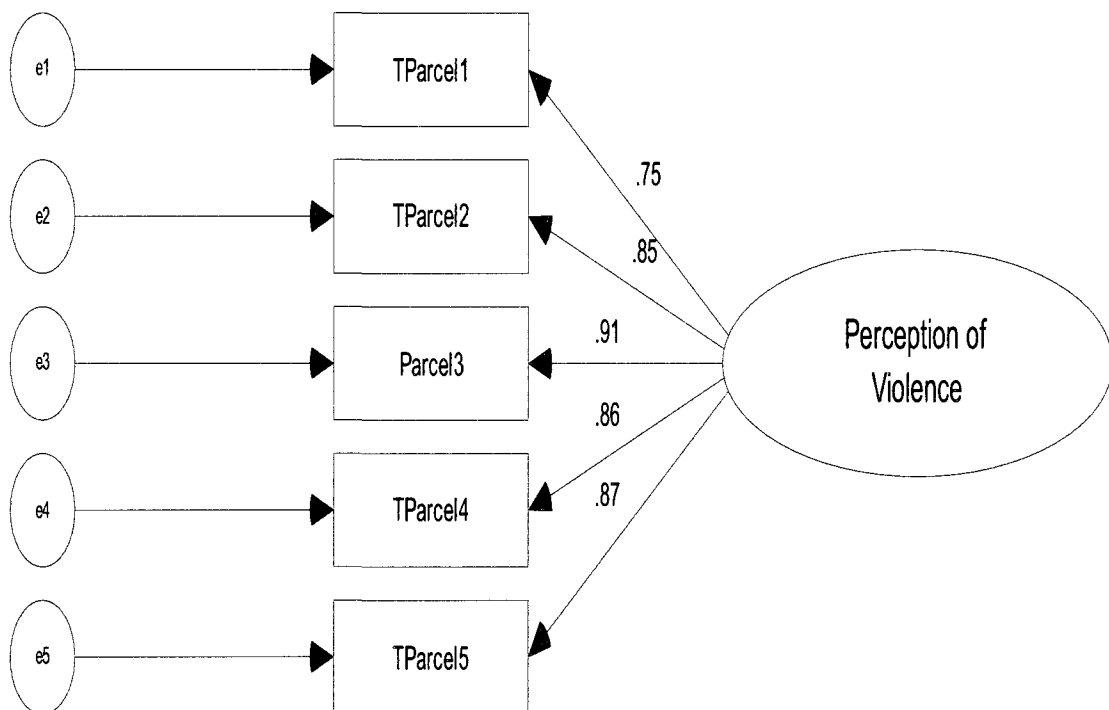


Figure 5. Revised measurement model for the perceptions of violence scale (with standardized coefficients).

Four out of five parcels were highly skewed. These parcels were transformed using an inverse function. This revised model fit the data well, at least in terms of the CFI (which at .98, was above the acceptable criterion of .95) and the SRMR (which at .03,

was within the acceptable range). Although the RMSEA value was smaller than the RMSEA of the proposed model, the RMSEA value was still within the average range. All parcels loaded positively and significantly onto the Perception of Violence construct. The fit statistics and indices of the proposed and revised model are summarized in Table 19.

Table 19

Fit Statistics and Indices for the Measurement Models of the Perceptions of Violence Scale

Model	X ²	df	CFI	RMSEA	90%CI	SRMR	TLI	AIC	EVIC
1. Single Factor	2739.23	189	.68	.18	.18 - .19	.18	.65	2823.2	6.93
2. Single Factor With Parcels	40.38	5	.98	.13	.10 - .17	.03	.96	60.37	.15

CFA results for the Experience of Violence scale. Four measurement models were tested for the Experience of Violence Scale. The first measurement model consisted of a single factor measurement model in which the indicator variables for this model were all scale items. Rejection of this model would indicate that there are differences in the factors and subscale scores. The second measurement model consisted of three latent constructs, which were the three subscales of the Experience of Violence Scale as indicated by the EFA. The indicator variables for each of the constructs were the items of the subscales. The third measurement model is similar to the second model and consists of three latent constructs. This time the indicator variables for each of the constructs were parcels consisting of items measuring the subscales. The fourth measurement model consisted of a single measurement model with the composite scores of the three subscales used as indicator variables. This model specified that the scores of the three factors or constructs are influenced by the entire scale score, but differentiated by the three constructs.

The variables in the first model were highly skewed so they were transformed using an inverse function. These transformed variables were still skewed but the skew indices dropped by about half after they were transformed. The transformed variables were used in the model test. This first model did not fit the data to the expected standards. See Table 20 for the fit indices. Though the model was not an optimal fit for all indices, all indicator variables loaded positively and significantly onto the Experience of Violence construct.

Table 20

Fit Statistics and Indices for the Measurement Models of the Experience of Violence Scale

Model	X ²	df	CFI	RMSEA	90%CI	SRMR	TLI	AIC	EVIC
1. Single Factor	2197.11	324	.63	.13	.12-.13	.10	.60	2305.11	6.39
2. Independent Factor (subscale items)	1188.1	321	.83	.09	.08-.09	.08	.82	1302.08	3.61
3. Three Factors (subscales parcels)	64.69	24	.98	.07	.05-.09	.04	.97	106.69	.30
4. Hierarchical (single factor w/subscale composites)	15.02	1.00	.94	.20	.12-.29	.05	.94	25.02	.07

The second measurement model (with the standardized coefficients) fit some of the indices tested, but did not fit the data well enough despite all indicator variables loaded positively and significantly onto their respective constructs. In addition, the correlations between constructs were positive and statistically significant. Table 19 displays the fit indices.

The third measurement model, where items within each subscale were grouped into parcels, is depicted in Figure 6. The items were parceled according to the inter-item correlation value from highest correlation to lowest correlation within the subscales of violence found from the EFA (i.e. physical, emotional, and sexual). The parcels were

skewed so they were transformed using an inverse function. The transformed variables were still skewed, but skew indices dropped by about half. The fit statistics and indices are summarized in Table 19. This third model fit the data well. The ratio of the chi-square to the degrees of freedom was less than three; the CFI was high and above the acceptable criterion of .95; the RMSEA was within the range of reasonable fit; and the SRMR was low and below the acceptable criterion of .08. All parcels loaded on significantly to their respective constructs. The correlations were positive and statistically significant.

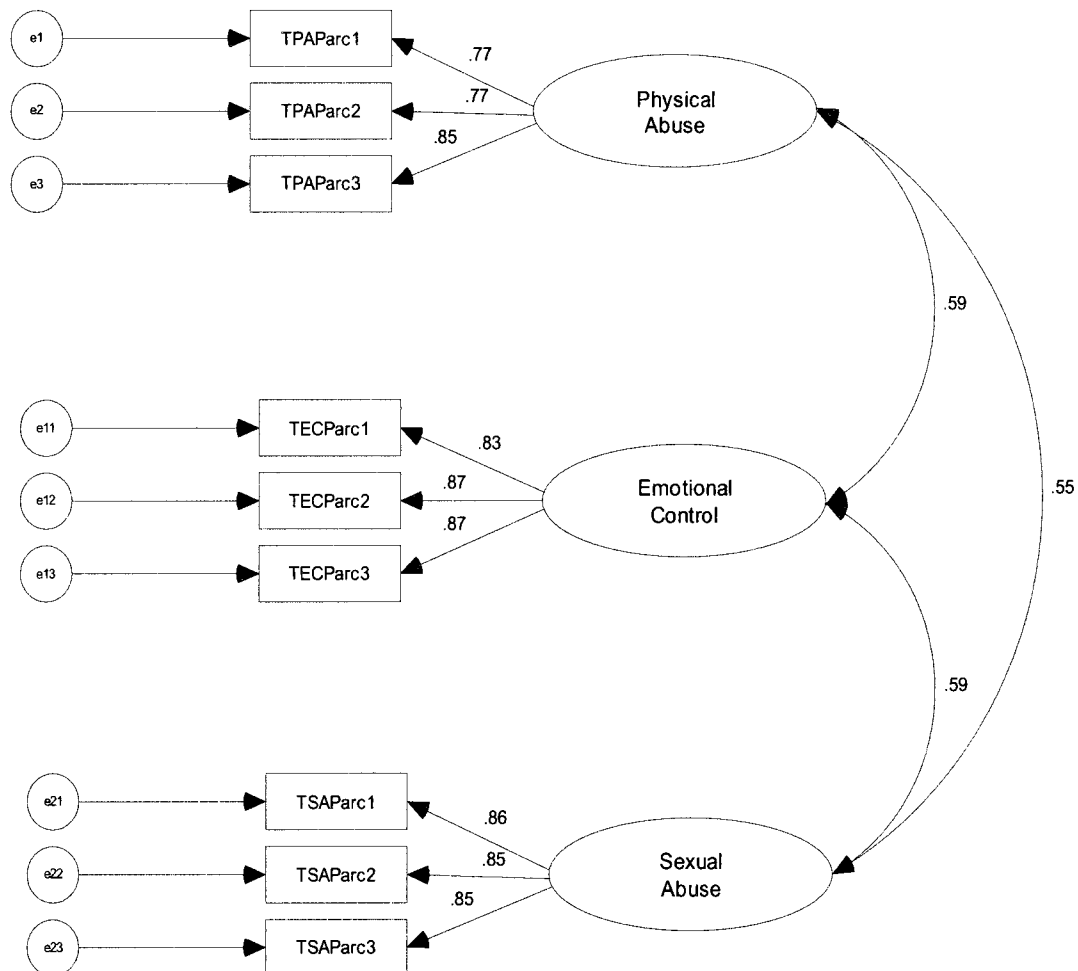


Figure 6. Three-factor (parcels) measurement model for the experience of violence scale (with standardized coefficients).

The fourth measurement model did not fit well enough. The composites were highly skewed. To account skewness, the scores were transformed using an inverse function. Two of the transformed variables were still skewed, but their skew indices dropped by half. The fit statistics and indices are summarized in Table 19. The CFI was close to acceptable at .94 and the SRMR was low at .05, the RMSEA was very high; the ratio of the chi-square to the degrees of freedom was also very high.

The findings of all models tested for the Experience of Violence scale indicate that the third measurement model (i.e., the three-factor model with parcels as indicator variables) had the best fit.

CFA results for the Perpetration of Violence scale. There were four measurement models tested for the Perpetration of Violence Scale. The models tested were the same models as the Experience of Violence Scale except with the correct corresponding items for the scale. The models tested were a single-factor model (with items as the indicator variables), a three-factor model (with items as the indicator variables), a three-factor model (with parcels within subscales as the indicator variables), and a three-factor model (with composites of the subscales as the indicator variables).

Model fit for the first three measurement models could not be assessed because Amos 18.0 (Arbuckle, 2009) reported an error message along with “sample moment matrix was not positive definite.” After I ruled out several causations for the error message, it was assumed that the error message was due to tetrachoric correlations between the dichotomous indicator variables. This was probably due to items reported on a yes-no measurement scale. There were many no responses with this variable causing the moment matrix to be negative. The goodness of fit index (GFI) and Akaike’s

information criterion (AIC) were provided as output along with the error message, which are reported in Table 20. These indicators were not enough to conclude if the model fit.

The fourth measurement model was analyzed and is depicted in Figure 7. The skewed variables were transformed using a square root function. The transformed variables were still skewed after transformation, but the skew indices dropped by almost half. The fit statistics and indices for this fourth measurement model are summarized in Table 5. This model fit the data well: the ratio of the chi-square to the degrees of freedom was less than one; the CFI was very high and above the acceptable criterion of .95; the RMSEA was within the range of acceptable fit; and the SRMR was low and below the acceptable criterion of .08. Further, all composites loaded significantly onto the Perpetration of Violence construct.

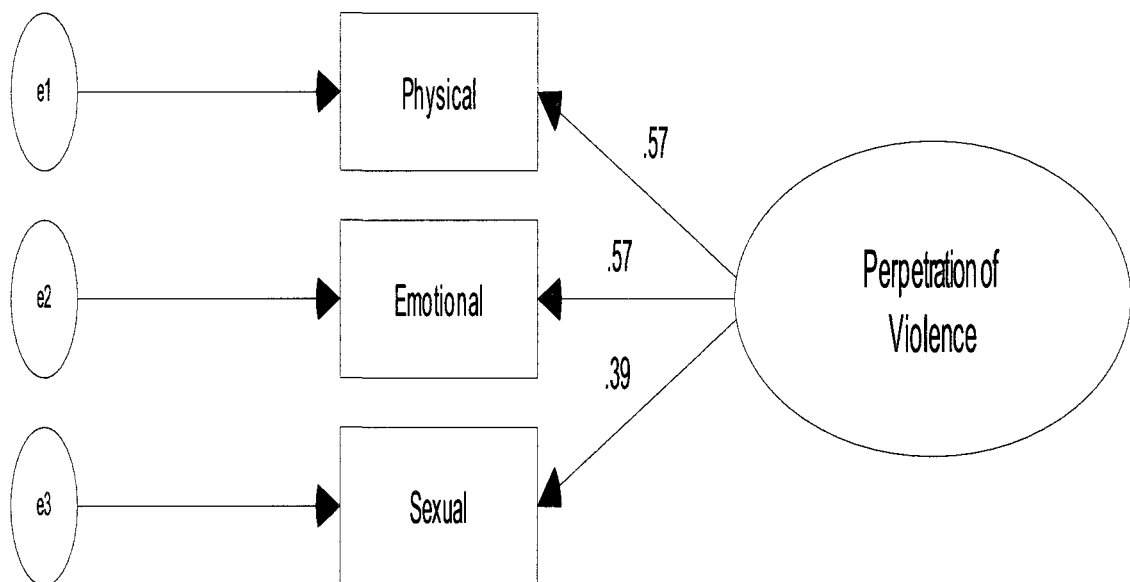


Figure 7. Measurement model for the perpetration of violence scale (with standardized coefficients).

Table 21

Fit Statistics and Indices for the Measurement Model of the Perpetration of Violence Scale

Model	X ²	df	CFI	RMSEA	90%CI	SRMR	TLI	EVIC	AIC	GIF
1. Single Factor	—	—	—	—	—	—	—	—	-3155.2	.87
2. Independent Factor (subscale items)	—	—	—	—	—	—	—	—	-3309.6	.97
3. Three factors (subscales with parcels)	—	—	—	—	—	—	—	—	-130.0	.83
4. Hierarchical (single factor with subscale composites)	0.14	1.0	1.0	.00	.00 -.10	.01	1.04	.03	10.4	1.0

CFA results for the Exposure to Violence scale. Two measurement models were tested for the Exposure to Violence Scale. The models tested were a single-factor model with items as the indicator variables and a single-factor model with parcels as the indicator variables. Item 7 was a constant (i.e., all respondents had the same answers), so it was dropped from the analysis, but will be included as a scale item. Items and parcels were transformed using an inverse function due to items being skewed. Transformed variables were still skewed, but indices dropped by about one half.

The first measurement model's fit statistics and indices are summarized in Table 21. This model did not fit the data optimally: the ratio of the chi-square to the degrees of freedom was relatively high, the CFI was below .90; the RMSEA was above .10; and the

SRMR was above .08. Indicator variables did loaded positively and significantly onto the Exposure of Violence construct.

The second measurement model is depicted in Figure 8 and fit statistics and indices are summarized in Table 22. This model fit the data adequately: the CFI was above the acceptable criterion of .95 and the SRMR was low. RMSEA was within the acceptable range and the ratio of the chi-square to the degrees of freedom was high. This measurement model fit the data better than the first measurement model.

Table 22

Fit Statistics and Indices for the Measurement Models of the Exposure to Violence Scale

Model	χ^2	df	CFI	RMSEA	90%CI	SRMR	TLI	AIC	EVIC
1. Single Factor	519.05	44	.59	.18	.16 - .19	.11	.486	563.05	1.64
2. Single Factor (With Parcels)	9.84	2.0	.98	.11	.05 - .18	.04	.941	25.84	.075

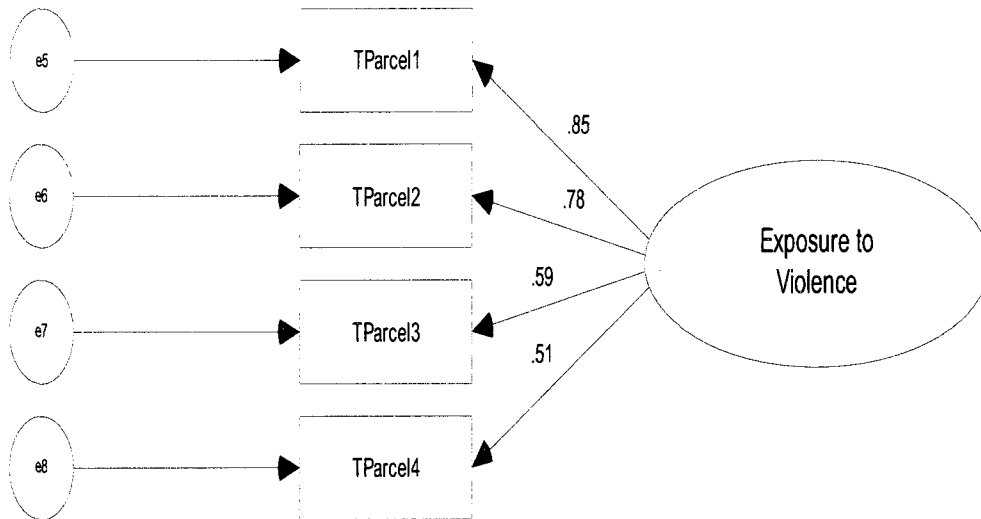


Figure 8. Single-factor (with parcels) measurement model for the exposure to violence scale (with standardized coefficients).

CFA results for the Support Systems scale. There were two measurement models tested for the Support Systems Scale. The two models were a single-factor model with items as the indicator variables and a single-factor model with parcels as the indicator variables. Item 10 (i.e., support from others) was dropped from the analysis because it had a low item-total correlation. Items and parcels were skewed so they were transformed using an inverse function. The transformed variables then had skew indices within acceptable limits (Kline, 2005).

The first measurement model fit statistics and indices are summarized in Table 22. This model was not considered to fit the data optimally. The indicator variables did load positively and significantly onto the Support Systems construct for this model. The second measurement model is depicted in Figure 9 and its fit statistics and indices are summarized in Table 23. This model fit the data adequately: although the CFI was above the acceptable criterion of .95 and the SRMR was low, the RMSEA was high; the ratio of

the chi-square to the degrees of freedom was also high. This measurement model fit the data better than the first measurement model and was considered acceptable.

Table 23

Fit Statistics and Indices for the Measurement Models of the Support Systems Scale

Model	X ²	df	CFI	RMSEA	90%CI	SRMR	TLI	AIC	EVCI
1. Single Factor	205.48	27	.83	.14	.13 - .16	.07	.78	241.5	.74
2. Single Factor (With Parcels)	19.68	2.0	.96	.17	.10 - .23	.04	.90	35.7	.11

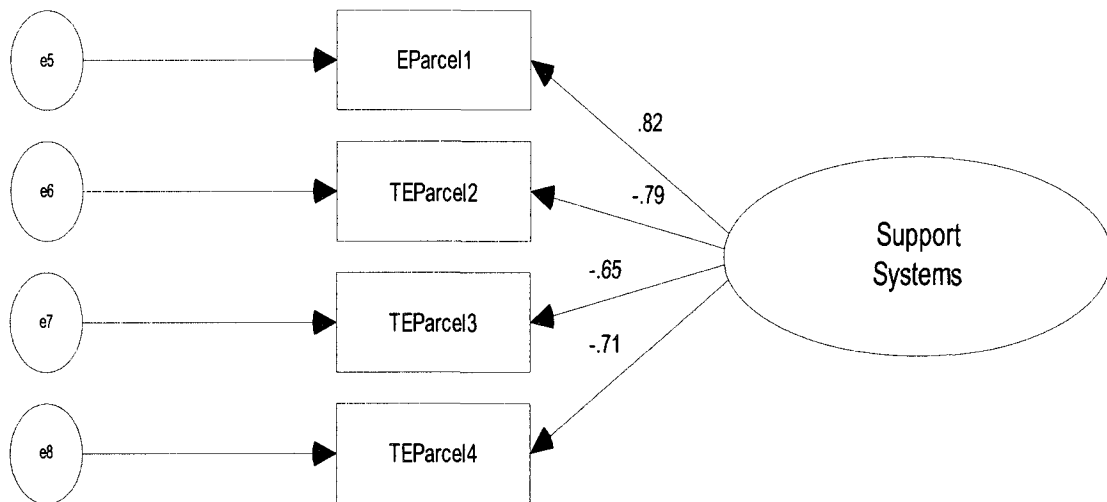


Figure 9. Single-factor (with parcels) measurement model for the exposure to violence scale (with standardized coefficients).

Summary of CFA

The models proposed after the exploratory factor analysis was completed were confirmed by the confirmatory factor analysis. Multiple models were tested on all five

scales of the TSDV. There was one model that was chosen as the most optimal model because it fit on all or the most of the fit indices. The Perception of Violence Scale had one model that fit the data. This was a single factor model with parceled items. The Experience of Violence Scale had four models tested. The three factor model with subscale parcels fit the data the best for all indices. The fourth measurement model (hierarchical, single factor with subscale composites) fit the data on several indices, but not as well as the third model. The Perpetration of Violence Scale was analyzed with four measurement models. Three of the models did not work for the scale and models were not able to run. It was presumed that the models were not able to run because the scale contained many score sums of zero. The fourth measurement model (hierarchical, single factor with subscale composites) did fit the data on all indices tested. The Exposure to Violence Scale tested two models. The single factor model with parcels was the only model to fit the data on all indices. The Support Systems Scale tested two models of fit. The single factor with parcels was the only model to fit the data adequately.

Scoring for the Revised TSDV

Based on the results of the exploratory factor analysis and confirmatory factor analysis, the scoring key for the TSDV was revised. The five scales of the TSDV each have their own score, while the Perpetration of Violence and Experience of Violence Scales have subscale scores in addition to the total scale score. The minimum and maximum scores are provided per scale. The TSDV can be scored individually for the five scales.

The model that fit Perception of Violence scale best was the model with parcels. The items within each parcel were not grouped by violence type. A item-to-construct balance method was used to parcel this scale because EFA procedures indicated that this

scale consisted of a single dimension. Therefore, when scoring this section it was determined that a single composite score consisting of all items should be used.

The Experience of Violence Scale has one total score for the scale and three subscale scores. The model that fit best for this scale was the model that parceled the subscales. Even though this model fit the data best, the fourth measure model also fit the data on some indices. Due to the fourth model fitting on some indices, the scoring for this section is done by subscales and provides a total composite score too. This allows for the Experience of Violence and Perpetration of Violence to be more cohesive and aligned for their scoring procedures. The subscale items are listed within the scoring key.

The Perpetration of Violence scale is scored as a total composite score and also provides a subscale score for physical, sexual, and emotional violence. This scoring was derived based on the fourth measurement model of the CFA (composite and subscales with parceled items). It was the only model to fit the data. The subscale items are listed within the scoring key.

The Exposure to Violence Scale had one measurement model to fit the data. This measurement model parceled items according to inter-item correlation values because the EFA indicated the construct consisted of a single dimension. Scoring for this scale consists of the total score for exposure to violence and subscale scores for the parceled items.

The Support System Scale is provides one total score for level of support. The measurement model that fit the data best consisted of parceled items. Even though this model was best fit, it was determined that having items independent of each other made more sense for determining level of support. The items can be reviewed individually to

locate the source with the highest amount of support or the total support score could be indicative of the participants social networks and relationships.

It is up to the assessment provider to determine the level of intervention needed based on the score of the assessment. It is recommended that all participants, regardless of score receive some form of education and resources after taking the assessment. A scoring key was developed for the five scales based on the EFA and CFA results (See Appendix M for the revised scoring key).

Additional Psychometric Evidence

Reliability. After the EFA was performed on the data, the TSDV demonstrated acceptable internal consistency scores for each scale. Cronbach's alpha for the 90 item TSDV was 0.82. *Cronbach's alpha if items deleted* indicated that none of the items would change the reliability if they were removed because all values were within at similar range to the overall alpha. The range for these items were .80 - .82. Cronbach's alpha for the scales were as follows: .86 (Perception of Violence), .93 (Experience of Violence), .83 (Perpetration of Violence), .78 (Witnessing Violence), and .83 (Support Systems). The corrected item total correlations for the entire TSDV ranged from 0.24-0.77, with a mean corrected item total correlation of .48. The mean corrected item total correlation by scale was the following: .46 for the Perception of Violence scale; .59 for the Experience of Violence scale; .41 for the Perpetration of Violence scale; .43 for the Witnessing of Abuse scale; and .53 for the Support Systems scale. The correct item total correlations are listed by item in Table 8.

Construct validity. Construct validity was used to measure if the TSDV scales and subscales assess the three dimensions (physical, emotional, and sexual abuse) of

dating violence that the TSDV is intended to measure. Construct validity was supported by conducting a Pearson's product correlation analysis among the scales of the TSDV and the scales of the CADRI. Results show that the total score for all scales of the TSDV and CADRI were statistically significant with a positive correlation of $r=.46$ at the .01 alpha level. The scales and subscales of the TSDV showed multiple statistically significant positive correlations with the scales and subscales of the CADRI. The scale of experience of violence of the TSDV showed a statistically significant correlation with the total score of the CADRI of $r=.40$ at the .01 alpha level. The TSDV scale for perpetration of violence was found to be statistically significantly with four of the five subscales of the CADRI (all but relational aggression). Table 24 lists the various combinations of statistically significant correlations that were found between the scales and subscales of the TSDV and CADRI.

Table 24

Significant Correlations Found Between CADRI and the TSDV

CADRI Scale/ Subscale	TSDV Scale/ Subscale	Significant Correlation
All Scales and subscales	All Scales and Subscales	.46**
Total five subscales	Experience of Violence Scale	.40**
Total five subscales	Perpetration Violence Scale	.50**
Total five subscales	Experience and Perpetration Scales	.45**
Total five subscales	Exposure to Violence Scale	.28**
Sexual Abuse Subscale	Experience of Sexual Abuse Subscale	.16**
Physical Abuse Subscale	Experience of Physical Abuse Subscale	.28**
Threatening Behavior and Verbal Abuse Subscales	Experience of Emotional Abuse Subscale	.43**
Relational Aggression	Experience of Violence Scale	.30**

Relational Aggression	Perception of Abuse	.16**
Physical Abuse Subscale	Perception of Sexual Abuse	-.17*

** *Correlation is statistically significant at the 0.01 level*

* *Correlation is statistically significant at the 0.05 level*

Criterion validity. Criterion validity for the TSDV was used to determine whether relationships exist between the TSDV scales and other self reported variables or measures that already hold true. Criterion validity was demonstrated in the TSDV among several variables. There was a statistically significant relationship between a participant's race/ethnicity and the exposure to violence scale, $r = .21$, p (two-tailed) $<.01$. A positive correlation was found between a participant's self reporting of experience of violence and TSDV total score, $r = .45$, p (two-tailed) $<.01$ as well as the following scales of the TSDV: experience of violence ($r=.488$), perpetration of violence ($r=.24$), and exposure to violence ($r=.19$), all at .01 alpha levels, and perception of violence ($r=.10$) at a .05 alpha level. Number of dating relationships involved in resulted in statistically significant relationships with the TSDV ($r=.29$) at the .01 level in addition to the following scales: experience of violence ($r=.29$), perpetration of violence ($r=.19$), and exposure to violence ($r=.12$). Number of dating relationships involved in also had a statistically significant correlation, but negatively related to perception of violence ($r=-.17$). Criterion validity was established between gender and the subscales of dating violence. A one-tailed correlation analysis was completed to determine whether gender had any significance on the scales of the TSDV. Gender was found to have a small, statistically significant relationship at the .05 level to the following scales: experience of violence ($r=.08$), perpetration of violence ($r=.09$), and exposure to violence ($r=.08$). Gender was also found to have statistical significance at the .01 level for the following

scales and subscales: all five scales of TSDV ($r=.12$), perception of violence ($r=.29$), experience of sexual abuse ($r=.16$), experience of emotional abuse ($r=.10$), and a negative correlation for experience of physical abuse ($r=-.14$). The gender relationships were also further evaluated by comparing mean and standard deviations for sums of scales and subscales. This information is presented in Table 25.

Table 25

Gender by Mean and Standard Deviation Sums for Scales and Subscale Scores

	Males		N	Females		N
	Mean	SD		Mean	SD	
Experience of Violence Scores	33.88	11.8		35.98	13.92	
Experience of Sexual Abuse Subscale Scores	10.49	4.41		12.2	5.3	
Experience of Physical Abuse Subscale Scores	10.14	3.98		8.98	3.25	
Experience of Emotional Control Subscale Scores	13.38	5.8		14.86	7.48	
Perpetration of Violence Score	1.7	2.4		2.17	2.9	
Perpetration of Sexual Abuse Subscale Scores	0.18	0.6		0.13	0.73	
Perpetration of Physical Abuse Subscale Scores	0.68	1.3		1.02	1.57	
Perpetration of Emotional Control Subscale Scores	0.82	1.22		1.01	1.4	
Perception of Violence Score	13.36	4		15.27	3.26	
Total			240			555

CHAPTER FIVE

DISCUSSION

This research project is related to the development of a new assessment tool, the Teen Screen for Dating Violence (TSDV), which is designed to examine dating violence among the adolescent population (13-21 years of age). There are few screening tools available to screen for adolescent dating violence and they have numerous limitations, in addition to only focusing on one gender and victimization. The development of the TSDV has the potential for having a tremendous impact on dating violence among the adolescent population. It is the first tool to screen for dating violence in a variety of settings so intervention and prevention measures can take place simultaneously. The TSDV will not only assess for past and current experiences of violence and the perpetration of violence, but it will also examine other risk factors that are associated with a high likelihood that violence may take place in future dating relationships. Having a tool that is intended for use in a wide variety of settings and that is user friendly will allow for intervention, prevention, and educational measures to transpire in order to help break the cycle of violence.

Instrument Development

The TSDV is comprised of five scales that measure perception of dating violence, experience with dating violence, perpetration of dating violence, exposure to violence within various contexts, and support systems. The TSDV exhibits strong convergent validity and internal consistency for the entire scale and all subscales. There were numerous steps that took place to develop a valid and reliable instrument to screen for adolescent dating violence.

Through an extensive literature review on IPV and dating violence, it was found that no one tool has been universally accepted to screen for dating violence and there are almost none that specifically screen for dating violence in adolescents (Hays & Emelianchik, 2009). Based on these limitations, the development of the TSDV began. There were 100 items initially developed prior to the expert reviewing process. The 100 items were based on the three forms of abuse (physical, emotional, and sexual) with varying severities that also took frequency into consideration. Six expert reviewers reviewed the TSDV for content validity. Items were examined based on severity ratings of each item scored by the expert reviewers' ratings. The expert reviewer editing process and elimination of items based on frequency and severity scores resulted in development of the TSDV, which produced a 130 item assessment and 7 optional demographic questions. The 130-item TSDV was used in a pilot study with seven adolescents. The seven adolescents were given the self assessment before they began a workshop series on healthy relationships. The pilot study allowed the TSDV to be reviewed for clarity, length, and understanding. The sample population taking the TSDV allowed for further item revision, clarification, and elimination of items. The TSDV was then revised and the data collection for the first sample of participants began. The CADRI was used in this study for reliability and was provided to participants along with the TSDV. The first sample yielded 799 participants. An exploratory factor analysis was completed on the first data sample. This produced the factor structure for the TSDV and then it was revised based upon the results. The TSDV was reduced to 90 item scale, which was then tested with a second data sample that consisted of 410 participants. This sample was used to

complete a confirmatory factor analysis (CFA). The CFA confirmed the factor structure and scoring of the TSDV.

Sample Characteristics

The TSDV was validated by comparing it to the Conflict in Adolescent Dating Relationships Inventory, CADRI (Wolfe, Scott, Reitzel-Jaffe, Wekerle, Grasley, & Straatman, 2001). Participants were given both assessments to complete during collection of the first data sample. Participants were recruited on a voluntary basis from a probability sample (i.e., quota sample). There were 799 participants in the first sample and they were given the TSDV and the CADRI. There were 410 participants in the second data sample and they were only given the TSDV. Participants were males and females between the ages of 13-21 for both data samples collected. The mean age for the first data sample was 18.98 and the mean age for the second data sample was 19.77. There were no other criteria for participation in this study other than the age range.

Research Questions

Research question one asked, “What is the factor structure of the TSDV?” This research question was explored by examining the factor structure of data sample one, which consisted of 799 participants. A principle axis factor analysis with promax oblique rotation was completed on each section of the TSDV to explore the factor structure. The TSDV resulted in five scales with 20 factors (some grouped further into subscales) for a total of 90 items. This allowed for sufficient models to test a second data sample with a confirmatory factor analysis. A confirmatory factor analysis was performed on each scale of the TSDV using three models of fit for the Experience of Violence and Perpetration of Violence Scales (parts C and C2), two models of fit were analyzed for the Perception of

Violence, Exposure to Violence, and Support Systems scales (parts B, D, and E). The CFA was consistent with the EFA, with the exception of one item which was removed and resulted in an 89 item scale. The hypothesis, “the TSDV will demonstrate adequate factor structure for exploratory (i.e., principal axis factor extraction and promax rotation) and confirmatory factor analysis procedures,” was supported and the EFA and CFA procedures demonstrated adequate factor structures.

Research question two stated, “What is the internal consistency of the TSDV for a sample of adolescent male and females?” The internal consistency of the TSDV was tested by calculating the reliability analysis for Cronbach’s alpha on the 90 item scale. The hypothesis, “the TSDV will demonstrate a strong internal consistency estimate for a sample population of adolescent male and females” was correct with a satisfactory and strong alpha for the TSDV and its five scales. Male and female adolescents both reported the experience and perpetration of violence within the scales of the TSDV in both data samples.

Research question three asked, “What is the relationship between the TSDV and the Conflict in Adolescent Dating Relationships Inventory (CADRI; Wolfe et al., 2001)?” The research question was addressed by testing for convergent validity of the CADRI with the TSDV by performing a Pearson product-moment correlation. This analysis resulted in a statistically significant positive relationship between all five scales of the TSDV and all five scales of the CADRI. Table 24 reports all of the statistically significant correlations between the scales. The hypothesis of, “there will be positive significant relationships among the TSDV subscales and the CADRI, subscales, providing evidence of convergent validity” was supported with the research analyses. The

significance between scales was moderate for most between scale correlations. These results support convergent validity of the TSDV. The scales of the TSDV are accurately measuring the dimension of violence that it is supposed to measure. It is speculated that some of the smaller correlations between scales could be due to the TSDV being a more precise and in-depth measure as well as the scales not measuring for the exact same construct of validity.

Research question four asked, “Is there a significant difference between genders for TSDV subscales? The hypothesis, “females will report more frequent incidences of dating violence as the victim and males will report more perpetration of dating violence” was not supported. There was a small significant correlation between some of the variable of gender and experience and perpetration of violence. After examination of frequencies of scale and subscale scores by gender (see table 25), it appears that both genders are reporting violence experience and perpetration at similar rates. This could be influenced by several factors, such as unequal distribution of genders within the sample and participants within the sample may not have reported accurately out of fear. These limitations are addressed further in the limitations section. Though, these findings do support the literature that has found that females and males within this age group report physical violence at equal rates (CDC, 2006). Further testing and larger samples need to be collected and evaluated to see if females and males are reporting at equal rates, but reporting items with greater severities.

Research question five, “Is there a correlation between the incidences of violence experienced and perpetrated and perception of violent behaviors?” This research question was tested with a Pearson’s product correlation on the perception of violence scale,

experience of violence scale, and perpetration of violence scale. The analysis did not support the hypothesis, “females and males who have experienced more violence in their own relationships will perceive fewer acts of violence as violent.” The correlation between the scales of Perception of Violence, Experience of Violence, and Perpetration of Violence were all non-significant. There was only one small significant correlation between male perception of violence and perpetration of violence, $r = .15$, p (two-tailed) $<.05$. This was only found when the scales were examined separately by gender. The non-significant scores among these three scales could be because the ranges of scores for the scales were similar with small standard deviations. Finding significance in this sample with limited heterogeneity would be difficult. Future research with larger samples sized may show more significance in the relationship of these scales.

Relationship of Findings to Prior Studies

The TSDV is unlike any assessment that is currently available for screening for adolescent dating violence. The TSDV was designed for use with males and females between the ages of 13-21. Other assessment tools that are available do not give a specified age range that the instruments are intended for use with. This instrument is available for use within the male, female, or transgendered populations. Other instruments that are available are gender specific. The TSDV can be used with participants of any sexual orientation. The CADRI that was used for validity in this study has a male and female version. The male version assumes that the participant dates females and the female version assumes that the participant dates males.

The TSDV examines experience of dating violence, which many other instruments do as well, but it has gone through a rigorous construct validity process that

addresses severity of the items and it examines frequency violence. It is important to use an instrument that has items of varying severities and that examines frequency.

Intervention and resources provided need these pieces of information to make an appropriate referral. For example, if a teen has been slapped one time in a past relationship and it never happened again in any future relationships, intervention would be different from a teen that has been raped or beaten more than once. Each type of violence (physical, sexual, and emotional) is separated into subcategories in the experience and perpetration scales to get a subscore in order to further tailor treatment. Perpetration of Violence is a scale that is unique for dating violence assessments. This scale can also be categorized by the three types of violence, which allows for subscale scores in addition to a total score. This section does not address frequency of violence because it is recommended as good practice to provide intervention to participants that have perpetrated any type of violence, whether it was on multiple occasions or a single incidence. The TSDV contains a Perception of Violence scale to gain more information about the participants' knowledge of violence. Perception is an important piece to prevent future violence from potentially taking place. Several of the younger participants had low scores for perception of violence, but had never been involved in dating relationships. This would indicate for the provider of the assessment tool to provide some basic education about dating violence and intimate partner violence to the participant to prevent violence in potential future relationships. The Exposure to Violence scale is important because literature shows that violence is cyclical in nature. Those that experience violence with the home or observe violence among peer groups are more likely to experience violence as a victim or perpetrator in future relationships. Asking about

violence exposure can help to provide the participant education about violence for potential relationships and the provider can intervene if there is reported violence to the participant within the home (Arriaga & Foshee, 2004; Hotaling & Sugarman, 1986; Straus, 1991).

Limitations of the Study

There were several potential limitations to this study. With regards to initial item development and validation, three broad categories of violence were chosen which included emotional, sexual, and physical abuse. Other areas or subcategories of violence that were not chosen to be direct subscales, such as verbal abuse and psychological abuse were not chosen. Including more items that address these other dimensions of abuse may have increased the percent variance accounted for in the initial TSDV. Increasing the number of expert reviewers to review the TSDV for content validity could have increased the percent variance and the item criterion for keeping items in the TSDV. The severity and frequency scores for violence may have had a wider range if there were more expert reviewers.

Due to the age range of the potential participants it was difficult to gain a sample with equal age distribution. There were more participants in both samples that were 18-21 years of age. It can be assumed that this provided a sample that had more knowledge of violence and dating experience based on age. Rates of violence perpetration and experience may have been different if the sample had equal amounts of participants from various ages. The age range for participants also allowed for a slower data collection process. It was difficult to receive permission from parents of the participants under the age of 18. The other possible limitations of the instruments are as follows:

1. Data from a majority of the participants under 18 were collected through various counselors. Participants' potentially taking place in counseling or receiving the assessment from a counselor may have swayed the participants' answers to a more socially appropriate response, potentially skewing the data. The TSDV is a self-report assessment, which often limits responses. A subject effect could have taken place where the adolescents who participated in the study felt pressure to not report accurately for fear of a dating partner getting in trouble. Adolescent males may have been reluctant to report abuse perpetration or victimization because of social stigmatization.
2. The population samples were primarily White (67%), heterosexual (88%) and female (70%); therefore the results are may be less generalizable to other gender and race combinations that constitute the counseling population.
3. Participants may not have had accurate answers to some survey questions, particularly in the demographics section. An example was questions that asked for longest and shortest relationship estimates. Some participants just checked months or years and did not provide an estimate. Some participants also checked the questions which they had experience with in the experience of violence section instead of using the Likert scale. This data may not have been accurate.
4. Participants were asked to remember experiences from present and past relationships. Often people may forget or choose to ignore negative experiences. Flawed recall of details within various relationships in this study may have resulted in skewed data.

5. The population that responded to this study may not be representative of the entire adolescent population. The population of participants selected was a convenience sample. Some participants may have been at a more significant risk for dating violence due to the geographic location or site that the data was collected.

6. Dating relationship was not defined for the participants because I did not want to bias the responses and define the parameters of a relationship for participants. Participants' have their own views on what constitutes a dating relationship and I did not want to minimize anything participants considered as a relationship. By not defining dating relationship, some participants may have determined they had a greater or decreased quantity of relationships than they actually have experienced.

7. The CADRI selected for use in this study was the only available instrument that was related to the TSDV. There were many participants who only completed the TSDV and did not complete the CADRI or stopped halfway through the CADRI. Maturation could account for some of their actions. Some participants also noted responses such as "confusing" and there many participants chose to complete only the TSDV. Many participants who took the CADRI completed the demographic section with various response formats that I was not able to interpret. This result was due to limited instructions associated with the CADRI. For example, to the question "when did you break up?" participants responded with many comments such as "3 months ago," which was hard to interpret because the date that the assessment was taken was not provided.

Participants' also specified dates without years or made comments such as, "on my birthday or the last day of summer vacation." It was impossible to determine how to code such answers.

8. The participants varying educational levels may have had an impact on their reading ability. Individuals who take the TSDV in the future will have to be able to read and write in English. The TSDV was designed for the adolescent population and the verbiage used was selected based on the educational level of 13 year olds. All participants may not have had an adequate literacy levels to understand terms on the assessments.

9. In this study, possible delimitations could be that there was a 5:1 ratio of participants collected per item of the TSDV to establish validity and reliability. If a larger number of participants were gathered for a 10:1 ratio, it may be easier to try to establish if reliability and validity exists.

Implications

With the prevalence of dating violence among adolescents on the rise, it is necessary that a universally accepted assessment tool to screen for dating violence is available. A universally accepted screening tool will help the effort to provide early intervention and prevention measures for this population. The TSDV was created to help fill this need and begin to establish a tool that can be universally accepted. Preliminary data presented in this study support the use of the TSDV to assess for dating violence in various contexts. The TSDV not only assesses for violence in various contexts, but it provides information on knowledge and perception of dating violence which can help to change misconceptions about what characterizes healthy and unhealthy relationships. For

example, if a group of college age or high school students have low scores for perception of emotional violence, more activities and training could take place that educate students on emotional violence. The TSDV was designed to be a user friendly assessment tool for clinicians and researchers.. It is anticipated that one day this instrument may be used by college counselors, teachers, school counselors, coaches, clinicians, medical professionals, counselor educators, and others to help adolescents that they work with. This assessment can also be used by researchers to gain more detailed information on the epidemic of adolescent dating violence.

Conclusion

Despite the limitations of this instrument, this study has found the TSDV to be a valid and reliable measure to assess for the experience and perpetration of dating violence in an adolescent population. It provides items that have varying severities and it examines frequency. The TSDV is intended for use by counselors and other professionals to help teens in violent relationship situations. This instrument can be used by teachers and school counselors as a self report measure to gage the knowledge and experience of violence among their student population. It can also be used by clinicians within agencies and private practices. Various settings can use this instrument to examine multiple facets of adolescent dating violence to provide education, intervention, and prevention measures. It provides self-report data that is well-organized, reliable, valid, and time conscious. The TSDV can also be used by researchers that seek to further address the epidemic of dating violence and gain prevalence data on adolescent dating violence within various contexts.

Future Research

The 89 item, TSDV can be subject to further testing for validation to ensure its psychometric stability and utility. Specifically, further validation is needed to test for criterion related validity. Further validation would require a larger, more diverse sample to be collected to compare scores across a more diverse group. Further validation may increase the significance of criterion related validity. The TSDV could also be subjected to test-retest reliability to determine whether the scores change over time. After further validation testing the TSDV could be used in a variety of settings. The TSDV could be used within colleges to gauge dating violence on campus. A voluntary campus wide training could take place on how to stay safe in relationships. The TSDV could also be used in college counseling centers to screen for potentially abusive relationships. Middle schools and high schools could use this tool to assess for exposure to violence in various contexts. Research shows that dating violence can have a tremendous negative impact on teens in schools causing poor grades and aggressive behavior (CDC, 2006; Wekerle & Wolfe, 1999). The TSDV could help educators provide the proper referrals to students exposed to violence and experiencing violence, which could potentially help students achieve in school.

CHAPTER SIX**MANUSCRIPT****The Initial Development and Validation of the****Teen Screen for Dating Violence**

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Abstract

The TSDV is an assessment tool that is designed to screen for adolescent dating violence perpetration and victimization, while examining perceptions, experiences, perpetration, and exposure to dating violence in addition to available support systems. Through assessment and screening, adolescents who are high risk for continuing the cycle of violence may be identified for early intervention and prevention measures to take place. This article presents the rigorous development and validation processes of the TSDV. Findings outline the factor structure of the TSDV, which is supported through the use of exploratory factor analysis and confirmatory factor analysis, as well as evidence of reliability and validity. The TSDV is an easy to use assessment tool that can be used in a variety of settings to screen and assess for dating violence.

Initial Development and Validation of the Teen Screen for Dating Violence

Dating violence, a subset of intimate partner violence (IPV), is a serious public and mental health concern among adolescents. Dating violence is similar to IPV in that it affects all groups of people, is intergenerational, appears to have the cyclical effect of perpetration and contrition, mimics adult IPV in terms of severity and occurrence of violence inflicted, and tends to escalate over time (Guite, 2001; Halpern, Oslak, Young, Martin, & Kupper, 2001). Males and females report experiencing physical violence at almost equal rates (Cascardi, Avery-Leaf, O'Leary, & Slep, 1999; Centers for Disease Control [CDC], 2006), although the use of violence in these relationships is attributed for different reasons (O'Keefe, 1997; Molidor & Tolman, 1998). One in every 4 female adolescents report verbal, physical, emotional, or sexual abuse by a dating partner each year (Foshee et al., 2005; Silverman, Raj, Mucci, & Hathaway 2001). Moreover, dating violence occurs approximately equal across gender: for example, the CDC (2002) reported that 1 in 10 female high-school students and 1 in 11 male high-school students report being hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend in the past year.

The literature highlights several risk factors and correlates for dating violence that include inter-parental conflict, witnessing verbal and emotional abuse, inadequate parental supervision, the belief that violence is acceptable, substance use/abuse, peers that condone violence, attitudes toward sex and intimacy, risky sexual practices and unintended pregnancy, delinquency, prior victimization, grade point average, and dropping out of high school (CDC, 2006; Cleveland, Herrera, & Stuewig, 2003;

Kinsfogel & Grych, 2004; Vezina & Hebert, 2007; Wolfe & Foshee, 2003; Wolfe, Scott, Wekerle, & Pittman, 2001). Peer acceptance of dating violence may be a contributing factor to dating violence perpetration and continuance (Cohall, Cohall, Banester, & Northridge, 1999; Lavoie, Robitaille, & Herbert, 2000), and friend dating violence is shown to be more important than the effect of inter-parental violence on adolescents on dating violence experience (Arriaga, & Foshee, 2004; Bergman, 1992; Foshee, Linder, MacDougall, & Bangdiwala, 2007).

Given the association between dating violence and risk factors and consequences, assessment tools that screen for IPV and dating violence are crucial to identify and detect it for prevention and intervention. Unfortunately, assessments to screen for dating violence for adolescents- especially males- are limited. Further, tools available have limited psychometric integrity (Hays & Emelianchik, 2009). Hays and Emelianchik found in a content analysis of IPV assessments key limitations in a review of literature on assessment tools. These limitations include (in order of frequency): (a) a lack of attention to the degree of severity of abuse; (b) a narrow definition of IPV (i.e. primarily physical abuse); (c) inattention to frequency of IPV within a particular relationship or patterns across several relationships; (d) lack of cut-off scores or thresholds for determining IPV; (e) use of multiple questions within an item that makes it difficult to interpret responses; (f) vague items leading to multiple interpretations; and (g) culturally biased items. In addition to limitations associated with test construction, others (Ashley & Foshee, 2005; Sugarman & Hotaling, 1997; Swart, Stevens, & Ricardo, 2002) noted that adolescents' interpretations of questions vary, they tend to minimize responses or disclose violence

selectively, and they may not conceptualize the term dating the same way as others do, or do not recognize the many behaviors that their partners display as violent or aggressive.

This study addresses the limitations of the available assessments by providing a theoretically grounded method for measuring adolescent dating violence (i.e., IPV for males and females ages 13-21). Specifically, this study involves the development and initial validation of the Teen Screen for Dating Violence (TSDV). The TSDV assesses for current and past experiences of dating violence and perpetration of varying severity levels, using a broad IPV definition, while looking at risk and resiliency factors that are strong predictors of future experience. The following research questions were examined: (1) What is the factor structure of the TSDV? ; (2) What is the internal consistency of the TSDV for a sample of adolescent male and females?; (3) Is there support for construct validity, as evidenced by a relationship between the TSDV and the Conflict in Adolescent Dating Relationships Inventory (CADRI; Wolfe, Scott, Reitzel-Jaffe, Wekerle, Grasley, & Straatman, 2001)?; (4) Is there a significant gender difference for TSDV scales?; and (5) Is there a correlation between the incidences of violence experienced and perpetrated and perception of violent behaviors?

Method

Item Development and Content Validity

The authors did not find in an extensive literature review one tool that has been universally accepted to screen for dating violence (see Hays & Emelianchik, 2009). The authors developed initially 100 items addressing three forms of abuse (physical, emotional, and sexual) with varying severities. Developed items were scaled using a yes-no or Likert-type format. (i.e., 0= *not violent at all* to 7=*extremely violent*).

There were six expert reviewers that reviewed the TSDV to establish support of content validity. Experts rated the degree to which items fit 1 of 3 categories of IPV (i.e., physical, emotional, and sexual) and the criterion for retaining an item was 83% interrater agreement for the type of violence (i.e., 5/6 experts agreed item fit one category). The experts also rated the items for severity (i.e., 0= *not violent at all* to 7=*extremely violent*). The mean severity score for each item was calculated and used to make sure that the TSDV contained equal number of items across a continuum of severities.

Experts provided edits to existing items and suggested additional items to ensure item representativeness for the construct dating violence. After reading feedback from the expert reviewers, a scale to assess perpetration was added. Items were the same as the experience scale so scores for severity did not have to be readdressed. This process produced a 130-item assessment with and seven demographic questions. Then, the TSDV was used in a pilot study with seven adolescents who were participating in a workshop series on healthy relationships, allowing for further item revision, deletion, and clarification.

Factor Analytic Procedures

The revised TSDV was included in a survey packet (along with the CADRI) for the first sample of participants ($n= 799$). An exploratory factor analysis was completed on the first data sample. This produced the factor structure for the TSDV and then it was revised based upon the results. The TSDV was reduced to 90-item scale and was then tested with a second sample ($n= 410$) as part of confirmatory factor analysis (CFA). The CFA confirmed the factor structure of the TSDV and provided a revised scoring. The CFA also reduced the TSDV to a 89 item scale. Participants for each factor analytic

procedure were obtained through various liaison contacts (mental health and school counselors, clinicians, college campus faculty). Contacts provided adolescents a survey packet that included the TSDV, briefly reviewed the assessment, and provided the participant further information as necessary. Survey packets were distributed electronically or through standard mail. Of the 550 mailed surveys mailed to contacts, 289 surveys were returned (52.5% response rate). For the electronic surveys, 510 were deemed usable.

Participants

For Sample 1 ($n= 799$), the mean age for participants was 18.98 years of age ($sd= 1.64$; median= 19). Sample 1 received the 5-scale TSDV (i.e., Perception of Violence, Experience of Violence, Perpetration of Violence, Exposure to Violence, and Support scales) and the CADRI. For Sample 2 the mean age for participants was 19.77 ($sd= 1.19$; median= 20). Sample 2 received only the TSDV revised from the EFA procedures. Table 1 provides demographic characteristics for these samples.

Results

Exploratory Factor Analysis

A principle axis extraction followed by a promax oblique rotation was performed on each TSDV scale. The promax oblique rotation was selected because the three types of violence (physical, sexual, and emotional) are highly interrelated. All factors with initial eigenvalues greater than 1 were retained based on Kaiser's criterion (Kaiser, 1960). For each section Bartlett's test of sphericity was used to examine whether the matrix was proportional to an identity matrix. A Kaiser-Meyer-Olin (KMO) test for sampling adequacy was run with each sample to make sure the data sample was large enough (Kaiser, 1970). Values close to 1.0 signify that patterns of correlations are condensed and

factor analysis will yield consistent results. Once the factors for each scale were found, a cutoff score used will be those with factor loadings that have an absolute value greater than 0.40 (Stevens, 2002). Some factors in each section were removed due to low contribution of one factor, significant contribution of multiple factors, or because the grouping of items in a specific factor did not result in a sound conceptualization. Table 2 represents the total variance explained and rotated factor structure for each scale of the TSDV. Table 3 displays final items per factor along with psychometric data.

Confirmatory Factor Analysis

A confirmatory factor analysis (CFA) was conducted for each scale of the revised 90-item TSDV using Amos 18.0 (Arbuckle, 2009). The magnitude of the factor loadings and correlations (i.e., individual parameters) were assessed at the .05 level. The direction of the individual parameters was evaluated in comparison with findings from the EFA (see Table 4).

Perception of violence scale. Two models of fit were tested on the Perception of Violence Scale. The first model proposed, a single factor measurement model (with the standardized coefficients), tested the perception of violence scale as a whole. All indicator variables loaded positively and significantly onto the Perception of Violence construct, but this single factor model did not fit the data optimally for the indices tested and was not indicative of a good fit. A second model was tested because the proposed model did not indicate good fit on multiple indices. The second model was run where all items for the scale were parceled (combining items into small groups of items within scale). This revised model fit the data well, at least in terms of the CFI (which at .98, was above the acceptable criterion of .95) and the SRMR (which at .03, was within the acceptable range). Although the RMSEA value was smaller than the RMSEA of the

proposed model, the RMSEA value was still within the average range. All parcels loaded positively and significantly onto the Perception of Violence construct. There was one item that was removed from the scale due to a very low inter-item correlation value.

Experience of violence scale. Four measurement models were tested for the Experience of Violence Scale. The first measurement model consisted of a single factor measurement model in which the indicator variables for this model were all scale items. Rejection of this model would indicate that there are differences in the factors and subscale scores. The second measurement model consisted of three latent constructs, which were the three subscales of the Experience of Violence Scale as indicated by the EFA. The indicator variables for each of the constructs were the items of the subscales. The third measurement model is similar to the second model and consists of three latent constructs. This time the indicator variables for each of the constructs were parcels consisting of items measuring the subscales. The fourth measurement model consisted of a single measurement model with the composite scores of the three subscales used as indicator variables. This model specified that the scores of the three factors or constructs are influenced by the entire scale score, but differentiated by the three constructs. The third model fit the data well: the ratio of the chi-square to the degrees of freedom was less than three; the CFI was high and above the acceptable criterion of .95; the RMSEA was within the range of reasonable fit; and the SRMR was low and below the acceptable criterion of .08. All parcels loaded on significantly to their respective constructs. The correlations were positive and statistically significant.

Perpetration of violence scale. There were four measurement models tested for the Perpetration of Violence Scale. Similar to the previous scale the models tested were a

single-factor model (with items as the indicator variables), a three-factor model (with items as the indicator variables), a three-factor model (with parcels within subscales as the indicator variables), and a three-factor model (with composites of the subscales as the indicator variables).

Model fit for the first three measurement models could not be assessed because Amos 18.0 (Arbuckle, 2009) yielded an error message; it was assumed that the error message was due to tetrachoric correlations between the dichotomous indicator variables. This was probably due to items reported on a yes-no measurement scale. There were many no responses with this variable causing the moment matrix to be negative. These indicators were not enough to conclude if the model was fit. The skewed variables for the fourth model were transformed using a square root function. The transformed variables were still skewed after transformation, but the skew indices dropped by almost half. The fourth model fit the data well: the ratio of the chi-square to the degrees of freedom was less than one; the CFI was very high and above the acceptable criterion of .95; the RMSEA was within the range of acceptable fit; and the SRMR was low and below the acceptable criterion of .08. All composites loaded on significantly to the Perpetration of Violence construct.

Exposure to violence scale. Two measurement models were tested for the Exposure to Violence Scale. The models tested were a single-factor model with items as the indicator variables and a single-factor model with parcels as the indicator variables. Item 7 was a constant (i.e., all respondents had the same answers), so it was dropped from the analysis, but will be included as a scale item. Items and parcels were transformed using an inverse function due to items being skewed. Transformed variables were still

skewed, but indices dropped by about one half. The second measurement model fit the data adequately: the CFI was above the acceptable criterion of .95 and the SRMR was low. RMSEA was within the acceptable range and the ratio of the chi-square to the degrees of freedom was high.

Support systems scale. There were two measurement models tested for the Support Systems Scale. The two models were a single-factor model with items as the indicator variables and a single-factor model with parcels as the indicator variables. Item 10 (i.e., support from others) was dropped from the analysis because it had a low item-total correlation. Items and parcels were skewed so they were transformed using an inverse function. The transformed variables then had skew indices within acceptable limits (Kline, 2005). The second model fit the data adequately: although the CFI was above the acceptable criterion of .95 and the SRMR was low, the RMSEA was high; the ratio of the chi-square to the degrees of freedom was also high. This measurement model fit the data better than the first measurement model and was considered acceptable.

Reliability Analyses

After the EFA was performed on the data, the TSDV demonstrated acceptable internal consistency for each scale. Cronbach's alpha for the 90-item TSDV was 0.82. Cronbach's alpha for the scales were as follows: .86 (Perception of Violence), .93 (Experience of Violence), .83 (Perpetration of Violence), .78 (Witnessing Violence), and .83 (Support Systems). The corrected item total correlations for the entire TSDV ranged from 0.24- 0.77, with a mean corrected item total correlation of .48. The mean corrected item total correlation by scale was: .46 Perception of Violence, .59 Experience of Violence, .41 Perpetration of Violence, .43 Witnessing of Abuse, and .53 Support Systems.

Validity

Construct validity. Construct validity was supported by conducting a Pearson's product correlation analysis among the scales of the TSDV and the scales of the CADRI. Results show that the total score for all scales of the TSDV and CADRI were statistically significant with a positive correlation of $r=.46$ at the .01 alpha level. The scales and subscales of the TSDV showed multiple statistically significant positive correlations with the scales and subscales of the CADRI at the .01 alpha level. With respect to association with the total CADRI score, correlations for the TSDV Experience of Violence scale was .40. The Perpetration of Violence scale was found to be statistically significantly with four of the five subscales of the CADRI (all but relational aggression).

Criterion validity. Criterion validity was demonstrated in the TSDV between several variables. There was a statistically significant relationship between a participants' race/ethnicity and the exposure to violence scale, $r = .21, p < .01$. A positive correlation was found between a participants self reporting of experience of violence and TSDV total score, $r = .45, p < .01$ as well as the following TSDV scales: Experience of Violence ($r=.49$), Perpetration of Violence ($r=.24$), Exposure to Violence ($r=.19$) all at .01 alpha levels, and Perception of Violence ($r=.10$) at a .05 alpha level. Number of dating relationships involved in resulted in statistically significant relationships with the TSDV ($r=.29$) at the .01 level in addition to the following scales, Experience of Violence ($r=.29$), Perpetration of Violence ($r=.19$), and Exposure to Violence ($r=.12$). Number of dating relationships involved in also had a statistically significant correlation, but negatively related to perception of violence ($r=-.17$).

Criterion validity was established between gender and the subscales of dating violence. A one-tailed correlation analysis was completed to see if gender had any significance on the scales of the TSDV. Gender was found to have a small, statistically significant results at the .05 level on the following scales, Experience of Violence ($r=.08$), Perpetration of Violence ($r=.09$), and Exposure to Violence ($r=.08$). Gender was also found to have statistical significance at the .01 level for the following scales and subscales: all five scales of TSDV ($r=.12$), Perception of Violence ($r=.29$), Experience of Sexual Abuse ($r=.16$), Experience of Emotional Abuse ($r=.10$), and a negative correlation for Experience of Physical Abuse ($r=-.14$). The gender relationships were also further evaluated by comparing mean and standard deviations for sums of scales and subscales.

Scoring

The five scales of the TSDV (Perception, Experience, Perpetration, Exposure, and Support) were all scored based on the results of the CFA. Many of the models of fit tested positively for fit on some indices within each model. The models that were chosen as best fit were the models that fit on the most indices possible. Models that were not chosen did not mean that they did not fit the model on some indices; they did not fit the most indices possible when compared to the other models.

The Perception of Violence scale contains 20 items that are items assessing for knowledge of physical, sexual, and emotional abuse. The model that fit Perception of Violence scale best was the model with parcels. An item-to-construct balance method was used to parcel this scale because EFA procedures indicated that this scale consisted of a single dimension (Little, Cunningham, Shahar, & Widaman, 2002). Therefore, when

scoring this section it was determined that a single composite score consisting of all items was appropriate. There is one point assigned for each item endorsed for a range of scores from 0-20 (i.e. 0 = *no knowledge of dating violence* and 21 = *high knowledge of dating violence*).

The Experience of Violence scale contains 27 items and examines the participants' experiences of dating violence in all past and present relationships. The model that fit best for this scale was the model with parceled subscales. Even though this model fit the data best, the fourth measure model also fit the data on some indices. Due to the fourth model fitting on some indices, the scoring for this section is by subscale and provides a total composite score as well. The items are summed based on the weighted frequency score assigned by the participant. The range of scores are 27-135 (i.e. 27 = no violence experienced in relationships and 135 = frequent occurrence of violence in relationships).

The Perpetration of Violence scale is scored as a total composite score and also provides a subscale score for physical, sexual, and emotional violence. This scoring was derived based on the fourth measurement model of the CFA (composite and subscales with parceled items). It was the only model to fit the data. The subscale items are listed within the scoring key. The Perpetration of Violence contains 21 items that assess the participants' perpetration of dating violence with any dating partner. The scores range from 0 – 21 for the entire scale, with zero indicating no violence perpetrated.

The Exposure to Violence Scale had one measurement model that fit the data. This measurement model parceled items according to inter-item correlation values because the EFA indicated the construct consisted of a single dimension. Scoring for this

scale consists of the total score for exposure to violence and subscale scores for the parceled items. The Exposure to Violence scale contains 12 items and measures the exposure to violence within the home and peer group. This scores for the total scale range from 12 – 60 (i.e. 12 = no violence exposure and 60 = frequent violent exposure).

The Support Systems scale measures the level of support each participant has within each group and contains nine items within the scale. The Support System Scale is provides one total score for level of support. The measurement model that fit the data best consisted of parceled items. The items that were parceled used the item-to-construct balance method (Little, et. al., 2002) because EFA procedures indicated that this scale consisted of a single dimension. Even though the parceled model was best fit, it was determined that a single factor score made more sense for determining level of support based on the EFA and some indices of the single factor model being acceptable. By having a total score, the items can be reviewed individually to locate the source with the highest amount of support or the total support score could be indicative of the participants social networks and relationships. Scores range from 9 – 45, with nine indicating that the participant little to no support systems available.

Discussion

This work presents the development of an assessment tool (TSDV) which is designed to examine dating violence among the adolescent population (13-21 years of age). There are few other screening tools that are available to screen for dating violence, but they have numerous limitations and weakness, in addition to only focusing on one gender and victimization. The TSDV may make a tremendous impact on dating violence among the adolescent population. The TSDV not only assesses for past and current

experiences of violence and the perpetration of violence, but it also looks at other risk factors that are associated to a high likelihood that violence may take place in future dating relationships. Having a tool that is intended for use in a wide variety of settings and that is user friendly will allow for intervention, prevention, and educational measures to transpire in order to help break the cycle of violence.

The TSDV is unlike any assessment that is currently available for screening for teen dating violence. The TSDV was designed to target males and females within the ages of 13-21. Other assessment tools that are available do not give a specified age range that the instruments are intended for use with. This instrument is available for use within the male, female, or transgendered populations. Other instruments that are available are gender specific. The TSDV can be used with participants of any sexual orientation. The CADRI that was used for validity in this study has a male and female version. The male version assumes that the participant dates females and the female version assumes that the participant dates males.

The TSDV contains five scales that examine perception of violence, experience of violence, perpetration of violence, exposure to violence, and support systems. There are no available assessments for adolescents that screen for these five constructs. This instrument has gone through a rigorous construct validity process that addresses severity of the items and it examines frequency violence. It is important to use an instrument that has items of varying severities and that examines frequency.

The Perception of Violence scale examines participants' knowledge of dating violence. Perception is an important piece to prevent future violence from potentially taking place. Several of the younger participants had low scores for perception of

violence, but had never been involved in dating relationships. This would indicate for the provider of the assessment tool to provide some basic education about dating violence and intimate partner violence to the participant to prevent violence in potential future relationships. The Experience of Violence scale contains 27 items and examines the participants' experiences of dating violence in all past and present relationships. This scale contains three subscales (physical abuse, sexual abuse, and emotional abuse/control). This scale assesses for the experience of three types of violence with varying severities while examining frequency. Perpetration of Violence is a scale that is unique for dating violence assessments. This section does not address frequency of violence because it is recommended as good practice to provide intervention to participants that have perpetrated any type of violence, whether it took place on multiple occasions or a single incidence. The Exposure to Violence scale measures the participants' experience and exposure to violence within the family of origin and in peer groups. Those that experience violence with the home or observe violence among peer groups are more likely to experience violence as a victim or perpetrator in future relationships. Asking about violence exposure can help to provide the participant education about violence for potential relationships and the provider can intervene if there is reported violence to the participant within the home (Hotaling & Sugarman, 1986; Straus, 1991; Arriaga & Foshee, 2004). The Support Systems scale measures the level of support each participant has within each group. The support system scale is important to identify whom participants are likely to report dating violence experiences. This will help to identify the groups of people that must be provided education on dating violence intervention and prevention.

Results showed that the TSDV demonstrated adequate factor structure through the use of principle axis factor analysis with promax oblique rotation on section of the TSDV. The TSDV resulted in five scales with 20 factors (some grouped further into subscales) for a total of 90 items. This allowed for sufficient models to test a second data sample with a confirmatory factor analysis. A confirmatory factor analysis was performed on each scale of the TSDV and resulted in multiple models of fit for each scale.

The internal consistency of the TSDV was tested by calculating the reliability analysis for Cronbach's alpha on the 90 item scale. The TSDV showed a satisfactory and strong alpha for the TSDV and its five scales. Male and female adolescents both reported the experience and perpetration of violence within the scales of the TSDV in both data samples. Convergent validity analyses of the TSDV was by performing by comparing it to the CADRI and running a Pearson product-moment correlation. This analysis resulted in a statistically significant positive relationship between all five scales of the TSDV and all five scales of the CADRI. The significance between scales was moderate for most between scale correlations. These results support convergent validity of the TSDV. The scales of the TSDV are accurately measuring the dimension of violence that it is supposed to measure. It is speculated that some of the smaller correlations between scales could be due to the TSDV being a more precise and in-depth measure as well as the scales not measuring for the exact same construct of validity.

There was a small significant correlation between some of the variable of gender and experience and perpetration of violence. After examination of frequencies of scale and subscale scores by gender, it appears that both genders are reporting violence

experience and perpetration at similar rates. This could be influenced by several factors, such as unequal distribution of genders within the sample and participants within the sample may not have reported accurately out of fear. These findings do support the literature that states that females and males within this age group report physical violence at equal rates (CDC, 2006). Further testing and larger samples need to be collected and evaluated to see if females and males are reporting at equal rates, but reporting items with greater severities.

Correlations between the incidences of violence experienced and perpetrated and perception of violent behaviors was tested with a Pearson's product correlation on the perception of violence scale, experience of violence scale, and perpetration of violence scale. The analysis between the scales of Perception of Violence, Experience of Violence, and Perpetration of Violence were all non-significant. There was only one small significant correlation between male perception of violence and perpetration of violence, $r = .15$, p (two-tailed) $<.05$. This was only found when the scales were broken down by gender. The non-significant scores between these three scales could be because the ranges of scores for the scales were similar with small standard deviations. Finding significance in this sample with limited heterogeneity would be difficult. Future research with larger samples sized may show more significance in the relationship of these scales.

Limitations of the Study

There were several potential limitations to this study. With regards to initial item development and validation, three broad categories of violence were chosen which included emotional, sexual, and physical abuse. Other areas or subcategories of violence that were not chosen to be direct subscales, such as verbal abuse and psychological abuse

were not chosen. Including more items that address these other dimensions of abuse may have increased the percent variance accounted for in the initial TSDV. Increasing the number of expert reviewers to review the TSDV for content validity could have increased the percent variance and the item criterion for keeping items in the TSDV. The severity and frequency scores for violence may have had a wider range if there were more expert reviewers.

Due to the age range of the potential participants it was difficult to gain a sample with equal age distribution. There were more participants in both samples that were 18-21 years of age. It can be assumed that this provided a sample that had more knowledge of violence and dating experience based on age. Rates of violence perpetration and experience may have been different if the sample had equal amounts of participants from various ages. The age range for participants also allowed for a slower data collection process. It was difficult to receive permission from parents of the participants under the age of 18. The other possible limitations of the instruments are as follows:

1. The population samples were primarily White (67%), heterosexual (88%) and female (70%); therefore the results are may be less generalizable to other gender and race combinations that constitute the counseling population.
2. Participants were asked to remember experiences from present and past relationships. Often time's people may forget or choose to ignore negative experiences. Flawed recall of details within various relationships in this study may have resulted in skewed data.

3. The population that responded to this study may not be representative of the entire adolescent population. The population of participants selected was a convenience sample.
4. The CADRI selected for use in this study was the only available instrument that was semi-related to the TSDV. There were many participants who only filled out the TSDV and did not fill out the CADRI or stopped halfway through the CADRI. Maturation could account for some of these participants. Some participants also noted responses such as “confusing” and there were more participants who only chose to fill out the TSDV. Many participants who took the CADRI filled in the demographic information with various response formats that were not able to be interpreted by the researcher.
5. Various other limitations could be the participants varying educational levels may have an impact on their reading ability. The participants who take the TSDV will have to be able to read and write in English. All participants may not have the same literacy levels to understand terms on the assessments.

Implications

With the increase in dating violence among the adolescent population it is necessary that this is an assessment tool to screen for dating violence in order to provide early intervention and prevention. Preliminary data presented in this study support the use of the TSDV to assess for dating violence in various contexts. The TSDV not only assesses for violence in various contexts, but it provides information on knowledge and perception of dating violence which can help to break misconceptions about what characterizes healthy and unhealthy relationships. For example, if a group of college age

students in a sorority or fraternity have low scores for perception of emotional violence, more activities and trainings can take place for the sorority. The TSDV was designed to be a user friendly assessment tool. It is the hope of the researcher that one day this instrument can be used by teachers, school counselors, coaches, clinicians, medical professionals, counselor educators, and more. The last section of the TSDV is the Support Scale. This scale is what will help counselor educators, counselors, and researchers understand who teens report violence to. Once it is assessed who teens are willing to report violence to, then it is up to counselors and counselor educators to try to educate this population about the implications of recognizing dating violence and provide information on what to do if they suspect that someone they know is experiencing dating violence.

Despite the limitations of this instrument, this study has found the TSDV to be a valid and reliable measure to assess for the experience and perpetration of dating violence in an adolescent population. It provides items that have varying severities and it examines frequency. The TSDV is intended for use by researchers hoping to address physical abuse, emotional abuse, and sexual abuse in an adolescent sample. This instrument can be used by teachers and school counselors as a self report measure to gage the knowledge and experience of violence among their student population. It can also be used by clinician within agencies and private practices. Various settings can use this instrument to look at multiple facets of teen dating violence to provide education, intervention, and prevention measures. It provides self-report data that is well-organized, reliable, valid, and time conscious.

Future Research

The TSDV can be subject to further testing for validation to ensure its psychometric stability and utility. Specifically, further validation to test for criterion related validity. This would require a larger, more diverse sample to be collected to compare scores across a more diverse group. This may increase the significance of criterion related validity. The TSDV can also be subject to test-retest reliability to see if the scores change over time. After further validation testing the TSDV can be used in a variety of settings. The TSDV can be used within colleges to gauge dating violence on campus. A voluntary campus wide training can take place on how to stay safe in relationships. The TSDV can also be used in college counseling centers to screen for potentially abusive relationships. Middle schools and high schools can use this tool to assess for exposure to violence in various contexts. Research shows that violence can have a tremendous impact on teens in schools, which include poor grades and aggressive behavior. This can help educators provide the proper referrals to students exposed to violence and experiencing violence, which could potentially help students achieve in school.

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Appendix A

Table 1

Participant Demographics^a

	Sample 1 (<i>n</i> =799)	Sample 2 (<i>n</i> = 410)
Gender	30% males (240), 69.5% females (555), 0.1% transgender (1)	31.2% males (128), 67.6% females (277), 0.2% Other not specified (1)
Sexual Orientation	89.6% heterosexual (716), 5.5% gay/lesbian (44), 3.1% bisexual (25), 0.8% unsure (6)	86.8% heterosexual (357), 4.6% gay/lesbian (19), 5.6% bisexual (23), 0.5% unsure (2), 0.5% other not specified (2)
Education Level	0.1% middle school (1), 13.4% high school (107), 83.7% college (669), 1.5% graduate school (12)	0.2% middle school (1), 20.4% high school (84), 65.1% college (267), 11.7% graduate school (48)
Race/Ethnicity	67.4% White (540), 19.1% Black/African American (153), 3.8% Other ^b (30)	64.4% White (264), 17.8% Black/African American (73), 1% Latin American (4), 5.1% Asian American (21), 5.9% multiracial (24)
Gender Interested in Dating	63.5% interested in males (507), 32.2% interest in females (257), 3.1% interest in both (25), 0.8% unsure (6)	61.5% interested in males (252), 30.2% interest in females (124), 5.6% interest in both (23), 0.5% unsure (2)

Note. Sample size per subcategory is indicated in parentheses following the category label. ^a Percentages do not equal 100% as some did not report demographic data; ^b Other categories listed included multiracial, Cuban, Pacific Islander, French, and Italian.

Appendix B

Table 2

Total Variance Explained and Rotated Factor Structure for Scales of TSDV

Perception Scale	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
Factor	Initial Eigenvalues	% Variance	Cumulative %	Total Rotated Variance
Factor 1: Severe Physical Abuse	8.008	25.124	25.124	5.109
Factor 2: Emotional Control	4.162	12.472	37.596	4.915
Factor 3: Moderate Physical Abuse	1.685	3.955	41.550	4.222
Factor 4: Sexual Abuse/Force	1.460	3.198	44.748	5.198
Factor 5: Sexual Abuse/ Emotional	1.123	1.989	46.737	5.005

Experience Scale	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
Factor	Initial Eigenvalue	% of Variance	Cumulative %	Total Rotated Variance
1: Sexual Abuse	13.03	38.2	38.197	10.185
2: Control	2.707	7.0	45.2	9.81
3: Physical Abuse	2.185	5.37	50.57	8.37
4: Severe Physical Abuse	1.438	3.13	53.70	7.38

Perpetration Scale	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
Factor	Eigenvalue	% of Variance	Cumulative %	Total Rotated Variance
1: Sexual Abuse	7.627	21.72	21.72	5.51

2: Moderate Physical Abuse	3.773	10.2	45.2	4.40
3: Sexual Abuse	2.062	4.8	36.72	3.9
4: Emotional Control	1.643	3.72	40.44	4.40
Exposure Scale	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
Factor	Eigenvalue	% of Variance	Cumulative %	Total Rotated Variance
1: Abuse Home	3.738	27.36	27.36	2.72
2: Abuse Friends	1.745	10.70	38.06	1.93
3: Abuse Siblings	1.295	6.87	44.95	2.08
4: Sexual Abuse	1.190	5.03	49.97	1.40
Support Scale	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
Factor	Eigenvalue	% of Variance	Cumulative %	Total Rotated Variance
1: Helping Professions	4.689	38.68	38.68	3.69
2: Adults and Adult Relatives	1.282	7.44	46.13	2.99
3: Peer Groups	1.134	5.42	51.55	2.67

Appendix C

Table 3

Rotated Factor Structure, Mean and Standard Deviations, Communalities, and Item-Total Correlations for the Revised Teen Screen for Dating Violence

Subscale/Items Perception of Violence (Part B)	1	2	3	4	5	h ²	r*	Frequency of Endorsement
Using a weapon against you in order to cause physical harm	0.91	-0.02	-0.12	-0.02	-0.04	.73	.33	716
Twisting your arm	0.43	0.01	0.41	-0.04	0.11	.545	.40	698
Punching you	0.41	-0.03	0.40	-0.07	0.15	.50	.33	707
Hitting you with an object	0.74	0.1	0.16	-0.05	0.07	.68	.37	714
Physically forcing you to have intercourse (rape)	0.73	0.02	-0.08	0.21	-0.05	.62	.38	713
Burning you	0.92	-0.02	-0.10	-0.05	-0.06	.78	.35	718
Controlling what you wear	0.02	0.91	0.01	0.02	-0.13	.72	.61	359
Telling you how much time you can spend with others	-0.002	0.91	-0.003	-0.03	-0.04	.74	.60	338
Spreading rumors about you	0.04	0.44	-0.15	-0.03	0.21	.42	.47	356
Watching you and controlling what you do on	0.03	0.67	-0.01	0.04	0.13	.58	.62	414

A dating partner has used physical force to get me to perform sexual acts	0.73	-0.11	0.07	0.08	1.04	.47	.62	.62
A dating partner has touched me inappropriately when I did not want them to	0.87	-0.12	-0.05	0.07	1.21	.71	.59	.65
A dating partner has pressured me to advance quickly in our sexual relationship	0.80	0.01	-0.07	0.01	1.29	.80	.62	.61
A dating partner has made me touch him/her for their own sexual pleasure when I did not want to	1.02	-0.09	-0.04	-0.12	1.15	.64	.62	.77
A dating partner has not listened to me when I told them “no” concerning sexual acts.	0.90	-0.05	-0.07	0.10	1.25	.78	.66	.75
A dating partner has made me take sexual pictures that I was not comfortable with	0.63	0.13	-0.16	-0.04	1.08	.49	.54	.51
A dating partner has lied to me and told me things that were not the truth so I would perform sexual acts	0.59	0.06	-0.01	0.06	1.23	.74	.61	.54
A dating partner has threatened to end my relationship so I would perform sexual acts with them	0.55	-0.02	0.03	0.13	1.07	.53	.59	.48
A dating partner has made me feel guilty about not wanting to perform sexual acts until I gave in	0.72	0.18	-0.10	-0.04	1.36	.93	.66	.62
A dating partner has told me what I can wear	-0.17	0.68	0.03	0.18	1.47	.95	.60	.51

A dating partner has constantly accused me of being unfaithful	-0.06	0.83	-0.06	0.03	1.65	1.09	.65	.59
A dating partner has tried to control or monitor what I put on my personal web pages (example, Facebook)	-0.07	0.88	-0.07	-0.12	1.50	1.05	.60	.57
A dating partner has threatened to hurt himself/herself if I left the relationship	0.04	0.59	-0.02	0.06	1.42	.96	.61	.43
A dating partner has threatened me to get his/her own way	-0.01	0.53	0.28	-0.02	1.32	.79	.65	.53
A dating partner has told me who I can and cannot talk to	-0.02	0.86	-0.06	-0.01	1.78	1.20	.69	.65
A dating partner has purposely told me things to make me angry and upset	0.03	0.74	-0.05	0.06	1.84	1.16	.66	.56
A dating partner has made me afraid to be around him/her	0.29	0.47	0.10	-0.10	1.34	.84	.63	.46
A dating partner has been very jealous in our relationship	-0.002	0.74	-0.10	0.09	2.16	1.33	.65	.53
A dating partner has slapped me	-0.10	0.02	0.82	-0.05	1.33	.722	.517	.574
A dating partner has punched me	-0.11	-0.04	0.80	-0.03	1.21	.679	.500	.585
A dating partner has pushed me	0.08	0.13	0.68	-0.07	1.45	.832	.586	.574
A dating partner has kicked me	-0.05	-0.15	0.76	-0.05	1.12	.516	.428	.527
A dating partner has choked me	0.04	0.04	0.39	0.43	1.10	.547	.639	.623
A dating partner has hurt me so badly I sought medical treatment	-0.02	0.10	-0.05	0.66	1.00	.340	.480	.469

A dating partner has threatened to harm me with a weapon	0.06	0.04	0.16	0.52	1.04	.52	.55	.49
A dating partner has hit me with an object other than his/her hand	0.08	-0.03	0.36	0.47	1.11	.56	.58	.58

**Subscale/ Items
Perpetration of Violence
(Part C2)**

	1	2	3	4	h ²	r*	Frequency of Endorsement
I have made; take sexual pictures that they were not comfortable with	0.58	0.04	0.27	-0.04	.47	.28	5
I have used physical force so; would perform sexual acts with me	0.93	0.0	0.01	-0.08	.82	.27	3
I have threatened to end my relationship so; would perform sexual acts with me	0.61	0.01	0.05	-0.08	.92	.35	5
I have used objects in a sexual manner on; without his/her consent	0.10	-0.10	0.15	0.03	.95	.28	2
I have slapped	-0.07	0.60	0.18	0.10	.43	.54	154

I have punched	-0.07	0.76	0.05	0.04	.54	.52	88
I have pushed	-0.07	0.84	0.06	0.01	.56	.54	180
I have kicked	0.06	0.53	-0.21	0.07	.52	.45	35
I have grabbed	-0.07	0.67	-0.01	0.03	.45	.51	117
I have hit; with an object other than my hand	0.36	0.51	-0.10	-0.16	.41	.37	39
I have touched; inappropriately when they did not want me to	-0.01	-0.05	0.58	0.057	.41	.29	19
I have pressured; advance quickly in our sexual relationship	-0.003	0.03	0.48	-0.01	.28	.40	23
I have made; touch me for my own sexual pleasure when he/she not want to	0.06	0.08	0.79	-0.06	.66	.28	10
I have not listened to; when they told me “no” concerning sexual acts.	0.2	-0.02	0.62	-0.10	.46	.29	10
I have made; feel badly or guilty about not wanting to perform sexual acts until they gave in	0.08	0.06	0.46	-0.02	.35	.33	16

I have controlled or monitored what; puts on their personal web pages (example, Facebook)	0.13	-0.08	-0.20	0.56	.41	.45	79
I have threatened to hurt myself if; left the relationship	0.13	-0.08	0.09	0.44	.38	.51	37
I have threatened; to get my own way	-0.01	0.05	0.01	0.55	.44	.53	48
I have told; who they can and cannot talk to	8.35E-	0.19	-0.08	0.70	.52	.46	136
I have constantly accused; of being unfaithful	-0.02	0.14	0.09	0.55	.36	.36	113
I have been very jealous in a relationship with	-0.11	-0.09	-0.01	0.50	.25	.42	227

Subscale/Items
Witnessing of Violence
(Part D)

	1	2	3	4	M	SD	h ²	r*
Experienced physical violence from someone in my home.	0.67	-0.04	-0.13	0.24	1.42	.79	.52	.49
Witnessed emotional violence between my parents / my parents and their partner / or my guardians.	0.78	-0.01	0.17	-0.14	1.96	1.24	.69	.60

Experienced emotional violence from someone in my home.	0.80	0.06	-0.07	0.01	1.92	1.19	.62	.57
Witnessed physical violence between my parents / my parents and their partner / or my guardians.	0.57	-0.07	0.11	0.11	1.37	.85	.43	.50
Witnessed sexual violence between my friends and their dating relationship partners.	-0.09	0.64	-0.07	0.11	1.47	.82	.39	.29
Witnessed physical violence between my friends and their dating relationship partners.	-0.03	0.81	-0.03	0.03	1.87	.99	.64	.41
Witnessed emotional violence between my friends and their dating relationship partners	0.12	0.68	0.09	-0.10	2.34	1.23	.56	.49
Witnessed physical violence between my siblings (brothers and sisters) and their relationship partners.	-0.01	-0.08	0.71	0.10	1.31	.76	.51	.41
Witnessed emotional violence between my siblings and their relationship partners	0.08	0.05	0.78	-0.06	1.54	1.02	.67	.52
Experienced sexual violence from someone	0.15	0.06	-0.10	0.49	1.1	.38	.29	.29

Siblings (brothers or sisters)	-0.143	0.377	0.41	2.98	1.60	.33	.44
Friends	-0.18	0.21	0.48	4.05	1.22	.24	.39
Church or other religious affiliations	0.14	0.11	0.55	1.76	1.25	.49	.56

Note. Boldfaced values represent values that belong to that factor. h^2 = Extracted communality estimate. r^* = Item-total Correlation
 Frequency of endorsement provided instead of M and SD for scales with yes/no response choice

Appendix D

Table 4

Fit Statistics and Indices for TSDV Scales

Model	X ²	Df	CFI	RMSEA	90% CI	SRMR	TLI	AIC	EVIC
Perception of Violence									
Single Factor	2739.23	189	.68	.18	.18-.19	.18	.649	2823.2	9.93
Single Factor with Parcels	40.38	5	.98	.13	.10-.17	.03	.957	60.37	.15
Experience of Violence									
Single Factor	2197.11	324	.63	.13	.12-.13	.10	.60	2305.11	6.39
Independent Factor (subscale items)	1188.1	321	.83	.09	.08-.09	.08	.82	1302.08	3.61
Three Factors	64.69	24	.98	.07	.05-.09	.04	.97	106.69	.30
Hierarchical (single factor with subscale composites)	15.02	1.00	.94	.20	.12-.29	.05	.94	25.02	.07
Perpetration of Violence									
Hierarchical (single factor with subscale composites)	.14	1.0	1.0	.00	.00-.10	.01	1.035	10.4	1.0
Exposure to Violence									
Single Factor	519.05	44	.59	.18	.16-.19	.11	.486	563.05	1.64
Single Factor with Parcels	9.84	2.0	.98	.11	.05-.18	.04	.941	25.84	.075
Support Systems									
Single Factor	205.48	27	.83	.14	.13-.16	.07	.78	241.5	.74
Single Factor with Parcels	19.68	2.0	.96	.17	.10-.23	.04	.90	35.7	.11

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APPENDIX A

HUMAN SUBJECT INSTITUTIONAL REVIEW BOARD APPLICATION AND RENEWAL APPLICATION

**OLD DOMINION UNIVERSITY
HUMAN SUBJECT RESEARCH REVIEW APPLICATION FORM**

Responsible Project Investigator (RPI)		
Responsible Project Investigator: The RPI must be a member of ODU faculty or staff who will serve as the project supervisor and be held accountable for all aspects of the project. Students cannot be listed as RPIs.		
First Name: Danica	Middle Initial: G	Last Name: Hays
Telephone: 757.683.6692	Fax Number: 757.683.5756	E-mail: Dhays@odu.edu
Office Address: Old Dominion University 110 Education Building, Room 166-2		
City: Norfolk	State: VA	Zip: 23529
Department: Department of Counseling and Ed. Leadership		College: Darden College of Education
Complete Title of Research Project:		Code Name (one word):
Teen Screen for Relationship Behaviors		Relationships
Affiliation: <input type="checkbox"/> _X_ Faculty <input type="checkbox"/> ___ Graduate Student <input type="checkbox"/> ___ Undergraduate Student		

___Staff _____ ___Other _____	
Investigator(s): Individuals who are directly responsible for any of the following: the project's design, implementation, consent process, data collection, and/or data analysis.	
First Name: Kelly	Middle Initial: M
Telephone: 772-708-8297	Fax Number: 683-5756
Office Address: Old Dominion University 110 Education Bldg. Room 250-2	
City: Norfolk	State: VA
Department: Department of Counseling and Ed. Leadership	College: Darden College of Education
Affiliation: ___Faculty ___Staff	___X_ Graduate Student ___ Undergraduate Student ___ Other
Type of Research	
1. This study is being conducted as part of (check all that apply): ___ Faculty Research ___X_ Doctoral Dissertation ___ Masters Thesis ___ Non-Thesis Graduate Student Research ___ Honors or Individual Problems Project ___ Other _____	

<p>Funding</p> <p>2. How is the research project funded?</p> <p><input checked="" type="checkbox"/> X_ Research is not funded (go to 3)</p> <p><input type="checkbox"/> Research is funded (go to 2a)</p> <p><input type="checkbox"/> Funding decision is pending (funding decision has not been made) (go to 2a)</p> <p>2a. What is the type of funding source? (Check all that apply)</p> <p><input type="checkbox"/> Federal Grant or Contract</p> <p>Agency Proposal Number _____</p> <p>Grant Start Date (MM/DD/YY) _____ Grant End Date (MM/DD/YY) _____</p> <p><input type="checkbox"/> State or Municipal Grant or Contract</p> <p><input type="checkbox"/> Private Foundation</p> <p><input type="checkbox"/> Corporate contract</p> <p><input type="checkbox"/> Other (specify): _____</p> <p>2b. Who is the point of contact at the funding source?</p> <p>Name:</p> <p>Mailing Address:</p>

Telephone:	Email:
Research Dates	
3a. Date you wish to start research (MM/DD/YY): <u>06/01/09</u>	
3b. Date you plan to end research (MM/DD/YY): <u>06/01/10</u> (End date for data collection and analysis)	
Note: Protocols are approved for a maximum of 1 year. If a proposed project is intended to last beyond the approval period, continuing review and re-approval are necessary.	
Research Location	
4. Where will the experiment be conducted? (Check all that apply)	
<input checked="" type="checkbox"/> On Campus (Building and Room Number)	
Old Dominion University	
110 Education Bldg.	

Off-Campus (Street Address)

Upon approval of study, these locations have taken interest in this research and provided provisional assent to help in the collection of data.

Shepherd's Rest Ministries, Inc.

P.O. Box 737

Dallas, GA 30132

West Ridge Church

3522 Hiram-Acworth Hwy

Dallas, GA 30157

SAFE SCHOOLS COUNSELING PROGRAM

Department of Pupil Personnel Services

Norfolk Public Schools

7000 W. Tanners Creek Road

Norfolk, VA
<p>Human Subjects Review</p> <p>5. Has this project been reviewed by any other committee (university, governmental, private sector) for the protection of human research subjects? ___ Yes X No (If no, go to 6)</p> <p>5a. If yes, is ODU conducting the "primary" review? ___ Yes ___ No (If no, go to 5b)</p> <p>5b. Who is conducting the primary review?</p>
<p>Study Purpose</p> <p>6. Describe the rationale for the research project. Dating violence is a significant health epidemic among the adolescent population. Dating violence is the physical, emotional, and sexual abuse and aggression that takes place between dating partners (Center for Disease Control, 2006). Each year, the number of adolescent's that report experiencing some form of violence in dating or romantic relationships increases considerably (Family Violence Prevention Fund, 2008; National Library of Medicine and National Institutes of Health, 2008; Center for Disease Control, 2006). Unfortunately, literature across public and mental health disciplines estimates that the number of cases of dating violence is underreported. Given that the consequences of being in a violent relationship are so detrimental to the physical, mental, and social</p>

<p>health of the individual, an accurate assessment and accurate number of those reporting would be a valuable to prevent long-term consequences to the individuals and others involved in the violence. Studies show that addressing dating violence early in relationships can prevent or reduce the risk for intimate partner violence and domestic violence in current and future relationships. Screening and assessment of dating violence in the adolescent population is extremely important so accurate numbers can be obtained and early interventions can be made available. Currently there are few survey instruments to screen specifically for adolescent dating violence and the ones that are available have numerous limitations. Some of the major limitations in many assessment tools are lack of severity and frequency measures, abuse assessed is limited to physical or sexual, lack of scoring information available, multiple or double questions, and cultural biases of assessments (Hays & Emelianchik, 2009).</p>	<p>Vulnerable Subjects</p>
<p>8. Are research subjects being used whose ability to give informed voluntary consent may be in question? (e.g., children, persons with AIDS, mentally disabled, psychiatric patients, prisoners.)</p> <p><input checked="" type="checkbox"/> Yes (If yes, explain the procedures to be employed to enroll them and to ensure their protection). <input type="checkbox"/> No</p> <p>Voluntary participation. They will be recruited through universities and agencies with whom the primary researcher has affiliations with. Some of the agencies that the researcher has affiliations with have been sent letters of invite to get initial agreement of participation. Some of these agencies have responded back with brief email statements of agreement upon approval of the study. Other agencies that the researcher does not have connections with will be sent letters of invite to take part in this research after approval from the review board. These agencies that choose to take part in this research will respond back with a brief statement of agreement and the signed consent form required for liaisons to aid in collecting research. All participants will be recruited through these counseling liaisons in the community and universities. These liaisons will distribute the parental consent forms and assent forms. They will then distribute the assessments. These liaisons may review the assessments if they choose to provide services to the participants (which may be clients) that are outside of the scope of this research. The liaisons will be collecting all documents and mailing them back in a self addresses and stamped envelope to the researcher. They will also be providing each and every participant informational handouts on healthy and unhealthy relationship characteristics, as well as resources that are available if they have ever experienced violence or encounter it in future relationships.</p> <p>Participants will be sought out through classes at Old Dominion University. The assessment will be administered to all</p>	

<p>Inclusion and Exclusion Criteria</p>	<p>10. Are subjects equitably chosen for participation in the study? (no one group is excluded without justification)</p> <p><u> X </u> Yes <u> </u> No (If no, specify criteria and justify in detail below.)</p> <p>Participants will be a convenience sample of adolescent participants from the ages of 13-21.</p> <p>10a. Does the study require special evaluation and screening of potential subjects to determine their appropriateness for inclusion in the study?</p> <p><u> </u> Yes (If yes, briefly elaborate on the screening process and attach the screening questionnaire.) <u> X </u> No</p>
<p>Experimental Procedures</p>	<p>11. Describe the experimental procedures that will be followed. (Include a succinct, but comprehensive statement of the methodology relating to the human subjects. You are encouraged to include a discussion of statistical procedures used to determine the sample size.)</p> <p>The population that will be used in this study will be adolescent males and females in the southern, United States.</p>

“Adolescent” will be defined for this study as an individual between the ages of 13 and 21. The primary investigator will seek a quota sample of participants across all gender, sexual orientation, major racial and ethnic groups, and socio economic strata. Two samples will be collected for factor analytic procedures. Specifically, a minimum sample to item ratio of 5:1 (Gorsuch, 1983) will be sought for the sample, requiring a sample size of 645 participants.

An exploratory factor analysis (EFA) will be done to see how many factors exist in the first set of variables, how they relate, and then they will be reduced into factors. Principle axis factoring will be done on the variables to find the commonalities or variance that can be shared with at least one other variable (Kahn, 2006). A promax oblique rotation will be done to provide factor correlation and then the resulting factors can be interpreted. A factor model will be developed from the EFA.

A second set of data will be collected based on a shortened and revised scale that results from the EFA. Various models using data from the second sample will then be tested using confirmatory factor analysis (CFA) procedures. The CFA will be used to confirm if the hypothesized factor structure is a good fit for the data (Kahn, 2006). Participants will be recruited on a voluntary basis from a probability sample (i.e., quota sample).

Data will be collected from adolescent male and female volunteers, ranging in age from 13-21. Due to the age range of the participants they will not be sought out directly. Participants will be gathered from liaisons in various communities. The liaison contacts will all be mental health counselors, clinicians, and college campus faculty that can provide the adolescents the TSDV and intervene appropriately if necessary. Participants will initially be gathered through contacts that the researcher has with professional counselors in areas of the southern United States. The researcher will attempt to collect data from community agencies, specialized school, and public schools. Contact will be made with local middle and high schools in the Norfolk, VA area. The director of a Norfolk school program, called Safe schools will be contacted and asked for their participation in the recruitment of students to complete the assessment. Contact will also be made with various agencies and affiliations in Florida with whom the primary researcher is associated with. They will be asked for their support in gaining participants through their sites. They will be sent official recruitment letters (see Appendix G) explaining the study and informing them of potential benefits and gains of having their students participate in the study. The researcher will also contact a private high school in south Florida. They will be informed of the study and sent a letter of invitation to take part in gathering data. The researcher will inform the school of their responsibilities with partaking in the study. The school will be offered a workshop for their students on healthy relationship behaviors for their participation. They will also be able to have use of the TSDV in their setting.

Participants in the 18-21 range will be recruited from Old Dominion University. The researcher will request that the instructors of classes ask their students in the given age range to participate. There will be no scholastic incentives for them

completing the assessment in the course in which they receive it. The students will be placed into the raffle.

Contact will be made with a psychologist, Dr. Melton at Sheppard's Rest Ministry, with whom the researcher has affiliations with. Their participation will be requested in writing. A detailed letter explaining the nature of the research and the responsibility of the agency will go out to the site contact. The site will be allowed to use the TSDV in their location and will be asked to share the data with the researcher.

Other participants will be gathered through the use of unknown liaisons in various communities. The liaison contacts will all be mental health counselors, social workers, or other clinicians that can provide the adolescents the TSDV and provide additional interventions outside of the scope of this study if they feel it is necessary for the participant (not related to this research and data collection). The liaisons will be looked up in the phone book and contacted by phone or email asking for their support in the distribution of the TSDV. If the liaisons agree to take part in the research they will be mailed an informational packet about the research being done, and benefits/risks of having their clients take the TSDV, and what will be their role in this study. Once the packet is received, if the liaison agrees to support this research they will then send by mail or email a letter inviting us to work with them in collecting research for the TSDV.

An estimated 1000 packets will be emailed out to the liaisons. The packet will include; a letter of consent for parents, letter of assent for the adolescents, information detailing the purpose of the assessment, information on confidentiality and its limitations, the TSDV, the CADRI, scoring procedures for both the TSDV and the CADRI, as well as information on healthy relationships and resources tailored specifically for their area if they are or have experienced violence in their relationships. The liaisons will receive directions for administering the surveys, along with self addressed return envelopes for returning the assessments back to the investigators. The packets that go out to the adolescent volunteers will not use the term dating violence. The research will be explained as gathering information on healthy relationships in order to prevent socially desirable answers. The assessment will be called the *Teen Screen for Dating Relationship Behaviors*. Each adolescent that agrees to take part in the assessment will receive the survey packet containing, a consent form if they are under the age of 18, the TSDV (which includes an attached demographic sheet), and the CADRI. The informational packet will be available after they complete the assessment tool. The informational packets will provide them with information on dating violence, age appropriate websites to gain more information on the subject, and a list of local and national resources were they can report violence and seek help. All sites that take place in distributing the TSDV will receive the information of reliability and validity when the research is complete, as well as access to the TSDV in their facilities. The second sample will be collected after the first sample's data is collected and analyzed. The same procedure for recruitment and administration will take place and there will be another raffle that takes place for the second sample of participants. It is anticipated that the data collection process will take 8-10 weeks per sample

11a. Will any aversive or painful procedures be employed (e.g., shock, the threat of shock or punishment, experimentally induced stress?)

Yes (If yes, specify and justify in detail below.)

No

11b. Will the deliberate deception of research participants be involved as part of the experimental procedure?

Yes (If yes, explain the nature of the deception, why it is necessary, any possible risks that may result from the deception, and the nature of the debriefing with specific reference to the deception.)

No

Attach copies of the following items:

Research Protocol(s)

Questionnaire

Copies of any instructions or debriefings given

If the research is part of a research proposal submitted for federal, state or external funding, submit a copy of the FULL proposal

Compensation

12. How much time will be required of each subject?

20-30 minutes

12a. Will research subjects receive course credit for participating in the study?

Yes (If yes, please explain in comments section.)

No

<p>Comments:</p> <p>12b. Are there any other forms of compensation that may be used? (e.g. Money)</p> <p><input type="checkbox"/> Yes (If yes, please explain in comments section.)</p> <p><input checked="" type="checkbox"/> No</p> <p>Comments:</p> <p>12c. Are there any penalties for subjects who do not show up for a research session?</p> <p><input type="checkbox"/> Yes (If yes, please explain in comments section.)</p> <p><input checked="" type="checkbox"/> No</p> <p>Comments:</p>
<p>Informed Consent</p>
<p>13. Do you intend to obtain informed consent from subjects?</p> <p><input checked="" type="checkbox"/> Yes (please answer question 13a)</p> <p><input type="checkbox"/> No (please complete Appendix F: Request for Waiver of Consent Form)</p>
<p>13a. Describe the procedures that will be used to obtain Informed Consent and attach the Informed Consent Document (follow the guidelines for preparation of the University Informed Consent Form).</p>

Note: Subjects **MUST** be given a description of the procedures and rationale for the study to the extent possible. The benefits and **ANY** risks associated with participating in the study **MUST** be enumerated. The subjects **MUST** be informed of their right to terminate the experiment at any time. If there is no risk associated with the study and participants' signature on the informed consent sheet is the only identifying information about the name of the subject, then the subjects' signature may not be necessary.

The liaisons that agree to collect data for this study will sign a consent form, assuming all responsibility with collection and reviewing of the assessments for potential reporting. They will distribute the consent forms to their clients and parental consent forms if the participants are under the age of 18. All consent and assent forms must be collected with the signature of the participant and parent. The signatures are required because of potential reporting that could take place. If abuse is reported by any minor, confidentiality could be broken by the liaison to report abuse. The parents of participants under the age of 18 must be aware of this and provide their signature in the consent forms.

Risks

- 14. What are potential risks of the research? (Check all that apply)**
- physical harm
 - psychological harm
 - Release of confidential information
 - Other

14a. Describe any potential risks to subjects for the activities proposed and describe the steps that will be taken to minimize the risks. Include any risks to the subject's physical well being, privacy, dignity, emotions,

employability, and criminal and legal status. A detailed, comparative statement of the risk (harm or likelihood) must also be described in the consent form.

The risk of this study is the break of confidentiality and psychological harm. The risk to confidentiality will only be broken if the assessment tool is scored with the maximum scores for violence or if a minor reports abuse by a parent or guardian. At this point, confidentiality will not be broken, but the researcher will determine which liaison sent back the survey. The liaison will be contacted and they will contact the liaison to see if they can identify the participant and if they were already aware of the abuse reported and if the adolescent is in treatment. At this time, the researcher will determine if they need the participants' information from the liaison to report violence to the appropriate authorities. All attempts will be made to protect the confidentiality of the participants. Psychological harm will be minimized by having the participants that are minors being recruited through the use of a liaison. If the participants have contact with the liaisons that will all be counselors, psychologists, social workers, etc. they will have access to a resource that can provide them support or help if it is needed. All participants will receive age and location appropriate information about healthy and unhealthy relationship characteristics and resources that are available to them if they ever need to seek help.

Please attach the following (if you have developed them)

___ The script by the experimenter to disclose potential harm and likelihood (risk) prior to the subject's choice to participate.

Benefits

15. Assess the potential benefits that may accrue to the individual subject as well as to others as a result of the proposed study. Do the potential benefits justify the possible risks involved? Although you may mention general benefits to society, such speculative benefits should not be presented to a subject as a direct benefit for informed consent.

The potential benefits do justify the risks. If the participants are currently experiencing violence in their homes or relationships, a counselor will be able to step in and provide the adolescent with appropriate resources. Also, if the adolescents have poor insight on

what constitutes violent behaviors in relationships, they can be provided with education and resources on what is healthy relationship behavior. The participants who are at high risk due to family background can receive resources, support, intervention, and education at the discretion of the counselor on site.

Protection of Anonymity

16. Describe in detail the procedures for protecting the anonymity (meaning that no one will ever be able to know the names) of the research subjects. If anonymity is impossible, then describe in detail the procedures for safeguarding data and confidential records. These procedures relate to how well you reduce the risk that a subject may be exposed or associated with the data.

The packets with the TSDV and CADRI will all be numbered. Each packet will be mailed out to certain sites. There will be a file that contains the numbers of packets that were sent to each site. The site contacts will be responsible for keeping a record of what participant belongs to each number. They will be responsible for gathering all require consent forms from the participant and parents if they participant is a minor. The liaisons will be responsible for gathering the assent and consent forms, having the assessments filled out, and mailing them back to the investigators. The liaisons will not be required to score the instrument for the researcher. Since the liaisons are counselors, they may be allowed to look through the assessment if to see if they would like to provide their client further interventions that are beyond the scope of this study. There will not be any names associated with the assessments. The research investigators will strictly be using the packets for analyzing data.

Drugs or Devices

17. Will any drugs, devices, or chemical biological agents be used with the subjects?

Yes (If yes, please attach Appendix G: Drugs, Agents, and Devices Form)

No

Biological Materials	
18. Will this research involve the collection, analysis, or banking of human biological materials (cells, tissues, fluids, DNA?)	___ Yes (If yes, please attach Appendix H: Biological Materials Form) ___X___ No
Training	
19. Briefly explain the nature of the training and supervision of anyone who is involved in the actual data collection, research design, or in conducting the research. This information should be sufficient for the IRB to determine that the RPI and investigators possess the necessary skills or qualifications to conduct the study.	The RPI holds a PhD in Counseling and has expertise in domestic violence intervention. The primary researcher (EmelianiChik) has a M.Ed and Ed.S in Counseling and is a doctoral candidate that has completed all required research courses in the Ph.D Counseling program. Others that will obtain the data will be licensed professional counselors, clinical social workers, school counselors, or psychologists.
Human Subjects and HIPPA Training	
20. A. The RPI must document completion of NIH Training. (Attach a copy of the RPI's NIH Certificate for Human Participants Protections Education for Research Teams.) Date RPI completed NIH Training: see attachment	B. RPI's who propose studies with patient populations must document HIPPA training by accessing the NIH booklet entitled "Protecting Personal Health Information in Research: Understanding the HIPPA Privacy Rule" at: http://privacyruleandresearch.nih.gov/pr_02.asp. and must submit an attachment to the review application stating that the material has been read and will be adhered to in the proposed research. The attachment must include the date the material was read, which must be within the 12 months prior to the application. (If you are submitting this attachment with your application the RPI must initial here:

PLEASE NOTE:	
<ul style="list-style-type: none">◆ You may begin research when the University Human Subjects Review Board gives you final WRITTEN notice of its approval.◆ You MUST inform the committee of ANY adverse event, changes in the method, personnel, funding, or procedure.◆ At any time the committee reserves the right to re-review a research project, to request additional information, to monitor the research for compliance, to inspect the data and consent forms, to interview subjects that have participated in the research, and if necessary to terminate a research investigation.	
Responsible Project Investigator (Must be original signature)	Date

OLD DOMINION UNIVERSITY
HUMAN SUBJECTS RESEARCH PROGRESS REPORT and RENEWAL FORM
 (Required for Continuing Approval)

Progress reports should be submitted when data collection and/or data analysis is ongoing.

Responsible Project Investigator (RPI)	
Responsible Project Investigator: The RPI must be a member of ODU faculty or staff who serves as the project supervisor and is held accountable for all aspects of the project. Students cannot be listed as RPIs.	
First Name: Danica	Last Name: Hays
Telephone: 757.683.6692	Email: Dhays@odu.edu
Department: Counseling and Human Services	Expiration Date: May 21, 2010
Complete Title of Research Project:	
Initial Development and Validation of the Teen Screen for Dating Violence	Code Name (one word): Relationships
Indicate the dates for the period of time that this report covers. This must not exceed one year and must be retrospective. The following information is for the time interval of:	

Start Date (MM/DD/YY):05/21/2009	End Date (MM/DD/YY): (This is the date of the report.) 05/01/2010
---	---

1. How is the project funded?

- Research is not funded (Go to question 2)
- Research is funded

1a. What is the type of funding source? (Check all that apply)

- Federal Grant or Contract
- Agency Proposal Number _____
- Grant Start Date (MM/DD/YY) _____ Grant End Date (MM/DD/YY) _____
- State or Municipal Grant or Contract
- Private Foundation
- Corporate contract
- Other (specify): _____

1b. Who is the point of contact at the funding source?

Name: _____

Mailing Address: _____

Telephone: _____ Email: _____

<p>2. Please indicate the status of the research project:</p> <p><input checked="" type="checkbox"/> Active/Open to subject enrollment (Please attach ONE (1) copy of the current consent form with each progress report and TWO (2) copies of the consent form with the original progress report. Provide consent forms that do not have the IRB stamp.)</p> <p><input type="checkbox"/> Active/Closed to subject entry</p> <p>Date of closure to subject entry (MM/DD/YY): ____/____/____</p> <p><input type="checkbox"/> Closure is: ____ Permanent ____ Temporary (If closure is temporary, please attach ONE (1) copy of the current consent form with each progress report and TWO (2) copies of the consent form with the original progress report. Provide consent forms that do not have the IRB stamp.)</p>
<p>3. Has the protocol or consent form changed in any way since the last approval?</p> <p><input type="checkbox"/> Yes (Please attach a copy of any amendment(s) not previously submitted.)</p> <p><input checked="" type="checkbox"/> No</p>

4. During the time interval described above (1 year time period this report covers), have you:

4a. Actively Enrolled Subjects Yes 300 No
number

4b. Collected Follow-up Data Yes No
number

4c. Have any subjects withdrawn from the study?
 Yes No

Note: The term WITHDRAWN means that the subject voluntarily withdrew or was removed from the study prior to study completion.

5. Enrollment numbers for the time interval described above (1 year time period this report covers) for the categories below:

Please fill in the table below. (This information is required for all studies that are NIH-sponsored. It is recommended, but not required, that other researchers provide this information.)

Sex	Ethnicity		
Male:	Black, Non-Hispanic:	Native American/Alaskan:	Caucasian, Non-Hispanic:
Female:	Hispanic:	Asian/Pacific Islander:	Other/Unknown:

6. Provide the following information for study population. This question covers the entire project period.

1. Total number of subjects ACTIVELY in the protocol: 0
2. Total number of subjects WITHDRAWN since initiation of study: 0
3. Total number of subjects COMPLETED and OFF the study: 300
4. Total number of subjects enrolled SINCE INITIATION OF THIS STUDY: 300

Note: The total of 1, 2 and 3 should equal 4.

7. Were there any medical, legal, or practical difficulties that have been encountered in this time interval of the study aside from adverse events? For example, difficulties would include complaints of subjects, logistic problems of performance, or any difficulties that may pertain to the rights of subjects.

Yes (If yes, please summarize below.)

No

<p>8. Were there any adverse events encountered during the study period?</p> <p><input type="checkbox"/> Yes _____ (If yes, summarize below and provide a statement of trends e.g. more women affected)</p> <p style="text-align: center;">Number</p> <p><input checked="" type="checkbox"/> No (go to 9)</p> <p>8a. Have all adverse events been reported to the IRB?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No (If there are any events that have NOT been reported to the Old Dominion University Institutional Review Board, attach a letter of notification with an explanation. Serious adverse events MUST be reported to the Board within FIVE days of the investigator being notified.)</p>	<p>9. Has any new information become available during the course of the research which may affect the subject's willingness to continue participation in this study?</p> <p><input type="checkbox"/> Yes (If yes, explain)</p> <p style="text-align: center;">X No</p> <p>9a. Was the new information provided to the subjects?</p> <p><input type="checkbox"/> Yes (If yes, attach written documentation)</p> <p><input type="checkbox"/> No</p>
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APPENDIX B**DEMOGRAPHICS SHEET AND PARTICIPANT GENERATED ID SHEET****Demographic Sheet**

Age: _____

Birth date: _____

Gender: ___ Male ___ Female ___ Transgender

Current Relationship Status:

___ Single ___ Engaged ___ Divorced

___ Dating ___ Married

___ Other (please specify): _____

I am interested in dating:

___ Men ___ Women ___ Both

___ Not Sure ___ Do not wish to answer

Education level: _____ Grade level (please specify your current grade level or highest level of education achieved)**Your Parents relationship status:**

___ Married or Partnered ___ Divorced ___ Remarried (to other people)

___ Separated ___ Single ___ Engaged

___ Other (please specify): _____

Race/Ethnicity: ___ White ___ Black ___ Hispanic

___ Asian ___ Native American ___ Multiple races and/or ethnicities

___ Other (please specify): _____

Participant Generated ID

As part of this study the information you provide on the first assessment will be linked to the information you provide on the second assessment. In order to provide you with assurance of confidentiality, you are being asked to generate your own identification code. Using a self-generated identification code eliminates the need to link names with specific ID codes providing additional assurance that confidentiality can be strictly maintained. You do not need to remember your code. The instructions will be provided at each assessment.

The information you furnish below will amount to your own self-generated identification. Please CAREFULLY furnish the following information.

To answer these questions:

MOTHER means the person you call your mother (she could be your biological or adoptive mother).

FATHER means the person you call your father (he could be your biological or adoptive father).

BROTHERS AND SISTERS include those who you consider to be your siblings.

Please write your self-generated code on the space provided on your assessment packet

1. Please CIRCLE the letter below that represents the FIRST LETTER of your MOTHER'S FIRST NAME.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

2. Please CIRCLE the letter below that represents the FIRST LETTER of your FATHER'S FIRST NAME.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

3. How many OLDER BROTHERS do you have? _____

4. How many YOUNGER SISTERS do you have? _____

5. Is the LAST LETTER of your FIRST NAME (circle one)
in the FIRST half of the alphabet (A through M)? 1 or
the SECOND half of the alphabet (N through Z)? 2

6. Look for the month that you were born in and place a CIRCLE the number on the line beside the appropriate row.

3 January, April, July, October

4 February, May, August, November

5 March, June, September, December

Your ID Code Is: _____

APPENDIX C

TEEN SCREEN FOR DATING VIOLENCE – PRE EFA ANALYSIS

TEEN SCREEN for RELATIONSHIP BEHAVIORS (TSRB)

The following survey instrument examines adolescent's attitudes and perceptions of what is considered violent and non-violent behaviors in dating relationships. Dating relationships refers to any individual the person has dated or been emotionally or physically involved with for any length of time. A partner is any person (male or female) you have been involved with in a dating or intimate relationship. Please read the directions for each part of the survey and answer to the best of your ability.

PART A : This section is use to gain an understanding of how much experience you may have with dating.

Directions: Please answer the following questions about your own experience and background with dating relationships.

How many dating relationships have you been involved in? _____

How old were you when you entered your first dating relationship? _____

What has been your shortest dating relationship (please estimate)?

_____ (Days) _____ (Weeks) _____ (Months) _____ (Years)

What has been the longest dating relationship (please estimate)?

_____ (Days) _____ (Weeks) _____ (Months) _____ (Years)

What has been the **largest age difference** between you and a dating partner? _____

Are you currently in a dating relationship? _____ Yes _____ No _____ Not sure

If yes, for how long have you been dating? _____ Days _____ Weeks _____ Months _____
Years

PART B: This portion is to determine what you think violence is.

Directions: Please check those items that **YOU DO** consider to be a violent act. (If you are not sure what something means, please put a question mark next to the item.)

Do you consider _____ to be a form of violence?

- | | |
|--|--|
| <input type="checkbox"/> 1) Yelling | <input type="checkbox"/> 20) Burning you |
| <input type="checkbox"/> 2) Insulting you or your physical appearance purposefully | <input type="checkbox"/> 21) Touching you sexually / inappropriately without your consent (not using force) |
| <input type="checkbox"/> 3) Jealousy | <input type="checkbox"/> 22) Kissing you when you do not want him/her to |
| <input type="checkbox"/> 4) Controlling what you wear | <input type="checkbox"/> 23) Physically forcing you to perform sexual acts to them that you do not want to do |
| <input type="checkbox"/> 5) Threatening to hurt you | <input type="checkbox"/> 24) Lying to you and telling you things that are false so you will advance in your sexual relationship faster (example, that they love you) |
| <input type="checkbox"/> 6) Telling you how much time you can spend with others | <input type="checkbox"/> 25) Emotionally pressuring you to have sexual intercourse until you just give in (example, telling you that you must not care about him/her enough) |
| <input type="checkbox"/> 7) Purposely frightening you | <input type="checkbox"/> 26) Physically forcing you to have intercourse (rape) |
| <input type="checkbox"/> 8) Threatening to kill himself/herself to get you to give in to their wants | <input type="checkbox"/> 27) Forcing you to have sexual intercourse without protection |
| <input type="checkbox"/> 9) Spreading rumors about you | <input type="checkbox"/> 28) Threatening to break up with you if you do not perform sexual acts |
| <input type="checkbox"/> 10) Watching you and controlling what you do on your personal web pages on the internet | <input type="checkbox"/> 29) Forcing you to touch him/her when you do not want to |
| <input type="checkbox"/> 11) Scratching you | <input type="checkbox"/> 30) Taking unwanted sexual photographs |
| <input type="checkbox"/> 12) Slapping you with an open hand | |
| <input type="checkbox"/> 13) Grabbing you suddenly | |
| <input type="checkbox"/> 14) Pushing you | |
| <input type="checkbox"/> 15) Using a weapon against you in order to cause physical harm | |
| <input type="checkbox"/> 16) Pulling or grabbing you by the hair | |
| <input type="checkbox"/> 17) Twisting your arm | |
| <input type="checkbox"/> 18) Punching you | |
| <input type="checkbox"/> 19) Hitting you with an object | |

PART C: This section is to gain an understanding of the things that you may have personally experienced in a dating relationship/s.

Directions: Please look over the items and place the most appropriate number next to each item based on the scale provided below. Please answer the following based on **ANY** dating relationships that you have been involved in.

	1	2	3	4	5
	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very Often</i>

A dating partner has _____.

- | | | |
|-------|-----|---|
| _____ | 1. | Slapped me |
| _____ | 2. | Punched me |
| _____ | 3. | Pushed me |
| _____ | 4. | Kicked me |
| _____ | 5. | Choked me |
| _____ | 6. | Hurt me so badly I sought medical treatment |
| _____ | 7. | Physically harmed me with a weapon |
| _____ | 8. | Grabbed me forcefully |
| _____ | 9. | Spit on me |
| _____ | 10. | Threatened to harm me with a weapon |
| _____ | 11. | Hit me with an object other than his/her hand |
| _____ | 12. | Told me what I can wear |
| _____ | 13. | Constantly accused me of being unfaithful |
| _____ | 14. | Tried to control or monitor what I put on my personal web pages and/or monitor my phone messages (example, facebook or text messages) |
| _____ | 15. | Threatened to hurt himself/herself if I left the relationship |
| _____ | 16. | Insulted my physical appearance |
| _____ | 17. | Threatened me to get his/her own way |
| _____ | 18. | Told me who I can and cannot talk to |
| _____ | 19. | Spread rumors about me |
| _____ | 20. | Purposefully told me things to make me angry and upset |
| _____ | 21. | Made me afraid to be around him/her |
| _____ | 22. | Been very jealous in our relationship |
| _____ | 23. | Raped me |
| _____ | 24. | Used physical force to get me to perform sexual acts |
| _____ | 25. | Touched me inappropriately when I did not want them to |
| _____ | 26. | Pressured me to advance quickly in our sexual relationship |
| _____ | 27. | Made me touch him/her for their own sexual pleasure when I did not want to |
| _____ | 28. | Used objects in a sexual manner without my consent |
| _____ | 29. | Not listened to me when I told them “no” concerning sexual acts. |
| _____ | 30. | Made me take sexual pictures that I was not comfortable with |

- _____ 31. Lied to me and told me things that were not the truth so I would perform sexual acts
- _____ 32. Threatened to end my relationship so I would perform sexual acts with them
- _____ 33. Made me feel bad and guilty about not wanting to perform sexual acts until I felt so bad until I gave in

Directions: Please read the sentence stem and **CHECK ANY BEHAVIORS YOU HAVE DONE** towards a dating partner in a **past or current** dating relationship.

I have _____ my dating partner

1. Slapped
2. Punched
3. Pushed
4. Kicked
5. Spit on
6. Choked
7. Grabbed
8. Spread rumors about
9. Raped
10. Insulted the physical appearance of
11. Been very jealous in a relationship with

Directions: Please read the sentence stem and **CHECK ANY BEHAVIORS YOU HAVE DONE** towards a dating partner in a **past or current** dating relationship.

I have _____ my dating partner _____

- | | |
|---|---|
| <input type="checkbox"/> 12. Hurt; so badly they sought medical treatment | <input type="checkbox"/> 25. Pressured; to advance quickly in our sexual relationship |
| <input type="checkbox"/> 13. Physically harmed; with a weapon | <input type="checkbox"/> 26. Made; touch me for my own sexual pleasure when he/she did not want to |
| <input type="checkbox"/> 14. Threatened; with a weapon | <input type="checkbox"/> 27. Used objects in a sexual manner on; without his/her consent |
| <input type="checkbox"/> 15. Hit; with an object other than my hand | <input type="checkbox"/> 28. Not listened to; when they told me “no” concerning sexual acts. |
| <input type="checkbox"/> 16. Told; what he/she could or could not wear | <input type="checkbox"/> 29. Made; take sexual pictures that he/she was not comfortable with |
| <input type="checkbox"/> 17. Controlled or monitored what; puts on his/her personal web pages (example, facebook) | <input type="checkbox"/> 30. Lied to; telling them things that were untruthful to get my own way |
| <input type="checkbox"/> 18. Threatened to hurt myself if; left the relationship | <input type="checkbox"/> 31. Used physical force so; would perform sexual acts with me |
| <input type="checkbox"/> 19. Threatened; to get my own way | <input type="checkbox"/> 32. Threatened to end my relationship so; would perform sexual acts with me |
| <input type="checkbox"/> 20. Told; who they can and cannot talk to | <input type="checkbox"/> 33. Made; feel bad or guilty about not wanting to perform sexual acts until they gave in |
| <input type="checkbox"/> 21. Purposefully told; things to make them angry and upset | |
| <input type="checkbox"/> 22. Made; afraid to be around me | |
| <input type="checkbox"/> 23. Constantly accused; of being unfaithful | |
| <input type="checkbox"/> 24. Touched; inappropriately when they did not want me to | |

PART D: Please answer the following questions to the best of your ability.

Have you experienced dating violence in past relationships? ____ Yes ____ No

What is the average length of your past relationships? _____ (days) _____ (weeks) _____ (months)

Are you currently experiencing dating violence in your relationship? ____ Yes ____ No

If yes, how long has the violence been taking place? _____ (days) _____ (weeks) _____ (months) ____ (years)

Directions: Please answer these questions to the best of your ability. These questions will look at your familiarity with violence in various types of relationships. For this section examples of each of the types of violence are given below:

Physical Violence- Hitting, slapping, choking

Emotional violence – Creating fear, jealousy, controlling behaviors, verbal abuse, yelling, name calling

Sexual violence- Unwanted touching and sexual advances

Please rate these items with the scale provided.

1	2	3	4	5
<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very Often</i>

I have personally experienced

- _____ 1. physical violence from someone in my home.
- _____ 2. sexual violence from someone in my home.
- _____ 3. emotional violence from someone in my home.

I have witnessed or know of physical violence between

- _____ 4. my parents / my parents and their partner / or my guardians.
- _____ 5. my siblings (brothers and sisters) and their relationship partners.
- _____ 6. my friends and their dating relationship partners.

I have witnessed sexual violence or know of sexual violence between

- _____ 7. my parents / my parents and their partner / or my guardians.
- _____ 8. my siblings and their relationship partners
- _____ 9. my friends and their dating relationship partners.

I have witnessed or know of emotional violence between

- _____ 10. my parents / my parents and their partner / or my guardians.
- _____ 11. my siblings and their relationship partners
- _____ 12. my friends and their dating relationship partners

PART E: This section is to gain information of whom you would trust to tell if you are or were to experience violence.

Directions: Please use the following scale to rate the items in this section.

If you were to experience violence or have experienced violence, with whom would you seek or have you sought out help or support:

- | | 1 | 2 | 3 | 4 | 5 |
|-----------|--|---------------|------------------|--------------|-------------------|
| | <i>Never</i> | <i>Rarely</i> | <i>Sometimes</i> | <i>Often</i> | <i>Very Often</i> |
| _____ 1. | Siblings (brothers or sisters) | | | | |
| _____ 2. | Parents or Guardians | | | | |
| _____ 3. | Other Relatives | | | | |
| _____ 4. | Friends | | | | |
| _____ 5. | Neighbors | | | | |
| _____ 6. | Church or other religious affiliations | | | | |
| _____ 7. | Teachers or coaches | | | | |
| _____ 8. | School Counselors | | | | |
| _____ 9. | Police | | | | |
| _____ 10. | Doctors or Nurses | | | | |
| _____ 11. | Crisis Hotlines | | | | |
| _____ 12. | Other (please fill in) _____ | | | | |

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APPENDIX D

PRELIMINARY SCORING KEY

**Preliminary Scoring Information for the
Teen Screen for Dating Violence (TSDV)
("Teen Screen for Relationship Behaviors")**

**Kelly Emelianchik, Ed.S. M.Ed., NCC
Doctoral Candidate
Old Dominion University**

Scoring Key

Part A: Demographic data only.

Part B: This portion is to determine what the participants think violence is.

Provide 1 point for each.

Items 1-10: Emotional Abuse items

Items 11-20: Physical Abuse items

Items 21-30: Sexual Abuse items

- Use these scores to compare to Part C.
- Higher scores (i.e., higher numbers of items endorsed) relate to increased knowledge of violent behaviors.

Part C: This section (Items 1-33) is used to gain an understanding over the things that participants may have personally experienced in a dating relationship/s.

Use the response number given for each item given by the participant and multiply by the weight given for each individual item. **SUM** all weighted item scores (1-33).

Items: 12, 13, 16, 22, multiply the rating endorsed for each of these items by 1 point.

Items: 9, 14, 18, 20, multiply the rating endorsed for each of these items by 2 points.

Items: 3, 17, 19, 26, 32, multiply the rating endorsed for each of these items by 3 points.

Items: 1, 8, 15, 21, 33, multiply the rating endorsed for each of these items by 4 points.

Items: 2, 10, 25, 27, 31, multiply the rating endorsed for each of these items by 5 points.

Items: 4, 7, 11, 30, 28, multiply the rating endorsed for each of these items by 6 points.

Items: 5, 6, 23, 24, 29, multiply the rating endorsed for each of these items by 7 points

(Ex. If participant places a rating of 2 for question 1. Question 1 is weighted with 4 points. $4 \times 1 = 4$)

Maximum score = 685, Minimum score = 137

- Higher scores indicate more severe and frequently occurring personal experiences with dating violence (as a victim).

To gain a violence severity score per type of violence add the weighted scores above for items:

1-11	Physical; Maximum score = 275	Minimum score = 55 (no violence)
12-22	Emotional; Maximum score = 120	Minimum score = 24 (no violence)
23-33	Sexual; Maximum score = 290	Minimum score = 55 (no violence)

- Higher scores indicate more severe and frequently occurring personal experiences with this form of dating violence (as a victim).

Second part of C:

For each respective item endorsed, assign the following weights:

- Items: 1, 7, 18, 33 assign a value of 4 points.
- Items: 2, 14, 24, 30 assign a value of 5 points.
- Items: 3, 8, 19, 25, 32 assign a value of 3 points.
- Items: 4, 13, 15, 27, 29 assign a value of 6 points.
- Items: 5, 17, 20, 21 assign a value of 2 points.
- Items: 6, 9, 12, 28, 31 assign a value of 7 points.
- Items: 10, 11, 16, 23 assign a value of 1 point.

Maximum Score = 128 Minimum Score = 0

- Higher scores indicate more severe occurring *perpetration* of dating violence.

Part D: These questions will look at participants' familiarity with violence in various types of relationships.

Sum up the ratings per groups of 3

- Items 1-3 Personal experience with violence
- Items 4-6 Exposure to physical violence
- Items 7-9 Exposure to sexual violence
- Items 10-12 Exposure to emotional violence

Maximum score= 15 per group; Minimum score = 3 (no violence)

- Higher scores indicate familiarity with the type of violence indicated by the group.

Total all scores for a total exposure and experiential score of violence.

Maximum score = 60; Minimum score = 15 (no violence)

- Higher scores indicate greater experience and witnessing of forms of violence in various relationships.

To get a violence score per relationship group, sum up the ratings per groups of 3 as follows:

Items: 1-3 experience with violence personally

Items: 4, 7,10 witnessing violence among parents/ guardians.

Items: 5, 8, 11 witnessing violence among siblings.

Items: 6, 9, 12 witnessing violence among peer groups.

Maximum score= 15 (per group); Minimum score = 3 (no violence in these relationships)

- Higher scores indicate more violence among this relationship group.

Part E: This section will assess participant resources and outlets for support.

Sum up the ratings per groups of 3. Higher scores indicate more support within these groups.

Items: 1-3

Items: 4-6

Items: 7-9

Maximum Score = 15; Minimum score = 3 (no support in this group)

- Higher scores indicate more support among this group.

APPENDIX E**PERMISSION FOR USE OF CADRI IN THIS STUDY**

From: Hays, Danica G. [mailto:DHays@odu.edu]
Sent: January-26-09 12:12 PM
To: 'dawolfe@uwo.ca'
Cc: EMELIANCHIK, KELLY M
Subject: Conflict in Adolescent Dating Relationships Inventory

Dr. Wolfe,

I hope this finds you well. I am writing to obtain permission to use the Conflict in Adolescent Dating Relationships Inventory (as well as a copy of the scoring key). One of our doctoral candidates has developed a new screening assessment for adolescent dating violence, and we would like to establish evidence of construct validity using your tool. We believe that it would be an ideal assessment for validating the new assessment, the Teen Screen for Dating Violence. If you would be willing to grant us permission to use your scale, we would be willing to provide you any demographic data and test scores you might need. Thank you for your consideration.

Warmly,

Danica

Danica G. Hays, PhD, LPC, NCC
Assistant Professor,
M.S.Ed. Mental Health Counseling Program/PhD Counseling Program
Old Dominion University
166-2 Education Building
Norfolk, VA 23529
757.683.6692
757.683.5756 (FAX)
dhays@odu.edu

From: David Wolfe [dawolfe@uwo.ca]
Sent: Monday, January 26, 2009 6:52 PM
To: Hays, Danica G.
Subject: RE: Conflict in Adolescent Dating Relationships Inventory

Danica:

Thank you for your note – you have my permission to use the CADRI for this purpose. The scoring is described in the original article, but if you need a copy or have questions just let me know.

All the best with your study,
D. Wolfe

David A. Wolfe, Ph.D.
RBC Chair in Children's Mental Health
Director, CAMH Centre for Prevention Science
Professor of Psychology & Psychiatry, University of Toronto

APPENDIX F

CADRI FEMALE VERSION
(Reprinted with permission)

CONFLICT IN ADOLESCENT DATING RELATIONSHIPS

David A. Wolfe

The Conflict in Adolescent Dating Relationships Inventory

Introductory dating questions

Please check the statement that best applies to you.

- I have not yet begun dating.
- I have begun dating and/or had a boyfriend.

Please check all the boxes below that describe the kinds of dating relationships you are currently experiencing and those you have experienced in the past:

- going out in male/female groups
- dating different people
- dating one person without any definite commitment
- dating one person exclusively
- engaged

If you have ever been in a dating relationship or been going out with someone, please answer the following questions:

At what age did you start going out/having boyfriends? _____

How many boyfriends have you had (not including childhood crushes)? _____

How many boyfriends did you have/have you had in:

Grade 9	# of weeks/months	# of weeks/months
Number of boyfriends _____	Longest relationship _____	Shortest relationship _____
Grade 10		
Number of boyfriends _____	Longest relationship _____	Shortest relationship _____
Grade 11		

Number of boyfriends _____ Longest relationship _____ Shortest relationship _____
Grade 12
 Number of boyfriends _____ Longest relationship _____ Shortest relationship _____

The next few pages ask you to answer questions thinking about your current or recent exboyfriend. Please check which person you will be thinking of when you answer these questions:

- I am thinking of somebody that is my boyfriend **right now.** (*Go to A*)
- I am thinking of a recent ex-boyfriend (**within the past 3 months**). (*Go to B, next page*)
- I am thinking of an ex-boyfriend from **within the past year.** (*Go to B.next page*)

A) If this is your current boyfriend:

How long have you been dating/going out? _____
 How often do you see each other? Circle the best response.

Every day at school

Every day at school 2-3 times per week

Once per week or less and every day out of school

How much time do you spend alone together?

_____ hours per day OR _____ hours per week

What kinds of things do you do together? _____

How often do you argue or disagree? _____ x per day OR _____ x per week

What kinds of things do you argue or disagree about? _____
 How old is he? _____

How important is this relationship to you? (Circle one of the responses below).

Not very important *Somewhat important* *Important* *Very important*

Please check one of the following five categories that best describes the dating partner you are thinking of when completing this questionnaire:

- going out in male/female groups

- dating different people
- dating one person without any definite commitment
- dating one person exclusively
- engaged
- ▶ (Next Page)

B) If this is your ex-boyfriend:

How long did you go out together?

How often did you see each other? Circle the best response below.

Every day at school

Every day at school 2-3 times per week

Once per week or less and every day out of school

How much time did you spend alone together? _____ hours/ day _____ hours/ week

What kinds of things did you do together? _____

When did you stop going together/seeing each other? _____

Why did you stop going out with him? _____

How often did you argue or disagree? _____ x per day OR _____ x per week

What kinds of things did you argue or disagree about? _____

How old was he? _____

How important was this relationship to you? (Circle one of the responses below).

Not very important *Somewhat important* *Important* *Very important*

Please check one of the following five categories that best describes the dating partner you are thinking of when completing the following questionnaire:

- going out in male/female groups
- dating different people
- dating one person without any definite commitment
- dating one person exclusively
- engaged

CONFLICT IN ADOLESCENT DATING RELATIONSHIPS
The Conflict in Adolescent Relationships Inventory (female version)

The following questions ask you about things that may have happened to you with your boyfriend while you were having an argument. Check the box that is your best estimate of how often these things have happened with your current or ex-boyfriend in the past year. Please remember that all answers are confidential. As a guide use the following scale:

Never: this has never happened in your relationship
Seldom: this has happened only 1-2 times in your relationship
Sometimes: this has happened about 3-5 times in your relationship
Often: this has happened 6 times or more in your relationship

During a conflict or argument with my boyfriend in the past year:

	Never	Seldom	Sometimes	Often
1. I gave reasons for my side of the argument.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He gave reasons for his side of the argument.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I touched him sexually when he didn't want me to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He touched me sexually when I didn't want him to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I tried to turn his friends against him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He tried to turn my friends against me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I did something to make him feel jealous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He did something to make me feel jealous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I destroyed or threatened to destroy something he valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He destroyed or threatened to destroy something I valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During a conflict or argument with my boyfriend in the past year:				
6.1 told him that I was partly to blame.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He told me that he was partly to blame.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1 brought up something bad that he had done in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He brought up something bad that I had done in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1 threw something at him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He threw something at me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. I said things just to make him angry.
- He said things just to make me angry.
10. I gave reasons why I thought he was wrong.
- He gave reasons why he thought I was wrong.
- During a conflict or argument with my boyfriend in the past year:**
11. I agreed that he was partly right.
- He agreed that I was partly right.
12. I spoke to him in a hostile or mean tone of voice.
- He spoke to me in a hostile or mean tone of voice.
13. I forced him to have sex when he didn't want to.
- He forced me to have sex when I didn't want to.
14. I offered a solution that I thought would make us both happy.
- He offered a solution that he thought would make us both happy.

Never: this has never happened in your relationship

Seldom: this has happened only 1 -2 times in your relationship

Sometimes: this has happened about 3-5 times in your relationship

Often: this has happened 6 times or more in your relationship

During a conflict or argument with my boyfriend in the past year:

- | | Never | Seldom | Sometimes | Often |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. I threatened him in an attempt to have sex with him. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| He threatened me in an attempt to have sex with me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I put off talking until we calmed down. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| He put off talking until we calmed down | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. I insulted him with put-downs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| He insulted me with put-downs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. I discussed the issue calmly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| He discussed the issue calmly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. I kissed him when he didn't want me to. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- He kissed me when I didn't want him to.
20. I said things to his friends about him to turn them against him.
- He said things to my friends about me to turn them against me.

During a conflict or argument with my boyfriend in the past year:

21. I ridiculed or made fun of him in front of others.
- He ridiculed or made fun of me in front of others.
22. I told him how upset I was.
- He told me how upset he was.
23. I kept track of who he was with and where he was.
- He kept track of who I was with and where I was.
24. I blamed him for the problem.
- He blamed me for the problem.
25. I kicked, hit or punched him.
- He kicked, hit or punched me.

During a conflict or argument with my boyfriend in the past year:

26. I left the room to cool down.
- He left the room to cool down.
27. I gave in, just to avoid conflict
- He gave in, just to avoid conflict
28. I accused him of flirting with another girl.
- He accused me of flirting with another guy.
29. I deliberately tried to frighten him.
- He deliberately tried to frighten me.
30. I slapped him or pulled his hair.
- He slapped me or pulled my hair.

CONFLICT IN ADOLESCENT DATING RELATIONSHIPS

<p>Never: this has never happened in your relationship Seldom: this has happened only 1-2 times in your relationship Sometimes: this has happened about 3-5 times in your relationship Often: this has happened 6 times or more in your relationship</p>	
---	--

During a conflict or argument with my boyfriend in the past year:

	Never	Seldom	Sometimes	Often
31. I threatened to hurt him	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He threatened to hurt me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I threatened to end the relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He threatened to end the relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I threatened to hit him or throw something at him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He threatened to hit me or throw something at me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I pushed, shoved, or shook him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He pushed, shoved, or shook me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I spread rumours about him.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He spread rumours about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX G

CADRI MALE VERSION
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CONFLICT IN ADOLESCENT DATING RELATIONSHIPS

David A. Wolfe

The Conflict in Adolescent Dating Relationships Inventory

Introductory dating questions

Please check the statement that best applies to you.

- I have not yet begun dating.
- I have begun dating and/or had a girlfriend.

Please check all the boxes below that describe the kinds of dating relationships you are currently experiencing and those you have experienced in the past:

- going out in male/female groups
- dating different people
- dating one person without any definite commitment
- dating one person exclusively
- engaged

If you have ever been in a dating relationship or been going out with someone, please

answer the following questions:

At what age did you start going out/having girlfriends? _____

How many girlfriends have you had (not including childhood crushes)? _____

How many girlfriends did you have/have you had in:

Grade 9

#of weeks/months

of weeks/months

Number of girlfriends _____

Longest relationship _____

Shortest relationship _____

Grade 10

Number of girlfriends _____

Longest relationship _____

Shortest relationship _____

Grade 11

Number of girlfriends _____ Longest relationship _____ Shortest relationship _____

Grade 12

Number of girlfriends _____ Longest relationship _____ Shortest relationship _____

The next few pages ask you to answer questions thinking about your current or recent exgirlfriend. Please check which person you will be thinking of when you answer these questions:

- I am thinking of somebody that is my girlfriend right now. *{Go to A}*
- I am thinking of a recent ex-girlfriend (within the past 3 months). *(Go to B, next page)*
- I am thinking of an ex-girlfriend from within the past year. *(Go to B, next page)*

A) If this is your current girlfriend:

How long have you been dating/going out? _____

How often do you see each other? Circle the best response.

Every day at school

Every day at school 2-3 times per week

Once per week or less and every day out of school

How much time do you spend alone together?

_____ hours per day OR _____ hours per week

What kinds of things do you do together? _____

How often do you argue or disagree? _____ x per day OR _____ x per week

What kinds of things do you argue or disagree about? _____

How old is she? _____

How important is this relationship to you? (Circle one of the responses below).

Not very important *Somewhat important* *Important* *Very important*

Please check one of the following five categories that best describes the dating partner you are thinking of when completing this questionnaire:

- going out in male/female groups

- dating different people
- dating one person without any definite commitment
- dating one person exclusively
- engaged
- ▶ (Next Page)

B) If this is your ex-girlfriend:

How long did you go out together?

How often did you see each other? Circle the best response below.

Every day at school

Every day at school 2-3 times per week

Once per week or less and every day out of school

How much time did you spend alone together? _____ hours/ day _____ hours/ week

What kinds of things did you do together? _____

When did you stop going together/seeing each other? _____

Why did you stop going out with her? _____

How often did you argue or disagree? _____ x per day OR _____ x per week

What kinds of things did you argue or disagree about? _____

How old was she? _____

How important was this relationship to you? (Circle one of the responses below).

Not very important Somewhat important Important Very important

Please check one of the following five categories that best describes the dating partner you are thinking of when completing the following questionnaire:

- going out in male/female groups
- dating different people
- dating one person without any definite commitment
- dating one person exclusively
- engaged

CONFLICT IN ADOLESCENT DATING RELATIONSHIPS
The Conflict in Adolescent Relationships Inventory (male version)

The following questions ask you about things that may have happened to you with your girlfriend while you were having an argument. Check the box that is your best estimate of how often these things have happened with your current or ex-girlfriend in the past year. Please remember that all answers are confidential. As a guide use the following scale:

Never: this has never happened in your relationship

Seldom: this has happened only 1-2 times in your relationship

Sometimes: this has happened about 3-5 times in your relationship

Often: this has happened 6 times or more in your relationship

During a conflict or argument with my girlfriend in the past year:

	Never	Seldom	Sometimes	Often
1. I gave reasons for my side of the argument.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She gave reasons for his side of the argument.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I touched her sexually when he didn't want me to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She touched me sexually when I didn't want her to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I tried to turn his friends against her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She tried to turn my friends against me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I did something to make her feel jealous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She did something to make me feel jealous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I destroyed or threatened to destroy something she valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She destroyed or threatened to destroy something I valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During a conflict or argument with my girlfriend in the past year:				
6.1 told her that I was partly to blame.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She told me that she was partly to blame.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.1 brought up something bad that she had done in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She brought up something bad that I had done in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.1 threw something at her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She threw something at me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. I said things just to make her angry.
- She said things just to make me angry.
10. I gave reasons why I thought he was wrong.
- She gave reasons why she thought I was wrong.
- During a conflict or argument with my girlfriend in the past year:**
11. I agreed that she was partly right.
- She agreed that I was partly right.
12. I spoke to her in a hostile or mean tone of voice.
- She spoke to me in a hostile or mean tone of voice.
13. I forced her to have sex when she didn't want to.
- She forced me to have sex when I didn't want to.
14. I offered a solution that I thought would make us both happy.
- She offered a solution that he thought would make us both happy.

Never: this has never happened in your relationship

Seldom: this has happened only 1 -2 times in your relationship

Sometimes: this has happened about 3-5 times in your relationship

Often: this has happened 6 times or more in your relationship

During a conflict or argument with my girlfriend in the past year:

- | | Never | Seldom | Sometimes | Often |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. I threatened her in an attempt to have sex with her. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| She threatened me in an attempt to have sex with me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. I put off talking until we calmed down. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| She put off talking until we calmed down | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. I insulted her with put-downs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| She insulted me with put-downs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. I discussed the issue calmly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| She discussed the issue calmly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. I kissed her when she didn't want me to. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- She kissed me when I didn't want her to.
20. I said things to his friends about her to turn them against her.
- She said things to my friends about me to turn them against me.

During a conflict or argument with my girlfriend in the past year:

- 21 I ridiculed or made fun of her in front of others.
- She ridiculed or made fun of me in front of others.
22. I told her how upset I was.
- She told me how upset she was.
23. I kept track of who she was with and where she was
- She kept track of who I was with and where I was.
24. I blamed her for the problem.
- She blamed me for the problem.
25. I kicked, hit or punched her.
- She kicked, hit or punched me.

During a conflict or argument with my girlfriend in the past year:

26. I left the room to cool down.
- She left the room to cool down.
27. I gave in, just to avoid conflict
- She gave in, just to avoid conflict
- 28.I accused her of flirting with another guy.
- She accused me of flirting with another girl.
29. I deliberately tried to frighten her.
- She deliberately tried to frighten me.
30. I slapped her or pulled her hair.
- She slapped me or pulled my hair.

CONFLICT IN ADOLESCENT DATING RELATIONSHIPS

Never: this has never happened in your relationship
Seldom: this has happened only 1-2 times in your relationship
Sometimes: this has happened about 3-5 times in your relationship
Often: this has happened 6 times or more in your relationship

During a conflict or argument with my girlfriend in the past year:

	Never	Seldom	Sometimes	Often
31. I threatened to hurt her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She threatened to hurt me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I threatened to end the relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She threatened to end the relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I threatened to hit her or throw something at her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She threatened to hit me or throw something at me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I pushed, shoved, or shook her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She pushed, shoved, or shook me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I spread rumours about her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
She spread rumours about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX H

ADULT CONSENT FORM

Research Participants Informed Consent

The title of this study is “Teen Screen for Relationship Behaviors.” The purposes of this form are to give you information that may affect your decision whether to agree to participate or decline to participate in this research, and to record the voluntary consent of those who agree to participate. You may keep a copy of this form for your records.

The researcher for this study is Kelly Emelianchik, a doctoral candidate in the Department of Counseling and Human Services in the College of Education at Old Dominion University, Norfolk, Virginia. The researcher will be under the supervision and guidance of the responsible project investigator, Dr. Danica Hays, Associate Professor, Counseling Graduate Program Director, and dissertation chair for the primary researcher.

The purpose of this research is to explore teen dating relationships and the behaviors that take place within these relationships. Several studies have been conducted looking into the subject of adolescent dating relationships and healthy and unhealthy behaviors that take place. These studies are not current and have not specifically addressed the needs of the adolescent male and female populations.

If you decide to participate, then you will join a study involving research of dating relationship behaviors and you will be asked to complete the surveys associated with this study. If you agree to participate, then your participation will last for the duration that it takes you to complete the surveys. The average duration is about 15 minutes. You may choose to stop at any time and can withdraw your participation with this study at the end of your process. Your request to decline participation will be honored without question.

Your signature will serve as your agreement to allow your completed survey packet to be used in as part of this research study’s data analysis that will include about 1000 participants. The surveys will not reveal any of your identifying information to the researcher. The survey packets will be kept confidential and the research will destroy her copies after data collection and analysis is done with the information. The researcher will take all proper steps to ensure that the participant’s confidentiality is kept. All information obtained will remain confidential unless disclosure of the information is required by law. If disclosure of confidential information is deemed completely necessary to ensure the safety of the participant, the researcher will take the appropriate steps to do so. The results of the study may be used for the purposes of research and education. There will be no identifying information of any participant in the research that is conducted or produced based on the results.

You should be between the ages of 13 – 21 to take part in this research. You must complete both surveys for participation in this study [Conflict in Adolescent Dating Relationships Inventory

(Wolfe, et. al, 2003) and the Teen Screen for Relationship Behaviors] and have parental consent if you are under the age of 18.

There is minimal foreseeable risk associated with this project. The minimal foreseeable risks include psychological harm or a potential break in confidentiality. There have been many precautionary and preventive measures set in place to ensure that these risks will be unlikely. There are currently no direct benefits to you for taking part in this study. The researchers want your decision about participating in this study to be absolutely voluntary. The only cost to you is 15 minutes of your time for taking part in this study. The researcher is grateful for your participation in this study, but is unable to give you any payment or compensate you or any other participant for taking part in this study.

If the researchers find new information during this study that would reasonably change your decision about participating, then they will give it to you.

It is OK for you to say NO. Even if you say YES now, you are free to say NO later, and walk away or withdraw from the study -- at any time. Your decision will not affect your relationship with Old Dominion University, the site and contact with which is distributing this research.

By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. If you have any questions later on, then the researchers will be able to answer them:

Danica G. Hays, PhD, LPC, NCC, Responsible Project Investigator
Associate Professor and Counseling Graduate Program Director
Old Dominion University
757-683-6692
dhays@odu.edu

Kelly Emelianchik, Ed.S, M.Ed, NCC
Doctoral Candidate
772-708-8297
Kemel001@odu.edu

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. George Maihafer, the current IRB chair, at 757-683-6028, or the Old Dominion University Office of Research, at 757-683-3460.

And importantly, by signing below, you are telling the researcher YES, that you agree to participate in this study. The researcher should give you a copy of this form for your records.

<p>Subject's Printed Name & Signature</p>	<p>Date</p>
--	--------------------

<p>INVESTIGATOR'S STATEMENT</p>	
<p>I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws, and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during the course of this study.</p>	
<p>Investigator's Printed Name & Signature</p>	<p>Date</p>

APPENDIX I**LETTER OF INVITE FOR PARENTS AND PARENT CONSENT FORM**

May 30, 2009

Dear Parents,

We are conducting a study involving healthy dating relationships. To conduct this study we need the participation of children (male and female, between the ages of 13-17). The attached "Permission for Child's Participation" form describes the study and asks your permission for your child to participate.

Please carefully read the attached "Permission for Child's Participation" form. It provides important information for you and your child. If you have any questions pertaining to the attached form or to the research study, please feel free to contact, Dr. Danica Hays or Kelly Emelianchik at the numbers below.

After reviewing the attached information, please return a signed copy of the "Permission for Child's Participation" form to your child's counselor if you are willing to allow your child to participate in the study. Keep the additional copy of the form for your records. Even when you give consent, your child will be able to participate only if he/she is willing to do so.

We thank you in advance for taking the time to consider your child's participation in this study.

Sincerely,

Danica G. Hays, PhD, LPC, NCC, Responsible Project Investigator
Associate Professor
Counseling Graduate Program Director
Old Dominion University
110 Education Building
Norfolk, VA 23529
757.683.6692
757.683.5756 (FAX)
dhays@odu.edu

Kelly Emelianchik, Ed.S, M.Ed, NCC
Department of Educational Leadership and Counseling
Old Dominion University
110 Education Building, Room 250-2
Norfolk, VA 23529
772-708-XXXX

PERMISSION FOR CHILD'S PARTICIPATION DOCUMENT

The purposes of this form are to provide information that may affect decisions regarding your child's participation and to record the consent of those who are willing for their child to participate in this study.

TITLE OF RESEARCH: *Teen Screen for Relationship Behaviors.*

RESEARCHERS: Danica Hays, Ph.D, LPC; Old Dominion University, "Responsible Project Investigator" and Kelly Emelianchik, M.Ed., Ed.S, NCC; Old Dominion University

DESCRIPTION OF RESEARCH STUDY: This research is to validate a new screening tool that investigates various dating relationship behaviors. Approximately 1000 participants will be contacted via mail to participate in this research study.

If you decide to allow your child to participate in this study, your child will be asked to complete the two assessment tools, the teen screen for relationship behaviors and the conflict in adolescent dating relationship inventory (Wolfe et. al., 2003) Your child's participation should take no longer than 25 minutes.

EXCLUSIONARY CRITERIA: In order for your child to participate in this study, your child must be between the age of 13-17.

RISKS: This study is anonymous. The risk of psychological harm and breaking of confidentiality are present, but have been minimized by the researchers. The participants will be administered the surveys through a counselor, social worker, psychologist, or clinician. This will ensure that the participant has access to a clinician to help them if they are affected in anyway by taking this assessment. All participants that take this assessment will be given information packets after taking the assessment. These packets contain information on healthy and unhealthy relationship characteristics. It also contains a list of local agencies and resources that can provide the participant support if it is needed. This is a minimal risk, but it will protect the long term safety of any minor taking the assessment that may be in danger. All assessments will be placed in a sealed envelope and kept confidential. The researchers will use the assessments for analyzing data. They will in no way use any identifying information in this research.

BENEFITS: There are no direct benefits for participation in this study. This research will validate teen screen for healthy relationship behaviors. Once this tool is valid and reliable it can be used to examine adolescent dating relationships and the many behaviors that take place. Using this assessment with male and female adolescents will allow necessary education and intervention to take place for adolescents to learn healthy and unhealthy relationship behaviors. This will also provide information on the attitudes of adolescents about healthy and unhealthy relationship behaviors. A summary of results will be made available to parents upon request.

NEW INFORMATION: You will be contacted if new information is discovered that would reasonably change your decision about your child's participation in this study

CONFIDENTIALITY: Participants will be assigned a code number so that your child's name will not be attached to his or her responses. Only researchers involved in the study or in a professional review of the study will have access to data sheets. All data and participant information will be kept in a locked and secure location. Information that is reported will be kept

completely confidential unless the information that is disclosed is required by law to be reported in order to protect the safety of anyone under the age of 18.

WITHDRAWAL PRIVILEGE: Your child's participation in this study is completely voluntary. It is all right to refuse your child's participation. Even if you agree now, you may withdraw your child from the study at any time. In addition, your child will be given a chance to withdraw at any time if he/she so chooses.

COMPENSATION FOR ILLNESS AND INJURY: Agreeing to your child's participation does not waive any of your legal rights. However, in the event of harm arising from this study, neither Old Dominion University nor the researchers are able to give you any money, insurance coverage, free medical care, or any other compensation. In the event that your child suffers harm as a result of participation in this research project, you may contact Dr. Danica Hays (757) 683-6692 or Dr. George Maihafer, Chair of the Institutional Review Board at (757) 683-6028.

VOLUNTARY CONSENT: By signing this form, you are saying 1) that you have read this form or have had it read to you, and 2) that you are satisfied you understand this form, the research study, and its risks and benefits. The researchers will be happy to answer any questions you have about the research. If you have any questions, please feel free to contact the primary research investigator, Dr. Danica Hays (757) 683-6692 or Kelly Emelianchik, (772) 708-XXXX.

If at any time you feel pressured to allow your child to participate, or if you have any questions about your rights or this form, please call Dr. George Maihafer, Chair of the Institutional Review Board Chair (757-683-6028) or the Old Dominion University Office of Research (757-683-3460).

Note: By signing below, you are telling the researchers YES, that you will allow your child to participate in this study. Please keep one copy of this form for your records.

Your child's name (please print): _____

Your child's birth date: _____

Your name (please print): _____

Relationship to child (please check one):

Parent: _____

Guardian: _____

Your Signature: _____

Date: _____

INVESTIGATOR'S STATEMENT: I certify that this form includes all information concerning the study relevant to the protection of the rights of the participants, including the nature and purpose of this research, benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human research participants and have done nothing to pressure, coerce, or falsely entice the parent to allowing this child to participate. I am available to answer the parent's questions and have encouraged him/her to ask additional questions at any time during the course of the study.

Experimenter's Signature:

Date:

APPENDIX J**ADOLESCENT ASSENT FORM (AGES 13-17)****Assent Form for Adolescents****Dating Relationship Study**

My name is Kelly Emelianchik. I am a graduate student at Old Dominion University.

I am asking you to take part in a research study because I am trying to learn more about teen dating relationships. I want to learn about the healthy and unhealthy behaviors that take place in dating relationships of kids your age.

If you agree, you will be asked to complete two surveys. You will be asked about any past or current dating relationships you have been involved in and things that have taken place between you and the person you dated. Answering these questions will take about 20 minutes. You do not have to put your name on the survey.

You do not have to be in this study. No one will be mad at you if you decide not to do this study. Even if you start, you can stop later if you want. You may ask questions about the study.

If you decide to be in the study I will not tell anyone else what you say or do in the study. Even if your parents or teachers ask, I will not tell them about what you say or do in the study.

Signing below means that you have read this form or have had it read to you and that you are willing to be part of this study.

Signature of subject _____

Subject's printed name _____

Signature of investigator _____

Date _____

APPENDIX K**AGENCY AND PARTICIPANT RECRUITMENT LETTER**

Kelly Emelianchik, Ed.S, M.Ed, NCC
Department of Educational Leadership and Counseling
Old Dominion University
110 Education Building, Room 250-2
Norfolk, VA 23529
772-708-8297

June 1, 2009

To whom it may concern: My name is Kelly Emelianchik and I am a doctoral candidate in the counseling program at Old Dominion University. For my doctoral dissertation, I am conducting research on adolescent dating relationships. I have created an assessment tool to screen for healthy dating relationships.

Healthy and unhealthy relationships among the adolescent population have gained increasing attention, but there is still much research that needs to be done in this area. Of the available screening tools to assess for unhealthy adolescent relationships, there is one that screens specifically for adolescents. The assessments that are available have numerous limitations. With that said, I believe it is imperative that a screening tool is developed which has few limitations.

I am writing to you to ask for your participation in my research. This study seeks the participation of people ages 13-21. Upon your agreement in helping me with my research project, you will be given the necessary consent forms, confidentiality agreements, and screening tools that will be required of you as a potential participant in my research. The documents will explain all details and you are under no obligation to participate by accepting the packets. Your participation will take about 20 minutes.

I would be happy to discuss any questions you may have or further discuss my research study with you at anytime. Please feel free to contact me at the number provided or to email me at kemel001@odu.edu. Thank you for your time and consideration of this matter.

Yours truly,

Kelly Emelianchik, Ed.S, M.Ed, NCC

APPENDIX L

TSDV FINAL VERSION AFTER EFA AND CFA

TEEN SCREEN for RELATIONSHIP BEHAVIORS (TSRB)

The following survey instrument examines adolescent's attitudes and perceptions of what is considered violent and non-violent behaviors in dating relationships. Dating relationships refers to any individual the person has dated or been emotionally or physically involved with for any length of time. A partner is any person (male or female) you have been involved with in a dating or intimate relationship. Please read the directions for each part of the survey and answer to the best of your ability.

PART A : This section is use to gain an understanding of how much experience you may have with dating.

Directions: Please answer the following questions about your own experience and background with dating relationships.

How many dating relationships have you been involved in? _____

How old were you when you entered your first dating relationship? _____

What has been your shortest dating relationship (please estimate the number to the best of your ability)?

_____ (Days) _____ (Weeks) _____ (Months) _____ (Years)

What has been the longest dating relationship (**please estimate the number to the best of your ability**)?

_____ (Days) _____ (Weeks) _____ (Months) _____ (Years)

What has been the **largest age difference** between you and a dating partner? _____

Are you currently in a dating relationship? _____ Yes _____ No _____ Not sure

If yes, for how long have you been dating? _____ Days _____ Weeks _____ Months _____ Years

PART B: This portion is to determine what you think violence is.

Directions: Please check those items that **YOU DO** consider to be a violent act. (If you are not sure what something means, please put a question mark next to the item.)

Do you consider _____ to be a form of violence.

- | | |
|--|--|
| <input type="checkbox"/> Controlling what you wear | <input type="checkbox"/> Physically forcing you to perform sexual acts to them that you do not want to do |
| <input type="checkbox"/> Taking unwanted sexual photographs | <input type="checkbox"/> Telling you how much time you can spend with others |
| <input type="checkbox"/> Watching you and controlling what you do on your personal web pages on the internet | <input type="checkbox"/> Spreading rumors about you |
| <input type="checkbox"/> Physically forcing you to have intercourse (rape) | <input type="checkbox"/> Lying to you and telling you things that are false so you will advance in your sexual relationship faster (example, that they love you) |
| <input type="checkbox"/> Scratching you | <input type="checkbox"/> Burning you |
| <input type="checkbox"/> Forcing you to touch him/her when you do not want to | <input type="checkbox"/> Hitting you with an object |
| <input type="checkbox"/> Grabbing you suddenly | <input type="checkbox"/> Emotionally pressuring you to have sexual intercourse until you just give in (example, telling you that you must not care about him/her enough) |
| <input type="checkbox"/> Pushing you | <input type="checkbox"/> Forcing you to have sexual intercourse without protection |
| <input type="checkbox"/> Using a weapon against you in order to cause physical harm | |
| <input type="checkbox"/> Twisting your arm | |
| <input type="checkbox"/> Touching you sexually / inappropriately without your consent (not using force) | |
| <input type="checkbox"/> Punching you | |

PART C: This section is to gain an understanding of the things that you may have personally experienced in a dating relationship/s.

Directions: Please look over the items and **place the most appropriate number next to each item** based on the scale provided below. Please answer the following based on **ANY** dating relationships that you have been involved in.

	1	2	3	4	5
	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Very Often</i>

A dating partner has _____.

- _____ 1. Slapped me
- _____ 2. Punched me
- _____ 3. Pushed me
- _____ 4. Kicked me
- _____ 5. Choked me
- _____ 6. Hurt me so badly I sought medical treatment
- _____ 7. Threatened to harm me with a weapon
- _____ 8. Hit me with an object other than his/her hand
- _____ 9. Told me what I can wear
- _____ 10. Constantly accused me of being unfaithful
- _____ 11. Tried to control or monitor my personal web pages or monitor and or monitor my phone messages (example, facebook or text messages)
- _____ 12. Threatened to hurt them self if I left the relationship
- _____ 13. Threatened me to get his/her own way
- _____ 14. Told me who I can and cannot talk to
- _____ 15. Purposefully told me things to make me angry and upset
- _____ 16. Made me afraid to be around him/her
- _____ 17. Been very jealous in our relationship
- _____ 18. Raped me
- _____ 19. Used physical force to get me to perform sexual acts
- _____ 20. Touched me inappropriately when I did not want them to
- _____ 21. Pressured me to advance quickly in our sexual relationship
- _____ 22. Made me touch him/her for his/her own sexual pleasure when I did not want to
- _____ 23. Not listened to me when I told them "no" concerning sexual acts.
- _____ 24. Made me take sexual pictures that I was not comfortable with

- _____ 25. Lied to me and told me things that were not the truth so I would perform sexual acts
- _____ 26. Threatened to end my relationship so I would perform sexual acts with them
- _____ 27. Made me feel bad and guilty about not wanting to perform sexual acts until I felt so bad until I gave in

Directions: Please read the sentence stem and **CHECK ANY BEHAVIORS YOU HAVE DONE** towards a dating partner in a **past or current** dating relationship.

I have _____ my dating partner

1. Slapped
2. Punched
3. Pushed
4. Kicked
5. Grabbed
6. Been very jealous in a relationship with

I have _____ my dating partner _____.

- | | |
|--|---|
| <input type="checkbox"/> 7. Constantly accused; of being unfaithful | <input type="checkbox"/> 15. Used objects in a sexual manner on; without his/her consent |
| <input type="checkbox"/> 8. Not listened to; when he/she told me "no" concerning sexual acts | <input type="checkbox"/> 16. Made; take sexual pictures that he/she was not comfortable with |
| <input type="checkbox"/> 9. Made; touch me for my own sexual pleasure when he/she not want to | <input type="checkbox"/> 17. Used physical force so; would perform sexual acts with me |
| <input type="checkbox"/> 10. Controlled or monitored what; put on his/her personal web pages (example, facebook) | <input type="checkbox"/> 18. Told; who they can and cannot talk to |
| <input type="checkbox"/> 11. Pressured; to advance quickly in our sexual relationship | <input type="checkbox"/> 19. Threatened to end my relationship so; would perform sexual acts with me |
| <input type="checkbox"/> 12. Touched; inappropriately when he/she did not want me to | <input type="checkbox"/> 20. Hit; with an object other than my hand |
| <input type="checkbox"/> 13. Threatened to hurt myself if; left the relationship | <input type="checkbox"/> 21. Made; feel badly or guilty about not wanting to perform sexual acts until he/she gave in |
| <input type="checkbox"/> 14. Threatened; to get my own way | |

PART D: Please answer the following questions to the best of your ability.

Have you experienced dating violence in past relationships? _____ Yes _____ No

What is the average length of your past relationships? _____ days/weeks/months (**please specify**)

Are you currently experiencing dating violence in your relationship? _____ Yes _____ No

If yes, how long has the violence been taking place? _____ Days/Weeks/Months/Year (**please specify**)

Directions: Please answer these questions to the best of your ability. These questions will look at your familiarity with violence in various types of relationships. For this section examples of each of the types of violence are given below:

Physical Violence- Hitting, slapping, choking

Emotional violence – Creating fear, jealousy, controlling behaviors, verbal abuse, yelling, name calling

Sexual violence- Unwanted touching and sexual advances

*******Please rate these items with the scale provided*******

1 2 3 4 5

Never Rarely Sometimes Often Very Often

I have personally experienced

_____physical violence from someone in my home.

_____sexual violence from someone in my home.

_____emotional violence from someone in my home.

I have witnessed or know of physical violence between

_____my parents / my parents and their partner / or my guardians.

_____ my siblings (brothers and sisters) and their relationship partners.

_____my friends and their dating relationship partners.

I have witnessed sexual violence or know of sexual violence between

_____my parents / my parents and their partner / or my guardians.

_____my siblings and their relationship partners

_____my friends and their dating relationship partners.

I have witnessed or know of emotional violence between

_____ my parents / my parents and their partner / or my guardians.

_____my siblings and their relationship partners

_____my friends and their dating relationship partners

PART E: This section is to gain information of whom you would trust to tell if you are or were to experience violence.

Directions: Please use the following scale to rate the items in this section.

If you were to experience violence or have experienced violence, with whom would you seek or have you sought out help or support:

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------|---------------|------------------|--------------|-------------------|
| | <i>Never</i> | <i>Rarely</i> | <i>Sometimes</i> | <i>Often</i> | <i>Very Often</i> |
| _____ Siblings (brothers or sisters) | | | | | |
| _____ Parents or Guardians | | | | | |
| _____ Other Relatives | | | | | |
| _____ Friends | | | | | |
| _____ Church or other religious affiliations | | | | | |
| _____ Teachers or coaches | | | | | |
| _____ School Counselors | | | | | |
| _____ Police | | | | | |
| _____ Doctors or Nurses | | | | | |

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APPENDIX M**REVISED SCORING KEY FOR TSDV****Scoring Information for the
Teen Screen for Dating Violence (TSDV)
("Teen Screen for Relationship Behaviors")****Kelly Emelanchik, Ed.S. M.Ed., NCC****Doctoral Candidate****Old Dominion University****Not for reproduction or citation without author's permission.****Prepared June 1, 2010**

Scoring Key

Part A: Demographic data only.

Perception of Violence

Part B: This portion is to determine what the participants think and perceive is a violent act. This section will help to gauge the participants understanding about dating violence and knowledge about unhealthy dating relationships.

Provide 1 point for each item that is endorsed.

Score Range 0-20 possible points.

- Use these scores to compare to Part C.
- Higher scores (i.e., higher numbers of items endorsed) relate to increased knowledge of violent behaviors.
- If the participant receives a low score for part B, this indicates that their knowledge of dating violence may be limited. Education for participants about healthy and unhealthy relationship behaviors and violence is strongly recommended.

Experience of Violence

Part C: This section is used to gain an understanding over the things that participants may have personally experienced in a dating relationship/s.

Use the response number given for each item given by the participant and total the item scores.

- Higher scores indicate frequently occurring personal experiences with dating violence (as a victim).

Maximum score = 135, Minimum score = 27

For subscale scores, give one point each and total the following:

Emotional Control: 9, 10, 11, 12, 13, 14, 15, 16, 17; Minimum score 9, Max Score 45

Sexual Abuse: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27; Minimum Score 10, Max Score 50

Physical Abuse: 1, 2, 3, 4, 5, 6, 7, 8; Minimum Score 8, Max Score 40

Perpetration of Violence

Part C2:

For each respective item endorsed give one point. Total the sum of endorsed items.

Maximum Score = 21 Minimum Score = 0

- Higher scores indicate more frequent and/or severe occurrences of *perpetration* of dating violence.

For subscale scores endorsed 1 point to the items checked within the following subscales:

Emotional Control: 6, 7, 10, 13, 14, 18 Max Score 6

Sexual Abuse: 8, 9, 11, 12, 15, 16, 17, 19, 21 Max Score 9

Moderate Physical Abuse: 1, 2, 3, 4, 5, 20 Max Score 6

Exposure to Violence

Part D: These questions will look at participants' familiarity with violence in various types of relationships.

Total all scores for the 12 items to get a total exposure and experiential score for violence.

Maximum score= 60 Minimum score = 12

*Minimum Score indicate no experience of violence or witnessing of violence.

- Higher scores indicate high exposure to violence within the family of origin or other social networks.
- Higher scores indicate greater experience and witnessing of forms of violence in various relationships.

Support Systems

Part E: This section will assess participant resources and outlets for support.

Sum up the ratings for each item endorsed. Higher scores indicate more support within these groups.

Maximum Score = 45; Minimum score = 9 (no support in this group)

- Higher scores indicate the participant has many support systems available.
- Items should be looked at individually as well to determine which people are the greatest sources of support for each participant.

Note- The provider of this assessment should be equipped to provide all participants resources after taking the assessment, regardless of score.

Proper resources should be given to all participants based on each scales scores and subscale scores. Providers should take the proper steps to ensure the safety of each participant and report/assess violence as necessary with all minors taking this assessment.

CURRICULUM VITAE

Kelly Emelianchik received her bachelors of Science degree from Florida Atlantic University with a major in Psychology in 2004. She then received her master's degree and educational specialist degree in 2007 from University of Florida, with a concentration in mental health counseling. She is currently a Licensed Professional Counselor in the state of Georgia and a National Certified Counselor. Kelly was a doctoral student in the Department of Counseling and Human Services at Old Dominion University. As a doctoral student, Kelly has received numerous awards, with one of the most prestigious being the American Counseling Association's, Glen Hubele Outstanding Graduate Student Award. In addition, Kelly was a Chi Sigma Iota National Fellow in 2009 and received a dissertation fellowship for her work from ODU's Darden College of Education. She has applied for several grants and won the Hood Grant from the Association of Assessment in Counselor Education in 2010.

Kelly is a member of several professional associations, serves on committees, and has presented at over 15 national and state conferences. She has five publications, two refereed publications, and three research studies in progress. While working on her doctoral degree, Kelly was the professional development chair for Chi Sigma Iota's Omega Delta chapter, developed, launched and coordinated a professional development workshop series, and was a graduate teaching assistant. She continues to work on her own professional development and has several upcoming conference presentations and is in the process of submitting several research studies for publication.