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Prevalence of Physical and Psychological Abuse in Adolescent Dating Relationships in a Suburban High School

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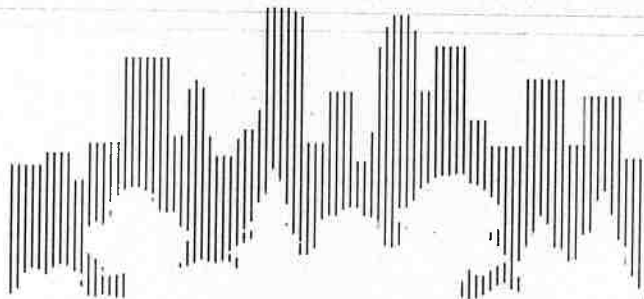
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**MASTERS IN SOCIAL WORK
THESIS**

Stacy L. Johnson

**Prevalence of Physical and Psychological Abuse
in Adolescent Dating Relationships
in a Suburban High School**

2000

**MSW
Thesis**

Thesis
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Prevalence of Physical and Psychological Abuse in
Adolescent Dating Relationships in a Suburban High School:

An Exploratory Study

Stacy L. Johnson

Submitted in partial fulfillment of
the requirements for the degree of
Master of Social Work

AUGSBURG COLLEGE
MINNEAPOLIS, MINNESOTA

2000

MASTER OF SOCIAL WORK
AUGSBURG COLLEGE
MINNEAPOLIS, MINNESOTA

CERTIFICATE OF APPROVAL

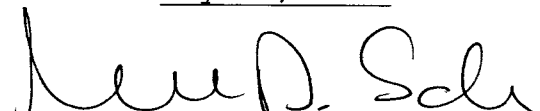
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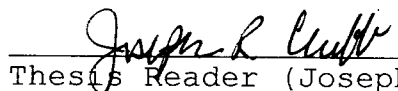
has been approved by the Examining Committee for the thesis requirement for the Master of Social Work Degree.

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ABSTRACT

Prevalence of Physical and Psychological Abuse in
Adolescent Dating Relationships in a Suburban High School:
An Exploratory Study

Stacy L. Johnson

May 2000

The purpose of this study is to measure the prevalence of violence in dating relationships in a suburban high school. Although dating violence is commonly considered male to female aggression, the research reviewed in this study indicates that girls are perpetrators more often than boys are. The Revised Conflict Tactics Scale was administered to tenth and twelfth grade students at a suburban high school. There were 126 surveys distributed and 12 were returned. The findings show that 84% of the students admitted to at least one violent incident with their dating partner in the past year. The results of this study indicate a moderate level of dating violence at this high school. Based on these findings, I recommend that further studies be done to determine prevalence rates of adolescent dating violence when more participants can be involved.

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Chapter One

Introduction

The field of domestic violence is ever changing with recent attention being paid to adolescent dating violence. As one who is actively involved in the field of domestic violence, I have grown increasingly interested in the dynamics of adolescent dating violence, e.g. how often violence occurs in dating relationships and the characteristics of adolescents in violent relationships.

Research Problem

Research indicates that dating violence has been happening for years, however it has recently begun to be rigorously studied. Studies of high school students conducted during the 1980's have reported rates of dating violence ranging from 12 to 65 percent (Levy, 1990). These high rates suggest that in the year 2000 and beyond, researchers, policy makers, and practitioners must focus attention on this problem. The basis of this current study is to determine the prevalence rates of dating violence occurring in instances where the teens have been in a relationship for three months or longer within the past year. I administered a questionnaire to adolescents in grades ten and twelve in hopes of determining prevalence rates of adolescent dating violence at a suburban high school.

The history of this problem is not widely known. It has only been in recent years that the issue of adolescent dating violence has been discussed in professional journals. The reason I conducted my research at a suburban high school is

because I am curious in knowing just how prevalence dating violence is in a suburban setting.

The research question being posed in this study is 'what are the prevalence rates of physical and psychological abuse in adolescent dating relationships'?

Chapter 2

Literature Review

The following review of the literature describes characteristics of adolescents who have been involved in domestic violent relationships. There are several elements to this literature review including the definition of adolescent dating violence, prevalence rates of adolescent dating violence, social learning theory and how it relates to adolescent dating violence, the link between familial domestic violence and adolescent dating violence, other factors that may lead to adolescent dating violence, characteristics of adolescent dating violence, the theoretical framework used to describe adolescent dating violence, and the gaps in the literature.

Definition of Adolescent Dating Violence

When discussing what adolescent dating violence is there are varying definitions in the literature. The definition that I will be using in relation to adolescent dating violence is "a pattern of repeated actual or threatened acts that physically, sexually, or verbally abuse a member of an unmarried heterosexual or homosexual couple in which one or both partners is between thirteen and twenty years old" (Levy, 1991, p. 4).

Prevalence Rates of Adolescent Dating Violence

Simons, Wu, Johnson, & Conger (1998), conducted a study and found that 12% of the adolescent boys indicated that they had engaged in dating violence at least once. Two percent of the boys indicated that they had resorted to violence at least half of the time when they experienced a disagreement with their

girlfriend. Other studies show much higher prevalence rates. Roscoe and Kelsey's 1986 study (as cited in Jezl, Molidor, & Wright, 1996) found that 19% of adolescents experienced at least one incident of physical violence in a dating relationship. O'Keefe, Brockopp, & Chew's 1986 study (as cited in Jezl et al., 1996) found that 27% of adolescents experienced at least one incident of physical violence in a dating relationship. The most startling statistic was Molidor and Tolman's 1995 study (as cited in Jezl et al., 1996). They found that 38% of adolescents experienced at least one incident of physical violence in a dating relationship.

Jezl et al., (1996) conducted a study from a private, religiously affiliated, co-educational high school in a Chicago suburb. A survey was completed and the results were surprising. There were 232 students, 114 males and 118 females, participating in the study, of the 59.1% of the dating sample, 67.5% of the males and 50.8% of the females experienced, as a victim, in past or current relationships, at least one of the physically abusive behaviors listed on the survey. There was a break down of the survey into sub-groups with the first being moderately abusive behaviors, i.e., hair pulling, kicking, intentionally scratching, slapping, or painfully pinching. The percentage of subjects reporting the experience of one or more of these moderately abusive behaviors as a victim was 50.9%, including 63% of the males and 39% of the females. Severely abusive behaviors were defined as having an object thrown at you in anger, punched, forced to engage in sexual activity against

your will, intentionally choked, and threatened with a weapon. The percentage of subjects reporting the experience of one or more of these severely abusive behaviors as a victim was 42.2%, including 46.5% of the males and 38.1% of the females. The same study also looked at sexually abusive behavior. The behavior that was looked at included 'forced to engage in sexual activity against my will' (Jezl et al., 1996). Significant differences were found by gender with 14.7% of the subjects indicating they had experienced this, including 11.4% of the males and 17.8% of the females. Psychologically abusive behaviors were also surveyed. The results indicated that the experience as a victim, in past and/or current relationships, of at least one of the psychologically abusive behaviors indicated that 96.1% of the dating sample experienced psychological abuse. Ninety-seven point four percent of the males and ninety-four point nine percent of the females claimed to have experienced psychological abuse (Jezl et al., 1996).

Jezl et al., (1996) discuss this further. Forty point five percent of the sample subjects who had dating experience reported they had never been in a physically abusive dating relationship, 46.1% indicated they did not remain in a physically abusive dating relationship, and 13.4% indicated they had remained in one or more relationships in which they were physically abused. The male subjects reported that 32.5% had never been in a physically abusive relationship, 57.9% did not remain in a physically abusive relationship, and 9.6% had remained in a physically abusive relationship. The female

subjects reported that 48.3% had never been in a physically abusive relationship, 34.7% did not remain in a physically abusive relationship, and 6.9% had remained in a physically abusive relationship (Jezl et al., 1996).

Stets and Henderson (1991) found that adolescent girls are more likely to be physically aggressive than adolescent boys. In a study conducted by Bethke and DeJoy (1993), violent behavior toward a female was perceived as being less acceptable, more injurious, and more criminal than violent behavior by a female toward a male. There are fewer cultural sanctions for female perpetrators than male perpetrators of dating violence. Perpetration of dating violence is not gender specific however (Nightingale & Morrissette, 1993). Several likely explanations for this include the fact that boys and girls are either equally aggressive with girls more likely to report their aggression, possibly because they will not be labeled deviant in the same way that boys will, or girls are truly more aggressive than boys are (Nightingale et al., 1993). Girls may be as aggressive or more aggressive than boys, but female victims of dating violence experience more physical injuries than do male victims (Nightingale et al., 1993).

O'Keeffe et al., (1986) suggest another explanation to the mutually violent behavior of adolescents. Their explanation is the idea that adolescents are not yet rigidly tied to 'appropriate' or expected sex-role behaviors. "Unlike older women in violent relationships, adolescent girls have less at stake materially and emotionally and may therefore be more

willing to take greater risks with their relationships" (O'Keeffe et al., 1986).

Finally, one last explanation of these findings is the fact that violence perpetrated by females is often in self-defense, while that perpetrated by males is not. By using this explanation, females may be misclassified as 'perpetrators' more often than males (Foshee, 1996).

It is difficult to make comparisons of data due to variations in sampling, research design, and analysis decisions. To make things more complicated there are various definitions of dating violence. For example, some researchers include only acts of physical force as measures of dating violence, some include threats of violence, and some include verbal aggression. "All in all, the comparison of prevalence estimates across studies must proceed with caution in order to avoid a series of misleading comparisons" (Pirog-Good et al., 1989, p. 5).

Social Learning Theory

Social Learning Theory falls under the larger behavioral theory and was developed by Bandura. According to Bandura, most people learn through their perceptions and thinking about what they experience. They learn by copying or modeling the example of others around them (Payne, 1991).

Modeling is described as the following:

A person sees someone else performing an action and pays attention to it; the observer 'forms an idea' or codes in their mind how the behavior is done (including some rehearsals in practice or in their mind); the observer

identifies circumstances in which the behavior occurs and has its consequences; and/or when an appropriate situation arises the observer repeats the behavior according to the 'idea' of it which they have formed (Payne, 1991, p. 126).

Social Learning Theory states that individuals observe the contingencies that follow people's actions in a particular situation and then use this information to design a plan of behavior when they encounter a similar situation. According to Social Learning Theory, violence is learned through social interaction. Much of the learning happens by observing the behaviors of others and its consequences. According to Bandura's theory (1977), individuals do not simply copy or imitate the behavior of others.

Rather they emulate actions that lead to positive consequences and eschew behaviors that produce undesirable results. Even if a behavior is viewed as legitimate, it is unlikely that a person will engage in the action unless he or she perceives that it will have a positive effect (Simons et al., 1998, p. 468).

Individuals are more likely to accept or participate in aggressive behavior when they have frequent and close contact with others who accept or engage in such behavior. By applying Social Learning Theory to adolescent dating violence, we expect that people who grow up in families in which parental interactions involve aggressive or violent acts learn these behaviors and later imitate them in their adult relationships. To further show the link that violence is a learned behavior,

people who have frequent and close associations with others who engage in, and thus seemingly endorse, aggressive or violent behavior may be more likely to tolerate such actions. These behaviors are also learned with partners in intimate relationships. People who have experience with abusive or aggressive partners might begin to accept these behaviors and ultimately begin to inflict dating violence themselves (Gwartney-Gibbs, Stockard, & Bohmer, 1987).

In looking at the underlying basis of Social Learning Theory, there is something inherent in the socialization process that sets the stage for domestic violence. In looking even further into violence as a learned behavior, Martin (1977) stated that it is inevitable that some of the boys trained by society to be aggressors will grow up to be women beaters. Furthermore, if the violence men show toward women is related to a socialization process that teaches them aggression, it would also seem that the socialization process of women teaches them to be passive, compliant, and supportive (Bernard & Bernard, 1983).

Social Learning Theory is related to adolescent dating violence in many ways. We expect that people who grow up in families in which parental interactions involve aggressive or violent acts learn these behaviors and later imitate them in their adult relationships. The main goal is an increase in the desired behaviors and a decrease in the undesired behaviors so that people who are affected by social events act appropriately. By doing this, it increases their ability to lead a full, happy life. Having an understanding of the person's problems helps

because it speeds up the learning process (Payne, 1991). This assists in the principle of the cycle of violence and violence as a learned behavior.

In summary, "adolescent dating violence is seen by some as a stage in the cycle of violence that links witnessing or experiencing violent abuse during childhood to perpetrating or experiencing violence in marriage" (Levy, 1990, p. 5).

Learning Theory and Adolescent Dating Violence

Family Influence

Most researchers agree that there is a correlation between violence in the family of origin and abuse in adult intimate relationships, but the exact nature of this connection remains unclear. Research on dating violence reveals evidence that subjects were influenced by violence in their homes. Roscoe and Callahan (1985) conducted a survey of 212 junior and senior high school students. They found that 59% of the subjects who had been involved in dating violence came from violent homes (Bergman, 1992). One common explanation for dating violence is that it is a learned behavior acquired in the family of origin (Simons, Lin, & Gordon, 1998). A child who witnesses marital aggression between one's parents or a child who is the victim of harsh corporal punishment is more likely to use violence in dating relationships (Simons et al., 1998).

Observational learning can be described as the process whereby parents influence the probability that their children will be violent in intimate relationships. The learning process can be described as one of imitation. The principle of

imitation refers to the fact that children learn about romantic relationships by observing interactions between their parents. For the children that are exposed to violent parental interaction, they learn that aggression is a normal part of romantic relationships, and as adults they are likely to engage in such behavior when interacting with a dating partner (Simons et al., 1998).

Children exposed to either marital violence or harsh parenting may see this as providing lessons that facilitate aggression toward romantic partners. Straus and Smith (1990) agreed with this proposition by arguing that both harsh physical discipline and marital violence teach children that it is legitimate, indeed often necessary, to hit those you love. This argument then states that, exposure to any form of family violence is seen as promoting attitudes that increase the probability that children will grow up to behave aggressively toward a romantic partner. Given the above information, children who experience corporal punishment may conclude that physical violence is sometimes a necessary and effective strategy for achieving behavioral change in family and intimate relationships (Simons et al., 1998).

The 'cycle of violence' is a continued theme in the research regarding children witnessing marital aggression and dating violence. In addition, it appears that the greater the frequency of violence among marital relationships, the greater the probability that the child will grow up to be a violent spouse or parent (Marshall & Rose, 1988).

Up to this point I have given background information on the theoretical points of view about violence as a learned behavior. Next I will be discussing empirical research about predicting violence.

Nightingale et al. (1993) found that fifty to seventy percent of abusive relationships remain intact after some form of violence occurs (Nightingale et al., 1993). The 'cycle of violence' and its dynamics are the decision-maker in why the victim stays.

The emergence of a persistent, destructive pattern within abusive relationships have been noted. During a tension-building stage, the perpetrator attacks with insults and accusations. Eventually, these tensions erupt into physically violent activity. After the violent incident, feeling remorseful and guilty, the perpetrator then typically engages in loving behavior. Consequently, the victim participates in denial and experiences a measure of ambivalence that mitigates termination of the abusive relationship (Nightingale et al., 1993, p. 228).

More evidence on the intergenerational transmission of violence has focused on two main areas of dating and marital violence; the experience of growing up in an abusive home and the enculturation of patriarchal values. "Social learning theory has been used as a model to examine the effects of either experiencing abuse oneself as a child or witnessing abusiveness between one's parents" (Alexander, Moore, & Alexander III, 1991, p. 657). Marital and dating violence researchers have found

that a history of abuse is related to a later involvement in an abusive relationship for both males and females (Bernard & Bernard, 1983). However, various researchers have noted various findings on the differing effects upon men and women.

Sigelman, Berry, and Wiles (1984) found that having been abused as a child predicted later involvement in abuse for women but not for men, whereas Telch and Lindquist (1984) found exactly the opposite results. O'Leary and Curley (1986) found that abusive men were more likely to have witnessed violence between their parents than were women in an abusive marriage. Along the same lines, Telch and Lindquist (1984) found that although more abused wives had witnessed marital violence than had non-abused wives, they still were less likely to have witnessed it than were their abusive husbands (Alexander et al., 1991, p. 658).

In summary, there seems to be a clear link between children growing up in violent homes and the extent to which adolescent dating behavior is similar to adult behavior in intimate relationships.

Additional Influences to Dating Violence

In addition to familial violence several other factors have been cited as possible correlates to the development of dating violence. These factors include stress, alcohol or other drug abuse, inequality between partners (meaning one partner having more power than the other), intensity of relationships, low income levels, pregnancy, and personalities of the partners (Bergman, 1992). In addition, other possible correlates include

acceptance of violence and the influence of institutional or regional themes that are particularly oriented toward violence (Bergman, 1992).

There seems to be no consensus on the factors that contribute to violent relationships, but many researchers and practitioners find that violence occurs within serious relationships and that couples frequently stay together after the violence.

Every adolescent, quite possibly, may confront drug and alcohol abuse in some way. Research indicates that young women's revelations and practitioner's experiences indicate there may be a connection between substance abuse and relationship violence (Levy, 1991). It is not a causal connection, but they often inter-relate. If a perpetrator is likely to experience explosive anger or become violent, drugs and alcohol may increase the likelihood, as drugs and alcohol reduce inhibitions as well as the ability to make decisions and gain control over one's behavior. The substance abuse is not the cause of the violence nor is the violence the cause of the substance abuse (Levy, 1991). Drugs and alcohol also may reduce the ability to make decisions to protect oneself. Substance abuse is often seen as a coping mechanism for victims of current or past abuse.

Dating violence has been correlated with the types of relationships described as more serious or committed as well as with the prior experience of childhood violence (O'Keefe et al., 1986). Another study indicated similar results, with more detail being given to the greater levels of commitment by men to

the relationship which resulted in higher rates of violent behavior (Nightingale et al., 1993).

Adolescents often do not have firmly developed and/or established identities and value systems on which to base their opinions. Confusion, anxiety, and tension around issues such as sexuality and dating often result. These issues, and numerous others, may cloud adolescents' ideals of dating. Rather than the romanticized ideal, at times, dating relationships are not healthy. The notion of romanticism explains why violence and exploitation can be so easily forgiven. Ultimately, romanticism serves as a constraining factor in dating; it encourages couples to stay together despite extremely negative interaction patterns. Adolescents have the ability to overlook, forgive, and ignore negative and violent interactions (Nightingale et al., 1993). Unfortunately, as research confirms, physical, sexual, and psychological abuse are often factors (Jezl et al., 1996). Ongoing violence in one's intimate relationship undoubtedly destroys self-esteem (Jezl et al., 1996). In a study conducted by Jezl et al., (1996), lower levels of psychological abuse were experienced by subjects who had higher self-esteem ratings. For adolescents, whose self-image and self-worth are developing, the introduction of violence into romantic relationships may be psychologically crippling (Jezl et al., 1996).

Neglect by parents was also associated with adolescent delinquency and drug use. In turn, delinquency and drug use predicted involvement in dating violence. O'Keeffe et al.,

(1986) conducted a study and found that the use of alcohol was associated with violence approximately 40% of the time. Due to this, it appears that dating violence is frequently a component of a more general anti-social orientation (Simons et al., 1998).

One last possible characteristic of adolescent dating violence includes the basic difficulties and stresses of adolescence, which are compounded by demands and uncertainties of interpersonal relationships. It was therefore thought that violence between high school intimates may be a coping mechanism and a means of reducing stress, as is often the case in intimate adult relationships (O'Keeffe et al., 1986).

Characteristics of the Adolescent Dating Population

The 'closed door' that has shielded the secret of violence in the home has begun to slowly open. Much research has shown that family violence is not an isolated phenomenon that is restricted to any particular race, class, or culture (Levy, 1991, p. 8). In recent years, the occurrence of violence among intimates outside the home has been explored; especially the idea that violence is not limited to married adults, as had been previously assumed (O'Keeffe et al., 1986). Studies have found abusive and aggressive behaviors in premarital heterosexual relationships in addition to married adults.

A study on dating violence was conducted at three midwestern high schools: a suburban, a rural, and an inner-city school (Bergman, 1992). All three of the communities in which these schools were located differed significantly in racial composition, average family income, and occupational trend. The

highest incidence of dating violence was found in the suburban school, the second highest in the inner-city school, and the third highest in the rural school (Bergman, 1992). O'Keeffe et al., (1986) described how dating violence was found among teenagers from the upper as well as the lower and middle classes, among intact families as well as single-parent families, and among all the ethnic groups studied. In looking at race, out of 166 Caucasian students, 53 were involved in violence, out of 23 African American students, 14 were involved in violence, out of 36 Hispanic students, 13 were involved in violence, and out of 19 Asian students, 6 were involved in violence (O'Keeffe et al., 1986). In looking at economic status, out of 16 lower class students, 5 were involved in violence, out of 32 lower-middle class students, 14 were involved in violence, out of 114 middle class students, 48 were involved in violence, out of 70 upper-middle class students, 20 were involved in violence, and out of 14 upper class students, 4 were involved in violence (O'Keeffe et al., 1986). In looking at the marital status of parents, out of 159 students whose parents were married, 50 were involved in violence, out of 72 students whose parents were divorced, 34 were involved in violence, and out of 6 students whose parents were separated, 1 was involved in violence (O'Keeffe et al., 1986).

Dating violence is not specific to one class, community, ethnic group, or to heterosexual women. Dating violence occurs in all communities. Both men and women can be victims of dating violence. Many practitioners report that they see only women as

victims, and that men are hit only when women fight back. There seems to be little agreement among researchers and practitioners regarding the relationship between gender and dating violence. Adolescents do not seem to talk about dating violence as a problem or seek help to deal with it according to research, personal, and practitioners' accounts. In many cases, this could be because of isolation and/or shame or because the victim may be terrified of their perpetrator and afraid of the violent consequences of talking to others.

Adolescents do not define dating violence as a problem. Sugarman and Hotaling (as cited in Levy, 1991) identify the evidence of 'normative confusion' in their tendency to interpret violence as signifying love. Researchers believe that adolescents view aspects of abuse as 'normal' in intimate relationships:

'Normal' in that abuse happens so commonly that it is expected or is an accepted way to express love. 'Normal' is what's happening in one's own relationship and, therefore, is not defined as violence that is problematic or intolerable. 'Normal' may also mean that violence is not the cause of the problems, but a 'natural' expression of other problems, that 'if only' solved would resolve the violence (Levy, 1991, p. 9).

The patterns of the actual abuse in these relationships are similar to adult battering. The patterns of control and jealousy enforced by verbal and physical abuse are the same as what is described by adult victims of intimate partner violence.

Adolescent women between the ages of fourteen and seventeen represent an estimated 38% of those victimized by date rape (Levy, 1991, p. 9). Date rape is not the only form of sexual abuse in adolescent dating relationships. Adolescent women describe a form of on-going sexual slavery, in which they have been violently forced to have sex or have been coerced to by threats of losing the relationship or by powerful accusations of being unacceptable as women or as lovers.

The bonds of the relationship and the feelings of worthlessness, degradation, humiliation, and shame that result from sexual coercion gradually undermine the victims' ability to escape. Their vulnerability is magnified because they are young and their sense of themselves as sexual beings may be relatively new and fragile. (Levy, 1991, p. 9).

Gaps in the Literature

Gaps in the literature are in the areas of looking at the historical trends. In all the literature reviewed there was no historical information pertaining to adolescent dating violence. There was also very limited information regarding parent involvement, prevention programs, and intervention models. For future studies, it may be beneficial to determine the history of adolescent dating violence, the roles parents play in either the victims or the perpetrators lives, prevention programs, as well as intervention options.

Chapter 3

Methodology

This chapter describes the method in which this study was conducted. This chapter consists of the research question, the research design, operational definitions, the sample used in the study, data collection procedures, and data analysis procedures.

Research Question

A prevalence study of adolescents in grades ten and twelve was conducted in an attempt to determine the prevalence rates of dating violence among teens having been in the relationship for three months or longer within the last year.

The definition of adolescent dating violence that I am using is "a pattern of repeated actual or threatened acts that physically, sexually, or verbally abuse a member of an unmarried heterosexual or homosexual couple in which one or both partners is between thirteen and twenty years old" (Levy, 1991, p. 4).

Research Design

This research project was designed as a descriptive study, using survey research to answer the research questions. The units of analysis were individuals who make up a couple having experienced dating violence. The survey design was used to obtain quantitative data from students in high school who had been in a relationship for three months or longer during the last year. The self-administered questionnaire was The Revised Conflict Tactics Scale, which is a standardized instrument used to gather data to determine prevalence rates of dating violence within a population.

Study Population

I surveyed adolescents in an affluent suburban high school. There are 1,699 students in the school, with 658 in tenth grade and 513 in twelfth grade. Most of the student body is Caucasian. Approximately 126 students received the questionnaire in one of the required health classes for tenth and twelfth grades. There is no possibility of the same student getting two surveys because only one teacher's students were surveyed. No student would be with this teacher twice on the same day of the survey.

Sample Population

I recruited a sample of the population by administering a survey to one of the required health classes for both grade levels. Each class had approximately twenty-five students in it so I handed out 126 surveys in five class periods in a single day.

The principal of the school offered assistance in determining the classes surveyed. My idea was that by surveying required classes there is a better chance to target every student in each grade level than maybe there would be if the survey was to be conducted in an elective class. The rationale in this is that certain people may take certain classes; for example, Physical Education and Home Economics may have more young men or young women in one compared to the other.

The type of sample I conducted was a convenience sample. Convenience sampling techniques offer random assignment of a pool of subjects who happen to be available and willing to

participate. With convenience sampling experimental results have to be viewed with caution regarding the extent to which they can be generalized to settings or populations beyond the study conditions (Rubin & Babbie, 1997). This is a nonprobability sample because there is no list of adolescents who have been in violent relationships.

To determine what class I would conduct the survey in I enlisted the help of the principal. It was decided that I would conduct the survey in one health class that was a requirement for students in all grade levels. This particular health class was chosen because it was beginning its family life unit in which a section of the curriculum was based on educating students on the subject of adolescent dating violence. I discussed the basis of my research during five different class periods throughout the day. These classes consisted of approximately 25 students in grades ten, eleven, and twelve. A total of 126 surveys were handed out for the students to complete at home.

This particular health class was selected because they were just beginning the family life unit which consists of two days of adolescent dating violence programming. I went to each class period to explain what I was doing, and then I handed out the consent form, the survey, the resource list, and a self-addressed stamped envelope. The students brought the information home for their parents/guardian to review. The parents/guardian signed the consent form, the students also gave ascent by signing, and returned the survey in the self-addressed

stamped envelope.

Data Collection Instrument

The Conflict Tactics Scales measures the extent to which partners in a dating, cohabiting, or marital relationship engage in psychological and physical attacks on each other and also their use of reasoning or negotiation to deal with conflicts. Because there are so many ways to resolve conflict, there must be a choice of conflict tactics because one cannot include every possible act in such an instrument. In The Original Conflict Tactics Scales the choice of the tactics to be measured was based on three modes of dealing with conflict. The first is the use of rational discussion, argument, and reasoning which is an intellectual approach to the dispute, this is called the "reasoning" scale. The second is the use of verbal and nonverbal acts which symbolically hurt the other, or the use of threats to hurt the other, this is called the "verbal aggression" scale. The third is the use of physical force against another person as a means of resolving the conflict, this is called the "physical aggression or violence scale".

The scale I used was the Revised Conflict Tactics Scale, which was developed by Murray Straus, Sherry Hamby, Sue Boney-McCoy, and David Sugarman in 1996. The scale that I used is one of the most widely used when measuring interpersonal conflict. The Revised Conflict Tactics Scale has "additional items to enhance content validity and reliability; revised wording to increase clarity and specificity; better differentiation between minor and severe levels of each scale; new scales to measure

sexual coercion and physical injury; and a new format to simplify administration and reduce response sets. Reliability ranges from .79 to .95. There is preliminary evidence of construct validity" (Straus, Hamby, Boney-McCoy, & Sugarman, 1996, p. 283).

Respondents answer the questions by circling the pertinent number from zero to seven. Zero is identified as this has never happened, one is identified as once in the past year, two is identified as twice in the past year, three is identified as 3-5 times in the past year, four is identified as 6-10 times in the past year, five is identified as 11-20 times in the past year, six is identified as more than 20 times in the past year, and seven is identified as not in the past year, but it did happen before. Any answer above zero for the first six questions means that there was some incidence of positive conflict resolution tactics involved. Any answer above zero for questions seven through eleven means that some incidence of emotional abuse tactics involved. Any answer above zero for questions twelve through twenty-five means that there was some incidence of physical abuse tactics involved.

Measurement

Random errors are a form of measurement error that has no consistent pattern of effects and that reduces the reliability of measurement. "The effect of random errors is not to bias our measures, but to make them inconsistent from one measurement to the next" (Rubin et al., 1997, p. 168). Random error may occur in the form of the measurement procedure being too cumbersome,

complex, or boring that the students answer the questions randomly just to get the survey over as quickly as possible. Another possible way to have random error occur is if the students don't understand the questions. They may answer a question randomly rather than leave it blank so they don't appear ignorant. They may also answer the wrong question.

There is also a possibility for systematic error to occur. "Systematic error occurs when the information we collect reflects a false picture of the concept we seek to measure, either because of the way we collect the data or the dynamics of those providing the data" (Rubin et al., 1997, p. 161). The most common way we systematically measure something other than what we think we are measuring is when biases are involved in the data collection. This may come in the form of the way we ask questions that predisposes individuals to answer the way we want them to.

The Revised Conflict Tactics Scale has good internal consistency. The coefficients are as high or higher than reliability's previously reported for the Original Conflict Tactics Scale" (Straus et al., 1996, p. 297). The psychological aggression scale is the least internally consistent of all the scales. The reason for this is because some items were selected to increase the diversity of the content of the scale rather than to increase the internal consistency reliability. The internal consistency reliability for The Revised Conflict Tactics Scale ranges from .79 to .95 (Straus et al, 1996).

The Conflict Tactics Scale was developed for adults,

however the scale has evidence of high reliability and good validity, which is true for adolescents according to Straus (1999). The authors of the Revised Conflict Tactics Scale conducted a pre-test to gather reactions to the items and suggestions for revisions. The questionnaire was given to sixty undergraduates. The participants were instructed to answer each item. The author's main interest was in the comments, revisions, and suggestions that the participants were to write on the questionnaire. Due to this feedback, the authors revised many items and eliminated other questions, which then resulted in the Revised Conflict Tactics Scale. Due to the various pre-tests conducted by the authors, I conducted a brief pre-test on approximately ten adolescents that I chose randomly on the various adolescent units at Fairview-University Medical Center.

The levels of measurement I studied included a nominal measure and an ordinal measure. Gender is a nominal measure. The grade level that is being studied is considered an ordinal measure because there is numerical distance between attributes that can be expressed in meaningful standard intervals. The rate of physical and psychological abuse is an ordinal measure because the number score does not correspond one to one with frequency.

In classifying the variables of the study, both gender and grade level are discrete variables. Raw number or percentage marginals are appropriate and helpful analyses. Calculating the mode would also be appropriate, but not very revealing (Rubin, 1997).

Data Collection

I administered the survey by enlisting the assistance of the teacher. The teacher informed the students of my name and asked for the students to please be respectful and listen to me. At the end of each class the teacher encouraged the students to complete the surveys in class if they were able and strongly encouraged the students that needed to bring the surveys home to return them to me. I spent the first ten minutes of each class period presenting my research and data collection instrument and answering questions students had at the time. I then handed out the surveys, the consent forms, the resource lists, and the self-addressed stamped envelopes to the students for them to return home. The students were asked to review the consent form with their parents/guardian and have them sign one copy and then the students gave ascent and signed the form. The students then completed the survey, they kept the resource list, and returned to me one copy of the consent form along with the survey in the self-addressed stamped envelope. There was no identifying information on the surveys, which would ensure anonymity.

Data Analysis

Due to the limited number of useable questionnaires, I will use descriptive data in my data analysis. I will compare the sample as a whole, in addition to tenth and twelfth grades in three categories, positive conflict resolution, emotionally abusive behaviors, and physically abusive behaviors.

Protection of Human Subjects

I submitted an application to the Institutional Review Board, which is intended to protect human subjects. After I received approval from the Institutional Review Board, I sent a consent form home with the students so their parents/guardian can state whether the students can participate in the study. On the consent form there was information on where the participants can call for help, if need be. Once that is complete, the survey is confidential because I have the signed consent forms that were mailed in with the survey.

Advantages and Disadvantages to Survey Research

In looking at the advantages and disadvantages of self-administered questionnaires there are a few. Advantages to self-administered questionnaires include the fact that they are usually inexpensive and quick as compared to other quantitative methods. A researcher has the capability of conducting a self-administered questionnaire without the help of another researcher. The last advantage of self-administered questionnaires is that it is also a good choice when working with sensitive issues, such as adolescent dating violence, because of the anonymity of the questionnaire. Due to the sensitive nature of the issue, some respondents may not feel comfortable in answering interview questions honestly, but with an anonymous, self-administered questionnaire they are more likely to answer honestly (Rubin & Babbie, 1997).

Some of the disadvantages of the self-administered questionnaire include the fact that there is hardly ever a 100%

return rate. Respondents may skip a question, which, in essence, would alter the results and may ultimately result in throwing out a question. A self-administered questionnaire may be difficult to utilize when the issue is a complicated one. When you are face to face with the respondent they have the opportunity to ask for clarification of the questions. With a self-administered questionnaire there is no opportunity for clarification so if a respondent doesn't understand a question they either guess or leave it blank. Another disadvantage to the self-administered questionnaire is that you are limited in your use of open-ended questions. This means you won't get the depth of responses you may want. One last disadvantage to a self-administered questionnaire is that you are not face to face with the respondent so you are not able to make important observations such as body language and living conditions (Rubin et al, 1997).

Some of the strengths of survey research include the ability to describe characteristics of a large population. "A carefully selected probability sample in combination with a standardized questionnaire offers the possibility of making refined descriptive assertions about a large population" (Rubin & Babbie, 1997, p. 363). Self-administered surveys make large samples possible. A large population is important for both descriptive and explanatory analyses (Rubin & Babbie, 1997). Whenever there are several variables to be analyzed at one time, it is important to have a large number of cases. A final strength to survey research is the researcher must ask the same

questions to all respondents. This is a strength because there are no variations in the questions given which means there will be no variations in the answers given.

Some of the weaknesses of survey research include the requirement for standardization. With standardized questionnaires the items many times represent the least common denominator in assessing people's attitudes, orientations, circumstances, and experiences (Rubin & Babbie, 1997). "By designing questions that will be at least minimally appropriate to all respondents you may miss what is most appropriate to many respondents" (Rubin & Babbie, 1997, p. 364). Due to this, surveys often times seem superficial in their coverage of complex issues. Surveys also are mostly unable to work in the context of social life. Very rarely can the researcher develop the feel for the total life situation that an interviewer may. Surveys can also be inflexible. A survey can not be changed throughout the whole survey. Finally, one last weakness of surveys is they cannot measure social action; they can only collect self-reports of recalled past action or of prospective or hypothetical action (Rubin & Babbie, 1997).

Chapter 4

Findings

Overview

This chapter presents the findings of the study. It contains the characteristics of the sample surveyed and graphic representation of the participant's responses and research findings using frequency distributions.

Characteristics of the Population

My research consisted of surveying adolescents at an affluent suburban high school. There are 1,699 students in the school, with 658 in tenth grade, 528 in eleventh grade, and 513 in twelfth grade. Most of the student body is Caucasian.

The principal of the school informed me of what class I would conduct my research in. It was determined that I would survey one particular health class taught by the same teacher for five class periods. This class was chosen because it was just entering into their family life curriculum that also addresses the issue of adolescent dating violence. The surveys were handed out in all five class periods to a total of 126 students. The classes consisted of all three grade levels.

There were 126 surveys distributed and twelve were returned. Having twelve surveys returned is a return rate of 9.5%. Six of the respondents were in tenth grade and six of the respondents were in twelfth grade. Eight of the respondents were female and

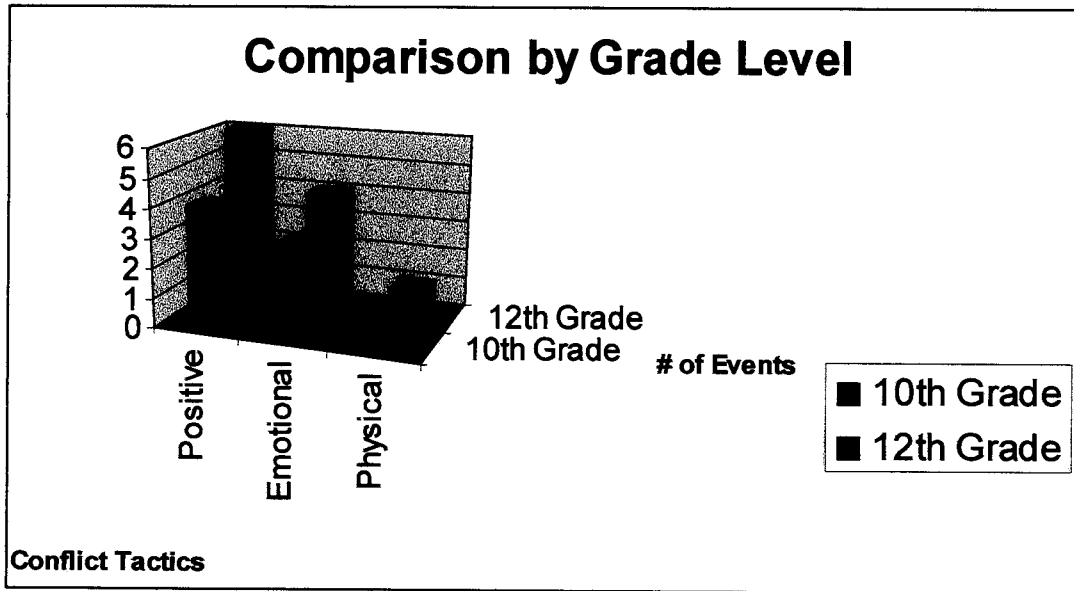
four of the respondents were male. Six tenth grade females returned surveys, while no tenth grade males returned surveys, there were no eleventh grade surveys returned at all, and two twelfth grade females returned surveys, while four twelfth grade males returned surveys.

Data Analysis

The question items can be broken down into categories with the first six questions falling into the positive conflict resolution category. Positive conflict resolution means that a conflict was resolved in a positive way with no verbally or physically abusive behaviors. The main idea of positive conflict resolution is to work out a problem by discussing it in a healthy way. Examples of these questions include "I showed my partner I cared even though we disagreed," and "said I was sure we could work out a problem." Questions seven through eleven fall into the emotional abuse category. Emotional abuse is defined as attempting to hurt the other's feelings. Examples of these questions include "insulted or swore at my partner," and "stomped out of the room or house or yard during a disagreement." Questions twelve through twenty-five fall into the physical abuse category. Physical abuse is defined as any forceful or violent physical action. Examples of these questions include "destroyed something belonging to my partner," and "grabbed my partner."

Findings

The whole sample consisted of twelve students. Ten out of the twelve students attempted positive conflict resolution techniques, seven out of the twelve students used emotionally abusive behaviors, and one out of the twelve students used physically abusive behaviors. By breaking the whole sample into grade levels, of the six tenth grade females who returned surveys four claimed to have engaged in positive conflict resolution techniques, while two answered "this has never happened." Three tenth grade females identified with engaging in emotionally abusive behaviors, while three answered "this has never happened." None of the tenth grade females identified with engaging in physically abusive behaviors (see table 1). Two twelfth grade females returned surveys and both identified with engaging in positive conflict resolution techniques. One twelfth grade female identified with engaging in emotionally abusive behaviors, while one answered "this has never happened." One twelfth grade female identified with engaging in physically abusive behaviors, while one answered "this has never happened." Of the four twelfth grade males who returned surveys all four identified with engaging in positive conflict resolution techniques. Three twelfth grade males identified with engaging in emotionally abusive behaviors, while one answered "this has never happened." None of the twelfth grade males identified



with engaging in physically abusive behaviors. Overall, twelfth graders in this study identified with positive conflict resolution techniques, emotionally abusive behaviors, and physically abusive behaviors more often than tenth graders did (see table 1).

Summary

The research instrument used in this study was The Revised Conflict Tactics Scale measuring interpersonal conflict in relationships. Of the 126 surveys handed out twelve were returned. Eight were female and six were male. Six were in tenth grade and six were in twelfth grade. This chapter describes the results of each group of questions.

This study involved adolescents who have been in a dating relationship for three months or longer within the last year. The intent of this study was to determine prevalence rates of adolescent dating violence at the school I was conducting my research at.

The findings suggest that there is a definite split in the levels of conflict between tenth and twelfth grades. Almost all of the participants identified that they had used positive conflict resolution methods within the previous twelve months. The twelfth graders answered with a higher number of occurrences. With the emotional abuse questions both tenth and twelfth graders identified that they had engaged in emotionally

abusive behaviors within the previous twelve months. The twelfth graders answered with a higher number of occurrences. For the physical abuse questions only twelfth graders identified that they had engaged in physically abusive behaviors within the previous twelve months.

Chapter 5

Discussion

Overview

This chapter discusses the findings of the study, including the strengths and limitations of the research, implications for future research, and implications for social work practice.

Key Findings

The results of this survey did not offer any new insight in terms of prevalence rates of adolescent dating violence. With such a small sample size I am not able to make any generalizable conclusions about the prevalence rates of adolescent dating violence at the school I conducted my research at.

There were six tenth graders who returned surveys, of the six that returned surveys four answered affirmatively to some of the positive conflict resolution questions and three answered that some emotional abuse had occurred in their relationships. Two tenth graders answered this has never happened for all twenty-five questions. There were six twelfth graders who returned surveys, of the six that returned the surveys all six answered affirmatively to some of the positive conflict resolution questions, four answered that some emotional abuse had occurred in their relationships, and one identified with the physically abusive questions. The literature suggests that the reason is tenth graders are just beginning their dating

relationships and that twelfth graders are in more committed relationships at this time (O'Keeffe et al., 1987). My limited results would also suggest this. In addition, tenth graders seem to have a lower level of conflict in their relationships. There are many possibilities for this. The literature suggests that some of the possibilities include age, developmental tasks, maturational level, and social and familial stressors (O'Keeffe et al., 1986). However, the evidence from current research points towards unacceptably high levels of dating violence in high schools across the country. Burcky, Reuterman, & Kopsky (1988) conducted a study and found that of the 123 respondents, 24% responded that they had been victims of dating violence on one occasion and 14.6% responded that they had been victims of dating violence on several occasions. In a different study conducted by Foshee (1996), 36.5% out of 698 females reported being a victim of dating violence, while 39.4% out of 700 males reported being a victim of dating violence.

Strengths and Limitations

A strength of this study is that I pioneered the application of this research in a classroom setting. With these results future researchers will be able to anticipate the difficulties in the next study. A conclusion that can be made is that due to the low response rate, it would not be sufficient to administer a questionnaire in a classroom setting.

A limitation of this study was the small sample size. I was only able to sample one class. This class had five class periods and I handed out 126 surveys. There are 1,699 students in the school, with 658 students in tenth grade, 528 students in eleventh grade, and 513 students in twelfth grade. I had such a small sample that even if I would have had a better return rate I wouldn't have been able to make a school-wide generalization about the prevalence rates of adolescent dating violence at this particular school. The reason for this is because I only handed out 126 surveys. There are 1,699 students at the school, the generalization that I could have made with a larger return rate would have been that dating violence has occurred at the school, to what extent would have been the question.

Another limitation was the fact that I was not able to administer the surveys in the classroom. I would have had a much higher return rate if I were able to collect the surveys in class. Some parents may be experiencing interpersonal conflict themselves therefore not wanting their children to participate in the study because of this.

Implications for Future Research

Although there was a lot of research on the subject of dating violence, there was not a lot of research on adolescent dating violence. It would be helpful to have more research on this population.

Research in this area is relatively new. A majority of the studies have counted cases in regards to lifetime prevalence. This allows for an estimation of the proportion of respondents who have ever inflicted or sustained physical violence in a dating relationship (Pirog-Good et al., 1989).

By administering the survey in a different way would have possibly enhanced the return rate of the surveys. An option may be to conduct the survey in a doctor's office where the student could consent on his or her own to participate in the study. Another option would be to have the survey be part of a curriculum in the school. For example, the health class I conducted my survey at was in their family life unit that the parents already gave their consent for. The survey could have been administered as part of that unit right in the classroom since the parents already offered their consent. I would then have been able to get the data in aggregate form and conduct a secondary data analysis. In this case, secondary data analysis doesn't need the parent's permission since it was granted initially for the original study.

Implications for Social Work Practice

It is difficult to make comparisons of data due to variations in sampling, research design, and analysis decisions. There are also various operationalizations of dating violence. For example, some researchers include only acts of physical

force as measures of violent behavior, some include threats of violence, and some include verbal aggression.

I can make some assumptions from the data that I collected. One assumption could be that the results of the data from this high school reflects the national data in that adolescents experience dating violence in at least one in ten relationships (Sousa, 1990).

Another assumption that can be made is that there is a need for dating violence prevention programs at all high schools. The high school that I conducted my research at has a two-day program on dating violence. This is the only program for the whole year. The more adolescents identify and practice positive conflict resolution techniques, the less likely the adolescent will engage in emotionally or physically abusive behaviors. By reinforcing the fact that negative conflict resolution is not acceptable behavior, adolescents are more likely to learn and utilize positive conflict resolution techniques. Students need to be taught about the long-term affects of adolescent dating violence, about the dangers of dating violence, and about staying safe if they are in or have been in an abusive relationship.

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The Revised Conflict Tactics Scale
IRB # 2000-22-1

Thank you for participating in this survey. Your responses will help assist in completing a research project on teenage dating violence. This is an anonymous survey, so please answer the following questions completely and honestly. If you have been in a dating relationship for three months or longer within the past year, please complete the following survey. If you have not been in a dating relationship for three months or longer within the past year, please just circle your grade level and the survey will be complete. Thank you!

For the purpose of this study, please state your grade level 10 11 12.

“This is a list of things that might happen when you have differences. Please circle how many times you did each of these things in the past year, and how many times your partner did them in the past year. If you or your partner did not do one of these things in the past year, but it happened before that, circle “7” (Straus, Hamby, Boney-McCoy, & Sugarman, 1995).”

How often did this happen?

- | | |
|---------------------------------|--|
| 1 = Once in the past year | 5 = 11-20 times in the past year |
| 2 = Twice in the past year | 6 = More than 20 times in the past year |
| 3 = 3-5 times in the past year | 7 = Not in the past year, but it did happen before |
| 4 = 6-10 times in the past year | 0 = This has never happened |

- | | |
|---|-----------------|
| 1. I showed my partner I cared even though we disagreed. | 1 2 3 4 5 6 7 0 |
| 2. Showed respect for my partner’s feelings about an issue. | 1 2 3 4 5 6 7 0 |
| 3. Said I was sure we could work out a problem. | 1 2 3 4 5 6 7 0 |
| 4. Explained my side of a disagreement to my partner. | 1 2 3 4 5 6 7 0 |
| 5. Suggested a compromise to a disagreement. | 1 2 3 4 5 6 7 0 |
| 6. Agreed to try a solution to a disagreement my partner suggested. | 1 2 3 4 5 6 7 0 |
| 7. Insulted or swore at my partner. | 1 2 3 4 5 6 7 0 |
| 8. Shouted or yelled at my partner. | 1 2 3 4 5 6 7 0 |
| 9. Stomped out of the room or house or yard during a disagreement. | 1 2 3 4 5 6 7 0 |
| 10. Said something to spite my partner. | 1 2 3 4 5 6 7 0 |

11. Called my partner fat or ugly. 1 2 3 4 5 6 7 0
12. Destroyed something belonging to my partner. 1 2 3 4 5 6 7 0
13. Threatened to hit or throw something at my partner. 1 2 3 4 5 6 7 0
14. Threw something at my partner that could hurt. 1 2 3 4 5 6 7 0
15. Twisted my partner's arm or hair. 1 2 3 4 5 6 7 0
16. Pushed or shoved my partner. 1 2 3 4 5 6 7 0
17. Grabbed my partner. 1 2 3 4 5 6 7 0
18. Slapped my partner. 1 2 3 4 5 6 7 0
19. Used a knife or gun on my partner. 1 2 3 4 5 6 7 0
20. Punched or hit my partner with something that could hurt. 1 2 3 4 5 6 7 0
21. Choked my partner. 1 2 3 4 5 6 7 0
22. Slammed my partner against a wall. 1 2 3 4 5 6 7 0
23. Beat up my partner. 1 2 3 4 5 6 7 0
24. Burned or scalded my partner on purpose. 1 2 3 4 5 6 7 0
25. Kicked my partner. 1 2 3 4 5 6 7 0



MEMO

9 June 2000

To: Stacy L. Johnson

From: Dr. Sharon Patten, IRB Chair
Phone: 612-330-1723

SKP

RE: Your IRB Application

Thank you for your response to IRB issues and questions. As we discussed via the phone, your study, "Thesis Research Proposal on Adolescent Dating Violence," was approved; your IRB approval number is 2000-22-1. Please use this number on all official correspondence and written materials relative to your study.

Your research should prove valuable and provide important insight into an issue in social work practice, planning, and policy. We wish you every success!

SKP:ka

cc: Michael Schock, Ph.D., Thesis Advisor

LAKEVILLE SENIOR HIGH SCHOOL

48

*... Dedicated to providing all students with an
appropriate, quality education.*

INDEPENDENT SCHOOL DISTRICT NO. 194
19600 IPAVA AVENUE WEST
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DEAN - FRANK MCCOLLOM 469-7983
DEAN - KARI HASTAD 469-7986
A.D. - CRAIG DEYOUNG 469-7989

HARRY MCLENIGHAN, PRINCIPAL
469-7980



February 21, 2000

To Whom It May Concern:

I have review the proposed study to be contact by Stacy Johnson.

Lakeville High School agrees to participate in the study as outlined in Ms. Johnson proposal.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jill".

Jill P. Johnson
Principal
469-7980

CONSENT FORM
IRB # 2000-22-1

As a student at Lakeville High School, you are invited to be in a research study involving prevalence rates of adolescent dating violence. You were selected as a possible participant because of your age and grade level. This study is being conducted by Stacy Johnson, a graduate student at Augsburg College in Minneapolis, as part of her thesis for the Master's of Social Work program.

Background Information:

The purpose of this study is to determine the level of violence among dating partners. I plan to conduct this survey in two required classes for all grade levels. The survey that will be administered is The Revised Conflict Tactics Scale.

Procedures:

If you agree to be in this study, I would ask you to do the following:

1. Bring the consent form, survey, and resource list home that I will hand out in class after explaining it.
2. Complete the consent form with all required signatures, parent/guardian included.
3. Complete all the questions on the survey that will take approximately ten minutes to complete.
4. Keep the resource list and one copy of the consent form for your records, if you would like.
5. Return the survey and one copy of the consent form in the enclosed, self-addressed stamped envelope **BY** April 17, 2000.

Risks and Benefits of Being in the Study:

This study may have emotional risks because it asks questions regarding dating relationships and how healthy or unhealthy they may be.

If at any time you feel uncomfortable, you are encouraged to stop participating in this study. If at any time you feel you need counseling or support services, a list of numbers will be distributed with the survey.

Direct benefits to participation in this study include a summary of the results of the study upon completion. If interested in this, please give me a call and ask for a copy. The school will also have a copy of the results on file.

Indirect benefits to participation in this study include your contribution to the knowledge of adolescent dating violence.

Confidentiality:

The records of this study will be kept private. The researcher will not have access to the names of the participants involved. The surveys will be confidential, but not necessarily anonymous. The data will be reported only in aggregate form with no identifying information. The surveys will be distributed by me in each class and returned to me in an enclosed, self-addressed stamped envelope. All written surveys will be destroyed upon completion of my thesis.

Voluntary Nature of the Study:

Your decision whether or not to participate will not affect your current or future relationship with Lakeville Senior High School or Augsburg College. If you decide to participate, you are free to withdraw from the study at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is Stacy Johnson. If you have any questions, you may contact Stacy at (612) 672-2700. Mike Schock, Ph.D., Assistant Professor, is Stacy's thesis advisor. He can be reached through the Augsburg College, Department of Social Work. Dr. Schock's phone number is (612) 330-1725.

Two copies of this form are enclosed. Please sign and return one and keep the other for your records.

Statement of Consent:

I have read the above information. I have asked questions and received answers. I consent to participate in this study. Participant sign below.

Signature of participant _____ Date _____
(If under age 18, parents must sign.)

Signature of parent or guardian _____ Date _____

Signature of researcher _____ Date _____

Resources for Adolescents
IRB # 2000-22-1

Advocacy Resources

WomanKind
Fairview Ridges Hospital (Burnsville)
(612) 892-2500

B. Robert Lewis House
Community Action Council (Eagan)
(651) 452-7288

Counseling Resources

Perspectives (St. Louis Park)
(612) 926-2600

Chrysalis (Minneapolis)
(612) 871-0118

Family and Children's Service (Hennepin County - various
(612) 884-7353 locations)

Family Services (Dakota, Washington, and Ramsey Counties -
(651) 222-0311 various locations)

Tim tenBroeke Balke (Edina)
(612) 743-9482

General Resources

The Bridge (Minneapolis)
(612) 377-8800

Project Off Streets (Minneapolis)
(612) 252-1200

Storefront (Hennepin County)
(612) 861-1675

Books

Creighton, A., & Kivel, P. (1992). Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents. Alameda, CA: Hunter House.

Levy, B. (1993). In Love and In Danger. A Teen's Guide to Breaking Free of Abusive Relationships. Seattle, WA: Seal Press.

Levy, B. (Ed.). (1991). Dating Violence: Young Women in Danger. Seattle, WA: Seal Press.

Pirog-Good, M. & Stets, J. (Eds.). (1989). Violence in Dating Relationships: Emerging Social Issues. New York: Praeger.

Network Against Teenage Violence. (1987). When Love Really Hurts: Teenage Dating Violence Curriculum Materials. Williston, ND: Family Crisis Shelter.

