

TEEN DATING VIOLENCE: THE WHO, WHAT, AND WHEN OF PREVENTION

A Dissertation by

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The following faculty members have examined the final copy of this dissertation for form and content, and recommend that it be accepted in partial fulfillment of the requirement for the degree of Doctor of Philosophy with a major in Psychology.

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DEDICATION

To my husband Eric; children Rachael, Kirsten, and Tristan; and parents Walter and Sylvia Burt.

An education is something no one can take away from you.

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ABSTRACT

Much of the research on teen dating violence has attempted to take the ideas associated with adult domestic violence and intimate partner violence and apply it to teen relationships. This research was conducted to discover the underlying dimensions of teen relationships and the violence that exists in these relationships in order to provide a conceptual idea of who should be targeted, with what information, and at what age with prevention efforts aimed at reducing teen dating violence. Wichita Kansas has implemented a variety of prevention and intervention strategies aimed at reducing the prevalence of teen dating violence in the community for almost a decade. Participants in this study were recruited from 6th through 10th graders who were scheduled to receive intervention curriculum in their schools. Several items from the General Youth Relationship Survey-Student Version (Hertzog, Matson, & Rowley) were analyzed using factor analysis to discover the underlying dimensions of teen dating violence. Physical/emotional abuse, monitoring and controlling behaviors, and relational entitlements were the key dimensions gleaned from this analysis. An examination of the factor score means with several student characteristics were also analyzed. Girls were found to witness more teen dating violence in their friend's relationships as well as hold more agreement with relational entitlements than boys. African American teens were more likely to report witnessing teen dating violence than Hispanic or white teens; however, Hispanic teens were more likely to report that a person has certain relational entitlements over their partner. This study also found that, in order to provide actual prevention, efforts should be targeted towards late elementary to early middle school-aged students.

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LIST OF ABBREVIATIONS

GYRS-S General Youth Relationship Survey-Student Version

TDV Teen Dating Violence

CHAPTER 1

INTRODUCTION

Teen Dating Violence

Teen Dating Violence is a growing social issue in our society (Centers for Disease Control and Prevention, 2009; Helpern, Oslak, Young, Martin, & Kupper, 2001; Hickman, Jaycox, & Aronoff, 2004; Prospero, 2006; Tjaden & Thoennes, 2000). The Centers for Disease Control & Prevention and the Violence against Women's offices have coordinated teen dating violence prevention initiatives in response to this epidemic. Private foundations have also recognized this problem and provided financial support to organizations to address this problem. Through multiple funding streams including local corporate sponsorships and collaboration, a Robert Wood Johnson Foundation grant, Sedgwick county grants, and a violence prevention grant (Domestic Violence Prevention Enhancements and Leadership Through Alliances) from the Centers for Disease and Control Prevention; Wichita Kansas has implemented a variety of prevention and intervention strategies aimed at reducing the prevalence of teen dating violence in the community for almost a decade. The current research sought to investigate attitudes, beliefs and witnessed behavior of teen dating violence by middle and high school students with the intention of providing information to programs and researchers attempting to prevent the acquisition of beliefs and attitudes that can lead to violence in adolescent relationships.

Historically, violence against women has been accepted as a private matter, not until the 1970's did this issue become a public concern. Patriarchal norms were seen as facilitating the acceptance of violence against women, and equality for women was seen as the answer to this problem (Schechter, 1983). Although the feminist movement brought mainstream attention to the issues, violence against women still exists (Carlson & Worden, 2005; Worden & Carlson, 2005). Furthermore, attention to violent relationships amongst different target populations has expanded, While dating violence among

teens has historically been viewed as rare, more and more evidence shows that intimate partner violence is normalized in adolescent relationships (Hickman et al., 2004).

Healthy relationships have been typically defined by what they are not, such as intimate partner violence (IPV), dating violence, and bullying/harassment, regardless if it is about adults or adolescents (Centers for Disease Control, 2009). Threats and actual physical, sexual, and/or emotional abuse between two people in a close and/or dating relationship is the typical definition provided for intimate partner and dating violence (Centers for Disease Control and Prevention, 2009; Krug, Dahlberg, Mercy, Zwi, & Lozano, 2002; Shorey, Cornelius, and Bell, 2008). More recently, the CDC provided a clear definition for a healthy relationship that includes trust, honesty, compromise, and respect as components.

Epidemiology

Prevalence

The prevalence of IPV and dating violence is well documented (Centers for Disease Control, 2009; Tjaden & Thoennes, 2000). Twenty-five percent of women and 8% of men have been raped and/or physically assaulted by a current or former spouse, cohabitating partner, or date, in their lifetime. Ninety-three percent of all intimate partner rapes or physical assaults in the U.S are against women. Adult IPV may be the result of a developed norm that violence is an effective means through which one partner can influence the other (Cornelius & Resseguie, 2007). Therefore, researching the aspects of adolescent unhealthy relationships may give rise to understanding adult relationship issues.

The Centers for Disease Control and Prevention (2008) reports that physical or sexual abuse by a dating partner is reported by one in five high school girls. One in eleven adolescents in America report victimization due to physical violence while one in four report verbal, physical, emotional, or sexual violence each year (Center for Disease Control and Prevention, 2008). In relation to teen dating violence, bullying and harassment is experienced by an estimated 30% of 6th to 10th graders in the United States

(Nansel et al., 2001; Salmivalli, Lagerspetz, Bjorkqvist, Osterman, & Kaukiainen, 1996). In 2005, 6% of high school students participating in a nationwide survey reported they did not go to school on one or more of the previous 30 days because they feared for their safety (Center for Disease Control and Prevention, 2005). Even though it is clear that adolescents experience violence in their romantic relationships, most of the research has focused on intimate partner violence among adults and college students (Hickman, Jaycox, & Arnoff, 2004).

Consequences

The consequences associated with IPV, dating violence, and bullying/harassment are numerous. According to the CDC, there is a tendency for victims to have reduced self-worth, self-esteem, cognitive abilities, and performance at work/school as well as increases in self-blame, depression, anger, and chronic gastrointestinal and cardiovascular conditions. Victims are at increased risk for injury and are more likely to engage in binge drinking, suicide attempts, physical fights, and unhealthy sexual activity. Abusive dating experiences during adolescence may disrupt normal development of self-esteem and body image and the perpetrators and victims often carry these unhealthy patterns of violence into future relationships (Cunradi, Caetano, & Schafer, 2002). The costs of this violence include \$4.1 billion in medical and mental health care services, \$1.8 billion in indirect costs of lost productivity or wages, \$727.8 million in lost productivity from employment, and \$130.8 million in lost productivity from household chores (National Center for Injury Prevention and Control, 2003). Only adult costs are provided though. Loss of academic achievement and future earnings, trust, social network building opportunities, feelings of self-worth, etc. are all aspects of adolescent experiences with violence and is not provided in national reports of economic impacts.

Risk and Protective Factors

Based on prior research, all levels of the ecological system contribute to the risk and protective factors associated with teen dating violence (Center for Disease Control and Prevention, 2008; Connolly, Friedlander, Pepler, Craig, & Laporte, 2010). Several of these factors are associated with attitudes concerning violence and social beliefs including antisocial beliefs and attitudes; authoritarian childrearing attitudes; and a tolerant attitude toward deviance (Center for Disease Control and Prevention, 2008). Specific attitudes about teen dating violence typically show an acceptance of mutual violence, male-to-female and female-to-male (Baynard, 2008; Connolly et al., 2010; O’Leary, Slep, Avery-Leaf, & Cascardi, 2008).

The risk factors associated with becoming a victim or perpetrator of IPV or dating violence is provided by the CDC (2008) and are numerous. A few of these risk factors are early aggressive behavior or emotional problems; poor behavioral control; antisocial beliefs and attitudes; exposure to violence and conflict in the family; authoritarian childrearing attitudes; low parental involvement and emotional attachment to parents; poor monitoring or supervision of children; social rejection by peers; peer’s low commitment to school; high concentrations of poor residents, levels of transiency and family disruption; low levels of community participation, and socially disorganized neighborhoods.

Feelings or beliefs of relational entitlements and proprietariness are other risk factors associated with the onset of teen dating violence (Buss & Shackelford, 1997; Shackelford, Goetz, Buss, Euler, & Hoier, 2005). Proprietariness is the idea that an intimate partner is viewed as property while relational entitlement is a belief based on the idea of proprietariness and is a presumption that one partner has rights over the other because of the relationship (Hannawa, Spitzberg, Wiering, & Teranishi, 2006). An example of proprietariness would be “I need to know where you are at all times,” while an example of relational entitlement would be “If I can’t have you, no one can.” Researchers have found that both proprietariness and entitlement attitudes and behaviors are prevalent in domestic violence cases and may

be attributed to teen dating violence (Hannawa et al., 2006; Wood, 2004). While personal attitudes are important in the perception of norms, norms associated with violence, including teen dating violence, that are already established in a community can significantly support intimate partner violence (Frye, 2007; Schwartz & DeKeseredy, 1997, 2000).

Some of the protective factors provided by the CDC (2008) include an intolerant attitude toward deviance; positive social orientation; connectedness to family or adults outside the family; ability to discuss problems with parents; perceived high parental expectations about school; frequent shared activities with parents; and consistent presence of parent when the child is awakening, arriving home from school, at mealtime, or going to bed; peers having good academic performance and commitment to school; and peer acceptance. Banyard, Cross, and Modecki (2006) found that the community provides protective factors through neighborhood monitoring and support and an attachment to the neighborhood school as well as social responsibility.

Violence Prevention and Intervention Strategies

Many interventions aimed at reducing intimate partner violence have focused on specialized populations such as fraternities, low socioeconomic status, African Americans, males, athletes, and substance abusers (Cunradi, Caetano, & Schafer, 2002, Moynihan & Banyard, 2008; Murphy, O'Farrell, Fals-Stewart, & Feehan, 2001). However, the medical model approach, working with pathological individuals, used in much of these interventions is ineffective at addressing the underlying problems of attitudinal and behavioral norms associated with intimate partner violence (Banyard, Plante, & Moynihan, 2004; Wolf et al., 2009) and they typically do not address issues associated with adolescent relationships (Hickman, Jaycox, & Aronoff, 2004; Smith, White, & Holland, 2003).

Much of the research on teen dating violence has attempted to take the ideas associated with adult domestic violence and intimate partner violence and apply it to teen relationships (Mulford & Giordano,

2008). Through self-report and observations, Mulford and Giordano (2008) found that teen relationships do not have the same power structure as adult relationships because neither partner is reliant on the other for finances or security and typically, children are not involved in the relationship. The researchers also reported that teens are characteristically inexperienced with relationships, have had fewer experiences at problem solving in relationships compared to adults, and teens rely more heavily on peer influence than do adults (Mulford & Giordano, 2008). Comparable to research on adult intimate partner violence, teen dating violence is generally measured by the number of acts and doesn't include control and manipulation variables, which limits the understanding of the inception of teen dating violence (Mulford & Giordano, 2008).

Prevention Strategies for Adolescents

Adolescent intimate relationships are springboards to adult intimate relationships and can have a major impact on the quality of relationships experienced in adulthood (Cornelius & Resseguie, 2007; Mulford & Giordano, 2008; Noonan & Charles, 2009; Smith, White, & Holland, 2003). Adolescents begin serious relationships without the tools necessary to protect themselves or inhibit unhealthy behaviors towards others (Noonan & Charles, 2009; Silverman, Raj, Mucci, & Hathaway, 2001; Wekerle & Wolfe, 1999). While sex tends to be the one area that schools and many parents have addressed with students, how a person should or should not be treated or treat others is typically not addressed (Banister, Jakubec, & Stein, 2003).

According to research conducted on prevention strategies with middle school youth, Noonan & Charles (2009) found that these youth are just beginning to start short-term relationships. Smith et al. (2003) found a definite need for prevention strategies to occur before college since adolescent victimization was a better predictor of later college victimization than even childhood victimization. Preventing dating violence in adolescence is most likely the best prevention for future domestic violence

in adult relationships and for the formation of equality-based relationships. (Smith et al., 2003; Wekerle & Wolfe, 1999).

As adolescents gain privileges associated with less adult supervision, more opportunities for intimate partner violence exist (Halpern, Oslak, Young, Martin, & Kupper, 2001; Hickman et al., 2004; Noonan & Charles, 2009). Noonan & Charles (2009) and other researchers (Underwood & Rosen, 2009; Wolf et al., 2009; Zurbriggen, 2009) suggest that prevention strategies with younger teens should generally focus on communication and conflict-resolution skill building within all types of relationships rather than incorporating these skills in the framework of romantic relationships. Hickman et al. (2004) also suggested that, due to developmental aspects of preteens, these prevention strategies can be difficult if the program focuses on dating because of the great difficulty in defining a dating partner at this age. More and more research is finding; therefore, that prevention strategies must start before high school (Hickman, et al., 2004; Noonan & Charles, 2009; O'Leary, Slep, Avery-Leaf, & Cascardi, 2008; Underwood & Rosen, 2009; Wolf et al., 2009; Zurbriggen, 2009); however, who should receive what prevention strategies is still being debated.

Prevention Strategies for Male/Female Adolescents

The prevalence of mutual violence in adolescent relationships has resulted in a great deal of research focused on the gendered aspects of teen dating violence (Capaldi, Kim, & Shortt, 2007; Hickman, Jaycox, & Aronoff, 2004; Kernsmith, & Tolman, 2011; Molidor & Tolman, 1998; Mulford & Giordano, 2008; Noonan & Charles, 2009; O'Leary, Slep, Avery-Leaf, & Cascardi, 2008; Reed, Raj, Miller, & Silverman, 2010; Zurbriggen, 2009). Much of the results of this research indicate that, while girls may perpetrate almost as much as or more than boys (Capaldi, Kim & Shortt, 2007) the physical impact of this violence is experienced more so by girls than boys (Molidor & Tolman, 1998). Some researchers believe that, since girls perpetrate as much as boys, that teen dating violence is not a valid

gender-based concern (Carney et al, 2006; O’Leary, et al., 2008; Romans et al., 2007; Straus, 2007, Straus & Ramirez, 2007; Whitaker et al., 2007); however, other research points out that this violence is extremely gender specific due to the consequences associated with the violence perpetrated by each sex (Munoz-Revas, Grana, O’Leary, & Gonzalez, 2007; Reed, Raj, Miller, & Silverman, 2010; Swan, Gambone, Caldwell, Sullivan, & Snow, 2008; White & Chen, 2002) and the motivation associated with the violence in regards to initiation (Capaldi, Kim & Shortt, 2007; Molidor & Tolman, 1998; O’Keefe & Treister), retaliation (Black & Weisz, 2004; O’Keefe & Treister, 1998), and self-defense (Makepeace, 1986; Molidor & Tolman, 1998).

Current Study

Based on this past research and collaborations between several partners associated with a steering committee charged with finding ways to reduce instances of domestic violence, Catholic Charities, partnering with Wichita State University, applied for and received several funding streams to provide teen dating violence prevention education to middle school adolescents in the USD259 school district. An exploration of norms associated with teen dating and teen dating violence was conducted through focus groups (Hertzog, Matson, Rowley, & Kehler, 2011). Information from these focus groups and previous research aided in the construction of the General Youth Relationship Survey-Student Version to capture factors associated with attitudinal and behavioral norms of teens in regards to teen dating violence. The survey consisted of sections associated with readiness to change, relational entitlement, proprietariness, and general attitudes about teen relationships as well as cyber usage, school climate, and marketing and branding. The marketing and branding focus was to determine if students recognized possible implemented student groups that were aimed at reducing teen dating violence and fostering healthy relationships such as Choose Respect and Start Strong. This descriptive study aims to gain a clearer understanding of the normative beliefs and attitudes as well as indirect exposure of teen dating violence

behaviors of adolescents who are in middle and high school in regards to intimate partner relationships by using factor analysis to determine the underlying factors associated with adolescent relationships and different forms of violence. It was expected that stable factors will emerge from the data based on attitudinal and behavioral norms concerning teen dating violence, that these norms change with age, and that there will be no difference in these norms based on student sex. It was also expected that witnessing of teen dating violence behaviors in a friend's relationship and agreement with relational entitlements will increase with age starting in middle school, supporting the idea that prevention and intervention strategies must begin in late elementary to early middle school.

CHAPTER 2

METHOD

Background

Through multiple funding streams including local corporate sponsorships and collaboration, a Robert Wood Johnson Foundation grant, Sedgwick county grants, and a violence prevention grant (Domestic Violence Prevention Enhancements and Leadership Through Alliances) from the Centers for Disease and Control Prevention; Wichita Kansas has implemented a variety of prevention and intervention strategies aimed at reducing the prevalence of teen dating violence in the community for almost a decade. Grant collaboration existed between Wichita State University, Catholic Charities, the Wichita Area Sexual Assault Center, and USD259. The school district, USD259, consists of a partnership between Safe and Drug Free, USD259 Administration, and participating school staff.

Participants

Participants in this study included 6th through 10th graders attending one of the intervention schools. Three middle schools and one high school were selected for participation in the project. This decision was based on previous collaborations, administrative support of the project, and the lack of prevention/intervention initiatives already present in the schools. Based on numbers received from USD259, the potential sample size of middle school students was 2,161 and high school students was 2,191. However, communication problems between the school safety department that was administering the surveys, the administration in each school, and the project manager, as well as difficulties obtaining parental consent, resulted in a sample size totaling 308 middle and high school students for this pilot data collection period. The final sample consisted of 11-15 year old middle (90.6%) and high school (8.7%)

students. There was a nearly equal representation of white and black students along with a comparable representation of Hispanic and multiracial students. For full demographics, see Table 1.

TABLE 1

INDIVIDUAL CHARACTERISTICS	
PERCENTAGE OF THE SAMPLE (N=308)	
Age	
11	20.6
12	30.5
13	27.4
14	14.3
15	3.1
Grade	
6 th	30.8
7 th	33.3
8 th	26.5
9 th	8.7
Race/Ethnicity	
White	29.3
Black/African American	26.5
Asian	7.5
Hispanic	19.3
Native American	1.2
Other	0.6
Mutliracial	15.0
Sex	
Male	43.6
Female	55.8

Measure

The survey used was developed by two sociology faculty members and myself in 2010. The General Youth Relationship Survey: Student Version (GYRS-S) was constructed based on prior focus groups conducted by the research team as well as an exhaustive search of the literature for previously used scales and measurement tools. In order to meet the needs of the research committee, several items were chosen that addressed readiness to change, relational entitlement, proprietariness, and general

attitudes about teen relationships as well as cyber usage, marketing and branding, and school climate. While much of the previous research used items requiring self-report, because our school district did not allow self-report items in the instrument, items were reworded to meet district restrictions and to reach an age appropriate reading level. Previous research conducted by the school district about school safety, teacher support, and school satisfaction, as well as previous research on school climates, aided in the construction of school climate items. From the full survey, I chose to focus on items related to attitudes and witnessed behaviors in order to study the overall factors associated with adolescent relationships in regards to teen dating violence. The full survey can be found in Appendix A.

Attitudes

Items based on the Readiness to Change Scale by Banyard, Moynihan, & Plant (2007) and the Relational Entitlement and Proprietariness Scales (REPS) (Hannawa et al., 2006) were used to measure student attitudes about teen dating violence topics. The GYRS-S used five items from the Readiness to Change Scale and seven items from the REPS (Table 2). Responses for the attitude items on the GYRS-S ranged from “Strongly Agree” to “Strongly Disagree” on a 4-point likert scale.

TABLE 2
TEEN DATING VIOLENCE ATTITUDE ITEMS

Readiness to Change Scale

- I don't think teen dating violence is a big problem for students at my school
- I don't think there is much I can do about teen dating violence at my school
- Doing something about teen dating violence is a parent's or teacher's job
- I think I should learn more about teen dating violence
- I take part in school activities to stop teen dating violence

Relational Entitlement and Proprietariness Scales

- A person has the right to know who their boyfriend or girlfriend is with when they are not with them
- A person has the right to know where their boyfriend or girlfriend is at all times
- It is okay to tell a boyfriend or girlfriend who they can or cannot talk to
- A person has a right to ask their boyfriend or girlfriend's friends how he/she acts when they are not with them

TABLE 2 (cont')

A person has the right to check their boyfriend or girlfriend's cell phone calls and text messages

A person has the right to check who their boyfriend or girlfriend is talking to on their facebook or myspace page

You have to show your boyfriend or girlfriend who is boss so they don't treat you bad

Behaviors

Items based on The Attitudes Towards Dating Violence Scales (ADV) (Price, Byers, & Team, 1999) and REPS were used to measure witnessed behaviors of teen dating violence by respondents. Nine items from the ADV and three items from the REPS used previously for the development of attitude items were used to construct the behaviors section of the GYRS-S (Table 3). Participants were asked to think about a friend in a relationship with an intimate partner and then asked questions about that friend's relationship. Six items used to measure these behaviors came from preliminary thematic analysis findings from focus groups conducted by the research team concerning teen dating relationships (Hertzog, Matson, Rowley, & Kehler, 2011). These items include how often from "never," "seldom," "sometimes," to "often" the respondent witnessed their friend do the behaviors (Table 3).

TABLE 3

TEEN DATING VIOLENCE BEHAVIOR ITEMS

Thematic Analysis of Focus Groups

Send a text message, an email, or posted something online that would embarrass him or her

Did something to try to make him or her feel jealous

Threatened to commit suicide if the girlfriend/boyfriend broke up with them

Threatened to breakup with their boyfriend/girlfriend if she or he didn't do what your friend wanted

Did things to test how much their boyfriend or girlfriend loved them

Attitudes Towards Dating Violence Scales

Threatened to hit or throw something at her or him.

Kept the boyfriend and girlfriend from spending time with friends.

Insulted, put down, swore at, or made fun of him or her.

Threw something at him or her.

TABLE 3 (cont')

Pushed, grabbed, or shoved her or him.

Ignored their boyfriend or girlfriend until he or she gave in and did what your friend wanted.

Slapped, hit, punched or kicked her or him.

Kept track of who she or he was with when she or he was not with them.

Kept track of where he or she was when he or she was not with them.

Relational Entitlement and Proprietariness Scales

Talked to their boyfriend or girlfriend's friends about how he/she behaves when your friend is not around

Checked their boyfriend or girlfriend's cell phone calls and text messages

Checked who their boyfriend or girlfriend is talking to on their facebook or myspace page

Procedure

This study was approved by both the Wichita State University Institutional Review Board and the Unified School District 259 Institutional Review Board. The study incorporated data collected through a survey beginning in October of 2010. Data collection efforts were organized in collaboration with the school district. At the beginning of the school year, all students were invited to participate in the study by their homeroom teacher, another school staff member, or a member of the research team. During recruitment, students were presented with an overview of the study including a section-by-section explanation of the informed consent form. Informed consent forms were then sent home with students to give to their parents. Students with completed consent forms were provided assent forms to sign and surveys to complete in either their physical education class, their consortium class, or their seminar class. Survey administration was coordinated by a member of the research team and the USD 259 department of Safe and Drug Free Schools. Estimated completion time for the survey was approximately 30 minutes. While some identifying information was obtained at the time of survey administration, no identifying information will be released to any parties through any method of dissemination of findings. All participating students at each school had the chance to win a \$50 gift card, which was provided by the grantee Catholic Charities.

This study is looking at the factors associated with teen dating violence in relation to adolescent characteristics. I extracted the items listed above to examine the underlying dimensions of teen dating violence and relate these dimensions to age, grade, gender, and race. Findings from this study will be useful in determining who should be targeted with prevention at what age and with what information.

CHAPTER 3

RESULTS

Data cleaning and screening was conducted according to methods prescribed by Tabachnik (2005). An evaluation of missing data was completed before analysis and was determined to be random; however, due to an error in survey construction, one item was systematically missed. “Teen dating violence is a problem” was skipped by some students because of an instruction on a previous question that stated to skip to the wrong number in the survey. This error was discovered early in the administration process and corrected. The surveys were then reprinted and subsequent administrations did not produce this anomaly. Only the results from those who answered the question are reported in descriptive analysis and more advanced analysis used in this paper is not impacted by missing data; therefore, all cases were used in analysis.

Readiness to Change

Survey results (Table 4) indicated that over half of the students reported they had dated in the past, while only 21% of students reported they were currently dating and nearly 70% reported that parents don't believe that having a boyfriend or girlfriend is important. Nearly a fourth of surveyed students missed responding to the statement that teen dating violence is a problem; however, only 10% of those misses were due to an error in instruction on the survey. Once the error was discovered, the surveys were corrected and reprinted. Of those who did answer the question, over a third of students believed this a problem, over half reported they feel it is a teacher or parent's job to solve the problem, and almost 60% believed there is nothing they can personally do about the problem. A majority of students reported they cannot do anything about teen dating violence or it is an adult's responsibility to solve the problem. Most of the teens reported not being involved in activities focused on stopping teen dating violence and many stated they should learn more about teen dating violence.

TABLE 4

READINESS TO CHANGE INDICATORS
PERCENT OF SAMPLE

Indicator	%	N
I have had a boyfriend or girlfriend	57.8	303
Dating Violence is a problem	34.7	235
Nothing I can do about violence	57.1	303
It's a teacher/parent's job to stop TDV	56.8	304
Active in stopping TDV	21.2	302
Should learn about TDV	60.4	303
Parents believe having a partner is not important	67.9	305

Note: TDV=Teen Dating Violence

Prosocial Bystander Behavior

The intention to be an “upstander,” which is someone who will not stand by and watch something violent occur or continue, is related to a person’s readiness to change. According to the survey, the likelihood of teens to step in and tell a friend that they are concerned about an intimate relationship their friend is in or to tell their friend about community resources that can help with the relationship was less than half. Over half of teens reported they would likely tell a trusted adult if their close friend was in an unhealthy relationship. Telling a perpetrator that the way they are behaving is wrong as well as stepping in to stop a heated argument, were reported to be the most likely behaviors to occur. See Table 5 for likelihood percentages for those who strongly agreed or agreed to each intention.

TABLE 5

LIKELIHOOD OF BEING AN UPSTANDER
PERCENT OF AGREEMENT

Intention	%	N
Provide resources to someone in an unhealthy relationship	45.7	303
Step in to stop an argument that is escalating	64.0	301
Tell an adult about another person's unhealthy relationship	55.8	302
Tell a friend that their friend's relationship is unhealthy	39.0	296
Tell a perpetrator that their behavior is wrong	61.1	303

Relational Entitlement

Several items in the survey were aimed at determining how teens view the rights they may have over a boyfriend or girlfriend. As seen in Table 6, a majority of teens reported on the survey that they either strongly agree or agree with a right to ask a person's friends about what their partner is doing or who they are with when they are not together. More teens reported agreement that a person has the right to know who their partner is with when they are apart than where their partner is when they are apart. Over a third of teens reported that they either agree or strongly agree with the right a person has to check a partner's social networking site to see who they are talking to; however, only about a fifth of teens stated agreement with the right to check a partner's cell phone usage. While a large percentage of teens reported that a person has the right to know who their partner is with when they are apart, a considerably smaller percentage of teens stated that they agree with a person's right to tell their partner who they can talk to.

TABLE 6

AGREEMENT ON RELATIONAL ENTITLEMENTS
PERCENT OF SAMPLE

Entitlement	%	N
Ask friend about partner when apart	63.3	305
Check cell phone usage	21.8	307
Check social networking site	34.4	308
Where partner is when apart	31.9	302
Who partner is with when apart	55.9	304
Who partner is allowed to talk to	13.3	304

Witnessed Behaviors

Teens reported witnessing behaviors associated with testing the love of a partner, talking to a partner's friends about their partner's behavior when they are apart, or behaviors to make a partner jealous more often than behaviors associated with abuse such as pushing, shoving, and slapping. Approximately a third of teens reported that their friend's relationships included controlling behaviors such as checking a cell phone or social networking site, insulting a partner, keeping a partner from spending time with friends, or tracking where their partner is at all times. Physical violence was reported witnessed by teens in their friend's relationships less frequently with threats of physical harm more likely than actual physical violence. Table 7 shows the percentages of behaviors witnessed at least sometimes or often in their friend's relationships.

TABLE 7

WITNESSED BEHAVIORS IN FRIEND RELATIONSHIPS
PERCENT OF SAMPLE

Behavior	%	N
Pushed, grabbed, shoved partner	26.6	303
Slapped, hit, punched or kicked partner	15.9	300
Threw item at partner	17.2	303
Threatened to harm	23.1	306
Sent inappropriate text	18.8	303
Insulted partner	34.0	305
Threatened suicide to control partner	10.0	300
Threatened to breakup to control partner	19.1	300
Ignored partner to get control	25.4	302
Talked to friends about partner	46.7	306
Checked cell phone	32.1	307
Checked site	36.8	306
Made partner jealous	50.7	300
Tested love of partner	43.6	299
Kept from spending time with friends	32.9	305
Tracked who partner is with	25.9	299
Tracked where partner is	28.2	298

School Climate

Since school climate can indicate issues that may induce or reduce violent factors, several items were examined. A large majority of teens reported they feel safe at school (Table 8). Half of students reported that bullying is a problem in their school. Surveyed students reported that kids in school are mean and there is bumping and pushing that occurs in the hallways, while nearly 80% of students stated that adults in the school stop bullying when it occurs and over 90% reported that teachers at the school care about them. Over two-thirds of students reported that they have a trusted teacher with whom they

can talk to about their problems. Students also reported that their parents have an overall positive perception about the school and teachers in general and the students themselves reported that they believe the principal is a good leader. See table 8 for percentage of strongly agree or agree responses on these items.

TABLE 8
AGREEMENT ON SCHOOL SOCIAL SUPORT AND SAFETY
PERCENT OF SAMPLE

School Climate	%	N
Social Support		
My parents like the school	84.0	300
My parents like the teachers	83.1	302
The principle is good	90.4	302
I have a teacher I can share problems with	67.7	300
Adults stop bullying in school	77.5	303
Teachers care about me	91.1	302
School Safety		
I feel safe in school	85.8	302
Bumping and pushing happens in the hallways	65.3	300
Bullying is a problem	50.7	303
Kids are mean at school	58.8	302

Factors

This study aimed to find the underlying patterns of teen dating violence and relate these patterns to other variables in the study; therefore, a common factor analysis was used. Velicer's (2000) minimum average partials test (Appendix C) with O'Connor's SPSS syntax and Cattell's (1966) scree test (Appendix D) were used to determine the number of factors to extract. Based on these tests, principal

axis factoring was used to extract three factors that were rotated using a Promax with Kaiser Normalization rotation procedure.

Variables with weights greater than or equal to .40 were included in the interpretations of factors. The factors that surfaced from the attitude and behavior items were: physical and emotional abuse, monitoring and control, and relational entitlement. Twenty-one out of 24 items had prominent factor loadings on one factor (Table 9). Tables 9 and 10 contain summaries of the factor pattern matrix and factor correlations. The full factor pattern can be found in Appendix E.

TABLE 9

FACTORS FOR TEEN DATING VIOLENCE ITEM FACTOR LOADINGS

Factor Loadings	Item
Factor 1 Physical and Emotional Abuse	
<i>How often did you see or were you told that your friend did one of the following with a boyfriend or girlfriend</i>	
.861	Threatened to hit or throw something at him/her.
.779	Threw something at him/her.
.730	Slapped, hit, punched or kicked him/her.
.696	Pushed, grabbed, or shoved him/her.
.656	Insulted, put down, swore at, or made fun of a him/her.
.652	Sent a text message, an e-mail, or posted something on-line that would embarrass him/her.
.528	Threatened to commit suicide if the girlfriend/boyfriend broke up with them.
.439	Threatened to break up with their boyfriend or girlfriend if she or he didn't do what your friend wanted.
.406	Kept the boyfriend or girlfriend from spending time with friends.
Factor 2 Control and Monitoring	
.662	Kept track of who she or he was with when she or he was not with them.
.644	Kept track of where their boyfriend or girlfriend was when he or she was not with them.
.495	Did things to test how much their boyfriend or girlfriend loved them.
.443	Ignored their boyfriend or girlfriend until he or she gave in and did what your friend wanted.
.441	Checked who their boyfriend or girlfriend talked to on Facebook or Myspace.
.413	Talked to their partner's friends about how he/she behaves when your friend is not around.
.412	Checked their boyfriend or girlfriend's cell phone calls and text messages.

TABLE 9 (cont')

Factor Loadings	Item
Factor 3 Relational Entitlement	
.687	A person has the right to check who their partner is talking to on their facebook or myspace page.
.658	A person has the right to check their boyfriend or girlfriend's cell phone calls and text messages.
.587	A person has the right to know where their boyfriend or girlfriend is at all times.
.521	It is okay to tell a boyfriend or girlfriend who they can or cannot talk to.
.410	A person has the right to know who their boyfriend or girlfriend is with when they are not with them

The “Physical and Emotional Abuse” factor contains 9 items all associated with physical harm or threats of physical harm. The highest factor loadings in this factor include threatening to hit or throw something at their partner (.861); throwing something at their partner (.779); slapping, hitting, punching, or kicking a partner (.730); pushed, grabbed, or shoved a partner (.696); insulted, put down, swore at, or made fun of a partner (.656); and sent a text to embarrass a partner (.652). Seven items loaded on the factor called “Monitoring and Controlling” and are associated with tracking who their partner is with or where they are when they are apart as well as checking who their partner is talking to via a cell phone or social networking site. The items that loaded the highest on this factor included that a friend kept track of who his/her partner is with when they are apart (.662) and where their partner is when they are apart (.644). The third factor, “Relational Entitlement,” contain 5 items associated with the rights a person has over their partner. The highest factor loadings on this factor included the right to check a partner’s social networking site (.687) and cell phone (.658) to see with whom their partner is talking.

TABLE 10

FACTOR CORRELATION MATRIX FOR THREE FACTORS			
	Physical and Emotional Abuse	Monitoring and Control	Relational Entitlement
Physical and Emotional Abuse	-		
Monitoring and Controlling	0.632	-	
Relational Entitlement	0.073	0.232	-

Note: Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiser Normalization.

Gorsuch's (1983) method for evaluating the stability of factors and the ability to replicate in other samples was used by computing the correlations between the factor scores and the factors (R_{fs}). The better the estimation of factor scores, the closer the R_{fs} will be to the factor correlation matrix. The diagonal for the R_{fs} contains the multiple R for the variables predicting the factors and thus represents a measure of internal consistency and is often interpreted as an α coefficient. The results indicated acceptable values for all three factors with factor 3 having the lowest value. These results indicate the factors are likely replicable in a new sample. The R_{fs} matrix is displayed in Table 11.

TABLE 11

R_{fs} MATRIX FOR THREE FACTORS FROM 24 ITEMS			
Physical/Emotional Abuse	0.86174	0.583	0.06751
Monitoring and Control	0.60432	0.77372	0.20699
Relational Entitlement	0.07313	0.21631	0.67793

Means by Sex

Since the focus of this study is to determine who should receive prevention efforts with what topics and at what age, an examination of relationships between factor scores and several student characteristics was conducted. A look at the factor score means for males and females separately can be seen in Table 12 and Figure 2. Results indicate that females witness physical and emotional abuse as well

as monitoring and controlling behaviors in their friend’s relationships more so than males do. Females also reported agreeing with the idea that teens who are in a relationship have rights over their partners. However, according to an independent samples t-test, the difference between the mean scores of males and females on each of the factors is not statistically significant; physical/emotional abuse ($t(265) = -1.567, p = .026$); monitoring and controlling ($t(265) = -1.346, p = .015$); and relational entitlement ($t(265) = -1.404, p = .818$).

TABLE 12

FACTOR SCORE MEANS BY SEX

Factor	Male (N=122)	Female (N=156)
Physical/Emotional Abuse	-.105 (.850)	.073 (1.025)
Monitoring and Control	-.092 (.793)	.095 (1.016)
Relational Entitlement	-.104 (.836)	.070 (.902)

Note: Standard deviations in parentheses

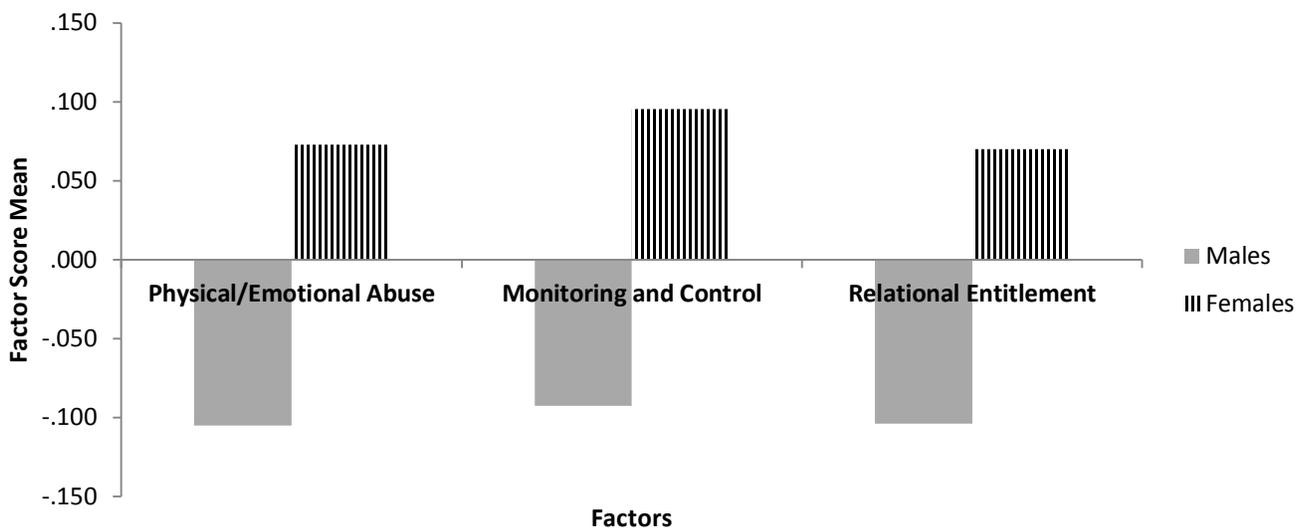


Figure 1. Factor Score Means Plot by Sex.

Means by Race

Due to the limited number of Native American, Asian, and “Other” races, calculations for factors scores are not reported. As seen in Table 13 and Figure 2, African American teens reported more witnessing of physical and emotional abuse as well as monitoring and controlling behaviors than white teens and white teens reported more witnessing of both types of these behaviors than Hispanic teens. However, Hispanic teens reported a greater belief in entitlements than African American teens and especially greater than white teens. Based on the plot in Figure 2, we wanted to assess if Hispanic teens were significantly different than other teens. According to an independent samples t-test, the difference between the mean scores of Hispanics and all other races/ethnicities on each of the factors is not statistically significant; physical/emotional abuse ($t(265) = .978, p = .119$); monitoring and controlling ($t(265) = 1.208, p = .294$); and relational entitlement ($t(265) = -1.302, p = .401$).

TABLE 13

	FACTOR SCORE MEANS BY RACE					
	Physical/Emotional Abuse		Monitoring and Control		Relational Entitlement	
White (93)	-0.084	(0.957)	-0.113	(0.894)	-0.162	(0.814)
African American (81)	-0.068	(0.857)	-0.035	(0.832)	-0.013	(0.809)
Hispanic (59)	-0.153	(0.798)	-0.150	(0.767)	0.187	(0.967)
Asian (22)	0.578	(1.234)	0.680	(1.294)	0.136	(0.862)
Native American (4)	0.299	(1.601)	-0.275	(0.779)	-0.432	(0.963)
Other (2)	-0.510	(0.065)	-0.786	(0.006)	-0.576	(1.084)
Multiracial (45)	0.084	(0.984)	0.219	(0.976)	0.092	(0.969)

Note: Standard deviations in parentheses

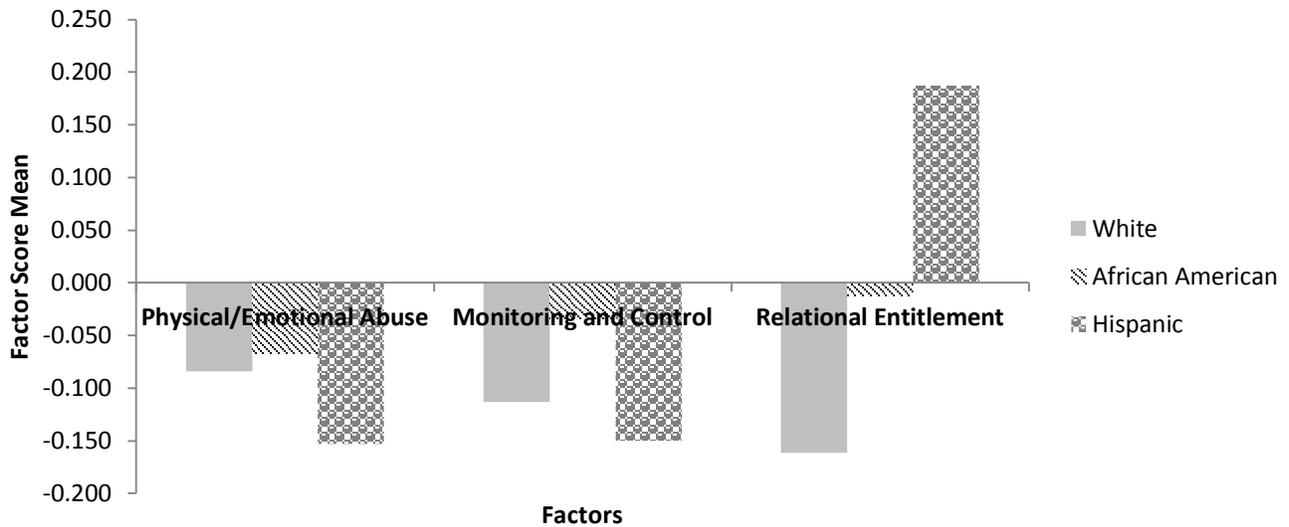


Figure 2. Factor Score Means Plot by Race/Ethnicity.

Correlations/Means by Age and Grade

Statistically significant correlations existed between student age and all three factors and, except for “Relational Entitlement,” grade level was also significantly correlated with the factors (see Table 14). Factor score means by grade indicate that all factors become relevant at 7th grade. The effect sizes, however, were relatively small.

TABLE 14

CORRELATIONS BY AGE AND GRADE						
Factor	Age		Effect Size	Grade		Effect Size
Physical/Emotional Abuse	0.256	**	0.066	0.259	**	0.067
Monitoring and Control	0.270	**	0.073	0.280	**	0.078
Relational Entitlement	0.122	*	0.015	0.104		0.011

*p<.05; **p<.01

According to the survey results, a linear relationship exists with teens in lower grade levels reporting fewer instances of all behaviors and relational entitlement beliefs than teens in higher grades

levels. However, seventh and eighth grade teens reported similarly in regards to the belief that adolescents who are in a dating relationship have certain relational entitlements over their partner (Figure 3).

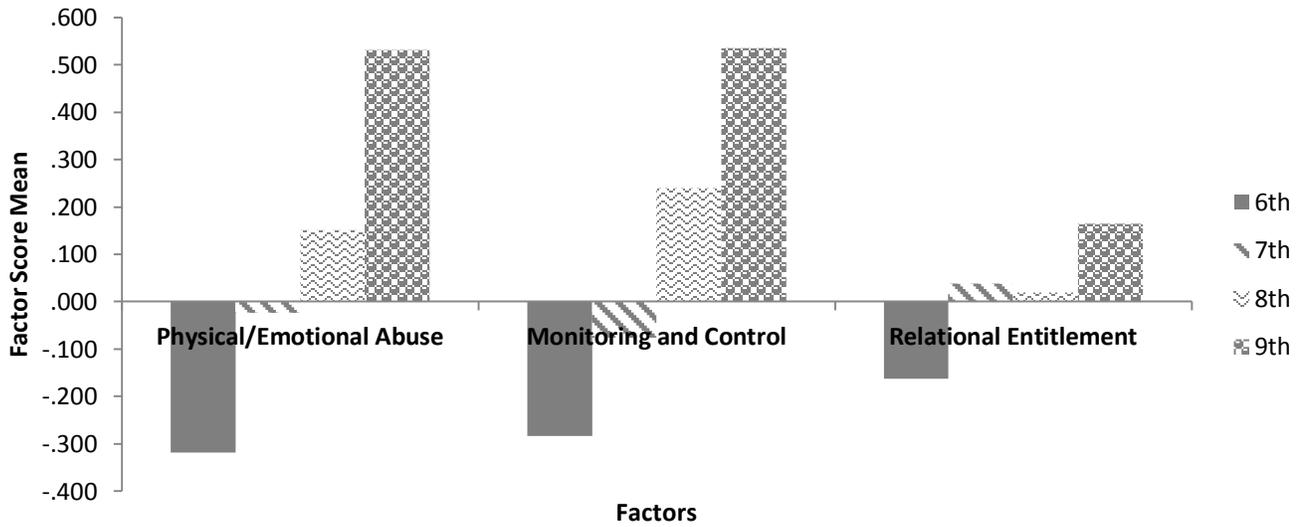


Figure 3. Factor Score Means by Grade.

CHAPTER 4

DISCUSSION AND CONCLUSIONS

In order to effectively impact the phenomenon of teen dating violence, prevention must occur before the development of beliefs and behaviors that lead to unhealthy relationships (Noonan & Charles, 2009). Developmentally, it is common for adolescents to begin dating in school and with cross-gender groups (Connolly, Craig, Goldberg, & Pepler, 2004) and by the end of high school, approximately three-fourths of all U.S. adolescents state they have experienced some type of romantic relationship (Bouchey & Furman, 2003). This is consistent with this study's findings that over half of the teens in this study indicated some type of experience with having a boyfriend or girlfriend. While many teens agree teen dating violence is a problem (34.7%) an overwhelmingly percentage are not involved with activities focused on stopping teen dating violence (21.2%), and the majority feel it is an adult's responsibility to stop this phenomenon (56.8%). Thus, based on this study, it appears that teens believe it ultimately requires adults to step in to stop the occurrences of TDV.

Banyard (2008) found that skills must be developed in order to know how and when to step in when there is a problem between intimate partners. Therefore, teaching conflict resolution and communication skills may empower teens so they know how to change this phenomenon of TDV. For example, learning to go to a trusted adult when there are problems is one area where this skill building could help. This study showed a dissonance between teens beliefs and future upstander intentions. As stated previously, a majority of teens believe teachers and parents must stop TDV; however, only 55.8% of teens stated they would tell a trusted adult about a friend's problem with TDV. Prevention strategies need to focus on fostering a culture within the school that encourages upstander or prosocial bystander behavior.

While a majority of students reported that they do not agree with engaging in unhealthy relationship behaviors (i.e. right to check a cell phone 21.8%, ok to tell a partner who they can talk to 13.3%), the percent witnessing controlling types of behaviors and the percent of agreement with a person's right to control their partner was higher. For example, students reported that their friends had made a partner jealous (50.7%) and tested the love of a partner (43.6%) as well as believed in the right to find out how a partner behaved when the couple was apart by talking to their partner's friends (63.3%) and the right to know where a partner is when they are apart (55.9%). This discord between beliefs and behaviors coincides with previous research that shows a consistent conflict between what people say they believe about dating violence and what they actually do (Schumacher & Slep, 2004).

Who to Target

While both girls and boys in this study reported witnessing abusive and controlling behaviors, girls reported witnessing these behaviors more so than boys. One possible explanation for this contrast is that, while teen dating violence tends to occur across both sexes (Capaldi, Kim & Shortt, 2007), girls are more likely to be physically harmed by violent behaviors and be more sensitive to the perpetuation of violence in relationships (Molidor & Tolman, 1998). Another explanation for the differences between boy's and girl's reported witnessing of these behaviors could be a lack of acknowledgement by boys that these types of behaviors are occurring. Girls tend to participate in personal disclosure more so than do boys resulting in more opportunity to know that these behaviors are occurring in their friend's relationships (Rose, Swenson, & Robert, 2009). Finally, another aspect that may explain the differences between boys and girls is that boys may simply not be interested in dating yet at this age, whereas girls are; thereby, experiencing more possible exposure to TDV (Foshee & McNaughton Reyes, 2009).

Interestingly, when looking at race and ethnicity, Hispanic teens reported a stronger belief system in relational entitlements than other teens and African Americans reported more witnessed behaviors than

all other teens. This information is important for the development of preventions and interventions with different cultures. Developing cultural competence among prevention strategies, curriculums, and service delivery personnel is vital to the success of an intervention or prevention program (Betancourt, Green, Carrillo, & Ananeh-Firemong, 2003). Particularly for Hispanics and still somewhat for African Americans, the more acculturation that has occurred for females, the more likely they are to experience victimization in their relationships. An explanation for this finding may be related to the assertiveness by females in America that does not correlate well with male machismo in Hispanic cultures (Sanderson, Coker, Roberts, Tortolero, & Reininger, 2004) or females are pressured to protect their socially victimized males regardless of what those males are doing to them (Bell & Mattis, 2000).

When to Target (Age and Grade)

Students in this study reported more awareness of emotional and controlling behaviors in their friend's relationships than actual physical abuse. This divergence may be due to the grade level of the participants; the majority of participants were in either 6th or 7th grade. As seen in Figure 3, after 7th grade, both monitoring and control behaviors as well as physical and emotional abuse behaviors are apparent in relationships far more often than before 7th grade, which supports the hypothesis that the use of violence in teen intimate partner relationships increases as the individual ages. The correlations (Appendix B) also show that as grade level increases, witnessing of these behaviors also increases. Based on biological aspects of development, adolescents in 6th and 7th grade are likely to be only at the beginning of developing interests in intimate relationships, whereas those in later grades may have already developed those interests. The belief system about a social issue will develop before the actual behaviors associated with that issue through observation and experience (Bandura, 1973). Therefore, these participants appear to be developing those belief systems concerning appropriate behavior in a dating relationship.

Increased opportunities for romantic relationships as teens get older is another possible explanation for the increases in witnessed behaviors. Restrictions by adults and fewer moments of privacy for younger adolescents most likely provide the protection needed to reduce the instances of abusive and controlling behaviors. According to our findings, beliefs about the rights of an individual over their partner, however, appear to emerge around the age of thirteen. In support of this study's hypothesis, these findings suggest that prevention strategies to address healthy and unhealthy intimate relationship beliefs should begin no later than late elementary or the beginning of middle school (6th grade) with follow-up activities aimed at specific age-appropriate behaviors each year through middle school and into high school. This is slightly different from other research that suggests 8th grade is the most opportune time to begin prevention (Foshee & McNaughton Reyes, 2009); however, if prevention efforts include topics such as bully and aggression prevention, this study supports other research (Connolly, Pepler, Craig, & Taradash, 2000) that states prevention efforts should begin in late elementary school.

What to Target (Topics and Concepts)

The findings of factor analysis imply that there are three dimensions of concern associated with teen dating violence on which students vary. According to the correlations among factors (Table 10), when monitoring and controlling behaviors are apparent in a relationship, physical and emotional abuse are also highly likely to occur ($r = .632$). However, the belief of certain relational entitlements appears to be independent from the occurrence of physical or emotional abuse ($r = .073$) and mostly independent from monitoring and controlling behaviors. ($r = .232$) Consequently, simply believing that a person has certain rights over their partner does not imply that the person will act on those beliefs. Measuring adolescents on these three continuums would allow prevention strategies to be tailored to a particular population.

The students in this study indicated a willingness to use more confrontational means of intervening when they see violent behaviors in their friend's relationships (i.e. likely to stop an argument 64%, likely to tell a perpetrator they are wrong 61.1%). Also, while a high percentage of teens agreed that adults stop bullying when it occurs in school (77.5%), this indicates that nearly 25% of students feel that adults could do more. These findings, along with the fact that students reported that bullying was a problem in their school, (50.7%) are alarming. Although this study focuses on teen dating violence in particular, it is important to discuss bullying, since this is a behavioral precursor to dating violence (Foshee & McNaughton Reyes, 2009). While over two-thirds of the teens in this study reported they had a teacher they could talk to about a problem (67.7%) only 55.8% of teens stated they would tell a trusted adult about a problem their friend was having in a relationship. Since teens also reported that teachers care about their success (91.1%), anti-bullying and teen dating violence programs need to encourage prosocial bystander behavior that includes seeking help from a trusted adult during an episode or with a perpetrator.

Research indicates that negative perceptions about the climate can actually perpetuate the use of violence in that environment (Gracia & Herrero, 2007). According to Sampson and colleagues (1997), this mistrust and poor social control is a result of social disorganization perpetuated by tolerance for violent behaviors. Teens in this study reported overall positive perceptions associated with their parents opinions about the school and its teachers. Again, this study supports relationship building between teachers and students, as well as building on these positive perceptions with parents and guardians to help foster an overall intolerance of violence in general and in future teen dating relationships.

A great deal of research is available about domestic violence in general; however, less is available about adolescents in middle school and early high school grades about their views concerning teen dating violence. Results from this study support recent efforts to target prevention efforts during middle school rather than waiting for high school to introduce prevention strategies for both girls and boys. Future research should build on these findings to develop a more comprehensive understanding of how

adolescent views coincide or contrast with parental and teacher views. Prevention efforts will also benefit if they focus on relationship building among parents, teachers, and students in order to allow for a more comprehensive approach to reducing incidences of teen dating violence.

Conclusions

While the restrictions placed by the school district on asking students in the survey about their own personal experiences associated with teen dating violence could be viewed as a limitation, there is actually a strength associated with this study's ability to evaluate exposure to violence in friend's relationships as a way to assess victimization and perpetration. This may be an option for future researchers not only when restrictions are placed, but also as a means for assessing issues when more personal assessments are not available. One limitation may also be that many of the respondents attended schools mostly populated by students from minority and low-income households; therefore, the results may be skewed to represent views not represented by other populations. This is important since violence is known to occur across all socioeconomic statuses and in all types of families. Despite the limitations, this study provides an insight into the minds and lives of adolescents in regards to their relationships. These findings are the beginning steps to future studies that can address these limitations and further our understandings of this phenomenon. According to the theory of planned behavior developed by Icek Ajzen (1991), there is a clear link between beliefs and behaviors in rational human beings. However, this study shows that there are differences between what teens believe and what behaviors they choose to act upon. One might assume then that we are not dealing with rational behavior when discussing teen dating violence, which is a challenge for researchers and those creating prevention strategies.

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APPENDICES

General Youth Relationship Survey: Student Version

Do **NOT** write your name anywhere on this survey

My school is: _____

Your student ID number is required to be eligible for the chance to win a \$50 gift card

My student ID number is: _____

This survey is designed to give us information about your experiences in school and your current knowledge and attitudes related to relationships.

We will not be able to identify you through your answers, so please answer all questions honestly. We will only use your student ID to match this survey to future surveys you may complete.

Be sure to answer all questions with the answer that BEST fits.

Some answers require you to fill in a circle. Please be sure to fill in the circle completely.

CORRECT



INCORRECT



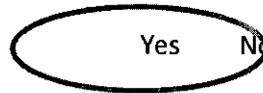
Some answers require you to circle an answer. Please only circle what you want answered.

CORRECT



No

INCORRECT



PLEASE READ EACH QUESTION CAREFULLY

Thank you for taking this survey!

APPENDIX A

Please complete the following information about yourself:

1	Which class are you taking this survey in?	PE	Consortium	Seminar	Other: _____		
2	What grade are you in currently? (circle one)	6th	7th	8th	9th	10th	
3	Gender: (circle)	Male	Female	4.	Current age (in years): _____		
4	What is your ethnicity/race? (circle any that apply):	White	African American	Asian	Hispanic	Native American	Other: _____

The following questions are about clubs in your school.

5 What is the name of your school's club that is about healthy relationships?(Circle One)

Keep Violence Out

Resolve it/Solve it

Choose Respect

Love It/Leave It

6 Are you a member of your school's club that is about healthy relationships? Yes No

7 Have you heard of Start Strong? Yes No

8 Are you "friends" with Start Strong Wichita on Facebook or MySpace? Yes No

9 Do you have a cell phone? Yes No

10 About how many total texts do you send AND receive each day? Write in a number _____

11 Which social networking pages do you have? (Circle all that apply)

Facebook

mySpace

Twitter

Other: _____

I don't have a social networking page (SKIP TO QUESTION 13)

12 About how many times do you check your facebook, mySpace, twitter or other social network site per day? (write in a number) _____

CONTINUE ON BACK SIDE OF PAGE

APPENDIX A

Please answer the following questions about your own beliefs.

13 In what grade do you think students are ready to start having a boyfriend/girlfriend? (Circle One)

- 4th or below 5th 6th 7th 8th
 9th 10th 11th 12th After High School

14 In what grade DO most students you know start having a boyfriend/girlfriend?
 (Circle One)

- 4th or below 5th 6th 7th 8th
 9th 10th 11th 12th After High School

Please CHECK the statement that best applies to you:

15 _____ I haven't had a boyfriend or girlfriend yet. [PLEASE SKIP TO QUESTION 22]

16 _____ I have had a boyfriend or girlfriend.

If you have had a boyfriend or girlfriend ...

17 Number of boyfriends or girlfriends you've had: _____

18 Length of shortest relationship: (# of weeks): _____

19 Length of longest relationship: (# of weeks): _____

20 Do you have a boyfriend or girlfriend now? (Circle One) Yes No

Fill in the circle to show how much you agree with each statement..

MARK ONLY ONE PER STATEMENT.	Strongly Disagree	Disagree	Agree	Strongly Agree
21 I don't think dating violence is a big problem for students at my school.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
22 A person has the right to know <u>who</u> their boyfriend or girlfriend is with when they are not with them.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
23 A person has the right to know <u>where</u> their boyfriend or girlfriend is at all times.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
24 I don't think there is much I can do about teen dating violence at my school.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
25 A person has the right to ask their boyfriend or girlfriend's friends how he/she acts when they are not with them.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
26 A person has the right to check their boyfriend or girlfriend's cell phone calls and text messages.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄

APPENDIX A

Fill in the circle to show how much you agree with each statement..

MARK ONLY ONE PER STATEMENT.	Strongly Disagree	Disagree	Agree	Strongly Agree
27 Doing something about teen dating violence is a teacher's or parent's job.	O ₁	O ₂	O ₃	O ₄
28 A person has the right to check who their boyfriend or girlfriend is talking to on their facebook or myspace page.	O ₁	O ₂	O ₃	O ₄
29 You have to show your boyfriend or girlfriend who is boss so they don't treat you bad.	O ₁	O ₂	O ₃	O ₄
30 I think I should learn more about teen dating violence.	O ₁	O ₂	O ₃	O ₄
31 It is okay to tell a boyfriend or girlfriend who they can or cannot talk to.	O ₁	O ₂	O ₃	O ₄
32 Adults I know don't think having a boyfriend or girlfriend is important for kids my age.	O ₁	O ₂	O ₃	O ₄
33 I take part in school activities to stop dating violence.	O ₁	O ₂	O ₃	O ₄
34 What my friends think I should do matters to me.	O ₁	O ₂	O ₃	O ₄
35 My parents support me having a boyfriend or girlfriend at my age.	O ₁	O ₂	O ₃	O ₄

For the next questions, think about a same-sex friend of yours that is "going out with" or has gone out with someone your friend said was his or her boyfriend or girlfriend.

How often did you see or were you told that YOUR FRIEND did the following with a boyfriend or girlfriend : (This does NOT include self-defense)

MARK ONLY ONE PER STATEMENT.	Never	Seldom	Sometimes	Often
36 Threatened to hit or throw something at her or him.	O ₁	O ₂	O ₃	O ₄
37 Kept the boyfriend or girlfriend from spending time with friends.	O ₁	O ₂	O ₃	O ₄
38 Talked to their boyfriend or girlfriend's friends about how he/she behaves when your friend is not around.	O ₁	O ₂	O ₃	O ₄
39 Checked their boyfriend or girlfriend's cell phone calls and text messages.	O ₁	O ₂	O ₃	O ₄
40 Insulted, put down, swore at, or made fun of him or her.	O ₁	O ₂	O ₃	O ₄
41 Checked who their boyfriend or girlfriend talked to on facebook or myspace.	O ₁	O ₂	O ₃	O ₄

CONTINUE ON BACK SIDE OF PAGE

APPENDIX A

**How often did you see or were you told that YOUR FRIEND did the following with a boyfriend or girlfriend :
(This does NOT include self-defense)**

MARK ONLY ONE PER STATEMENT.

	Never	Seldom	Sometimes	Often
42 Threw something at him or her.	O ₁	O ₂	O ₃	O ₄
43 Sent a text message, an e-mail, or posted something on-line that would embarrass him or her.	O ₁	O ₂	O ₃	O ₄
44 Did something to try to make her or him feel jealous.	O ₁	O ₂	O ₃	O ₄
45 Pushed, grabbed, or shoved her or him.	O ₁	O ₂	O ₃	O ₄
46 Ignored their boyfriend or girlfriend until he or she gave in and did what your friend wanted.	O ₁	O ₂	O ₃	O ₄
47 Slapped, hit, punched or kicked her or him.	O ₁	O ₂	O ₃	O ₄
48 Kissed him or her when she didn't want to be kissed.	O ₁	O ₂	O ₃	O ₄
49 Kept track of <u>who she or he was with</u> when she or he was not with them.	O ₁	O ₂	O ₃	O ₄
50 Threatened to commit suicide if the girlfriend/boyfriend broke up with them.	O ₁	O ₂	O ₃	O ₄
51 Threatened to break up with their boyfriend or girlfriend if she or he didn't do what your friend wanted.	O ₁	O ₂	O ₃	O ₄
52 Kept track of <u>where</u> their boyfriend or girlfriend was when he or she was not with them.	O ₁	O ₂	O ₃	O ₄
53 Did things to test how much their boyfriend or girlfriend loved them.	O ₁	O ₂	O ₃	O ₄

Another student is in a relationship with someone who 1) always tells them how stupid they are, 2) wants to know where they are at all times, 3) is constantly calling or texting them when they are not together, or 4) calls them names. How likely are you to

	Not at all likely	Probably not	Maybe	Very likely
54 Try to stop a heated argument between them.	O ₁	O ₂	O ₃	O ₄
55 Tell the student you don't like their relationship.	O ₁	O ₂	O ₃	O ₄
56 Tell the student's boyfriend or girlfriend that what they did to their boyfriend or girlfriend is wrong.	O ₁	O ₂	O ₃	O ₄
57 Tell a trusted adult about how your friend is being treated.	O ₁	O ₂	O ₃	O ₄
58 Talk to the student about community resources that can help.	O ₁	O ₂	O ₃	O ₄

APPENDIX A

For the next questions, a serious discussion is more than 10 minutes.

59

In the past month, how many times have you had a serious discussion with a parent or guardian about ...

- a how you should be treated by a boyfriend or girlfriend _____
- b how you should NOT be treated by a boyfriend or girlfriend _____

Fill in the circle to show how much you agree with each of the following statements.

MARK ONLY ONE PER STATEMENT.	Strongly		Strongly	
	Disagree	Disagree	Agree	Agree
60 I feel safe in this school.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
61 My teachers care about whether I am successful or not.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
62 The principle at this school is a good leader.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
63 Kids at this school are mean to each other.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
64 My parents think this is a good school.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
65 My parents like the teachers and staff at this school.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
66 I have a teacher or staff member at this school who I can share problems with.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
67 Bullying is a problem at my school.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
68 People bump or push others in the hallways on purpose.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄
69 When there is bullying at this school, adults step in to stop it.	<input type="radio"/> O ₁	<input type="radio"/> O ₂	<input type="radio"/> O ₃	<input type="radio"/> O ₄

APPENDIX B

FULL SAMPLE CORRELATION MATRIX

	Have partner	Bump and push in halls	Nothing I can do about violence	Right to check cell phone	Right to check site	Threatened to breakup to control partner	Ignored partner to get control	Insulted partner	Made partner jealous	Unwanted kissing	Checked site	Pushed, grabbed, shoved partner	What my friends think matters	
bystander	.066	.027	.010	.065	.083	.128 [*]	.154 ^{**}	.186 ^{**}	.146 [*]	.102	.113	.078	.136 [*]	
Age	.274 ^{**}	.050	.121 [*]	.091	.074	.153 ^{**}	.262 ^{**}	.103	.080	.155 ^{**}	.226 ^{**}	.210 ^{**}	.151 ^{**}	
Right to ask friends about partner	.037	.005	.129 [*]	.128 [*]	.294 ^{**}	.114 [*]	.052	.011	.079	.077	.108	.087	.130 [*]	
Have partner	1		-.048	.022	.047	.067	.218 ^{**}	.126 [*]	.115 [*]	.123	.075	.129 [*]	.036	
Show who is boss		-.084	.098	.163 ^{**}	.202 ^{**}	.090	.006	.058	.139 [*]	-.019	.155 ^{**}	.078	.130 [*]	
Bullying is a problem		.587 ^{**}	.030	.026	-.024	.211 ^{**}	.130 [*]	.131 [*]	.152 ^{**}	.122 [*]	.171 ^{**}	.142 [*]	.128 [*]	
Bump and push in halls		1	.163 ^{**}	.043	-.070	.089	.088	.140 [*]	.133 [*]	.072	.171 ^{**}	.171 ^{**}	.051	
Nothing I can do about violence			1	-.007	.110	.046	-.014	.002	-.037	.026	.056	-.047	.119 [*]	
Teachers care				.043	.093	.130 [*]	.167 ^{**}	.089	.155 ^{**}	.138 [*]	.144 [*]	.159 ^{**}	-.156 ^{**}	
Cell Phone				-.095	-.102	-.013	.074	-.005	.054	-.010	.012	-.009	.100	
Check Site				.013	.081	-.061	-.022	-.020	.089	-.054	-.024	-.042	.061	
Right to check cell phone				1	.571 ^{**}	.042	-.011	.109	.113 [*]	.114 [*]	.186 ^{**}	.098	.079	
Right to check site					1	-.084	-.036	.036	.051	.020	.248 ^{**}	.107	.097	
Currently have partner						.092	.051	-.017	-.009	.050	.054	.025	-.061	
Threatened to breakup to control partner						1	.455 ^{**}	.352 ^{**}	.465 ^{**}	.369 ^{**}	.256 ^{**}	.433 ^{**}	.070	
Ignored partner to get control							1	.428 ^{**}	.480 ^{**}	.358 ^{**}	.397 ^{**}	.520 ^{**}	-.008	
Insulted partner								1	.500 ^{**}	.291 ^{**}	.368 ^{**}	.448 ^{**}	.033	
Made partner jealous									1	.294 ^{**}	.415 ^{**}	.441 ^{**}	.064	
Unwanted kissing										1	.191 ^{**}	.379 ^{**}	.024	
Checked site											1	.479 ^{**}	.062	
Pushed, grabbed, shoved partner												1	.062	
What my friends think matters													1	
Sent inappropriate text														
Slapped, hit, punched or kicked partner														
Kept from spending time with partner														
Threatened suicide to control partner														
Talked to friends about partner														
Tested love of partner														
Checked cell phone														
Threatened to harm														
Threw item at partner														
Tracked where partner is														
Tracked who partner is with														
Parents like school														
Grade														
Having a partner is not important														
Active in stopping TDV														
Teacher/parent's job														
Principle is good														
Should learn about TDV														
Parents like teachers														
Likely to tell adult														
Likely to provide resources														
Likely to stop argument														
Likely to tell don't like relationship														
Likely to tell perpetrator they are wrong														
Kids are mean														
Number of partners														
Dating violence is a problem														
Race														
Safe in school														
Sex														
Share with a teacher														
Adults stop bullying														
Ok to tell partner who they can talk to														
Parents support having a partner														
Right to know where they are														
Right to know who they are with														

*p<.05; **p<.01

APPENDIX B

FULL SAMPLE CORRELATION MATRIX

	Sent inappropriate text	Slapped, hit, punched or kicked partner	Kept from spending time with partner	Threatened suicide to control partner	Talked to friends about partner	Tested love of partner	Checked cell phone	Threatened to harm	Threw item at partner	Tracked where partner is	Tracked who partner is with	Parents like school	Grade	Having a partner is not important
bystander	.166**	.097	.063	.094	.193**	.191**	.174**	.106	.101	.163**	.075	.016	.148*	.082
Age	.179**	.174**	.105	.138*	.104	.213**	.244**	.126*	.177**	.255**	.172**	.174**	.889**	-.004
Right to ask friends about partner	.012	.032	.040	.028	.170**	.115*	.066	-.049	.019	.174**	.250**	-.002	.051	.098
Have partner	.099	.141**	.078	.122**	.057	.283**	.124*	.143*	.144*	.080	.063	.176**	.260**	-.042
Show who is boss	-.031	.105	.001	.008	.146*	.074	.128*	.071	.077	.052	.173**	.114	.006	-.111
Bullying is a problem	.104	.066	.128*	.134*	.114*	.075	.046	.166**	.063	.144*	.135*	.173**	-.013	.025
Bump and push in halls	.034	.038	.097	.097	.106	.157**	.128*	.203**	.021	.166**	.147*	.158**	.013	.132*
Nothing I can do about violence	.030	-.023	.068	-.039	.035	.026	.010	-.019	.040	.036	.105	.079	.142*	-.090
Teachers care	.138*	.200**	.171**	.122**	-.010	.150**	.116*	.192**	.291**	.161**	.184**	.419**	.043	-.168**
Cell Phone	-.013	.008	-.058	.056	-.052	.062	.055	.015	.007	.063	.044	.136*	.147*	.050
Check Site	-.041	-.040	.039	-.046	-.024	.068	.041	-.032	.012	.126	.140*	.078	.135	-.048
Right to check cell phone	.048	.116*	.163**	.083	.189**	.121*	.282**	.166**	.057	.202**	.167**	.061	.074	-.137*
Right to check site	.048	.062	.085	.016	.195**	.166**	.198**	.132*	.085	.132*	.169**	.114*	.092	-.071
Currently have partner	-.007	.081	.081	.224**	-.053	.090	.004	.172**	.019	.111	.053	-.039	-.064	-.008
Threatened to breakup to control partner	.357**	.451**	.260**	.410**	.201**	.322**	.211**	.313**	.298**	.325**	.303**	.131*	.113	-.038
Ignored partner to get control	.467**	.465**	.385**	.382**	.273**	.503**	.398**	.334**	.438**	.452**	.437**	.095	.274**	.029
Insulted partner	.480**	.415**	.414**	.340**	.272**	.337**	.346**	.494**	.443**	.326**	.308**	.133*	.126*	.009
Made partner jealous	.401**	.359**	.289**	.260**	.296**	.458**	.406**	.366**	.364**	.393**	.348**	.033	.091	-.014
Unwanted kissing	.332**	.324**	.386**	.255**	.223**	.449**	.244**	.253**	.283**	.377**	.302**	.084	.185**	-.031
Checked site	.344**	.337**	.345**	.290**	.400**	.461**	.529**	.375**	.337**	.493**	.437**	.088	.217**	.048
Pushed, grabbed, shoved partner	.514**	.649**	.403**	.366**	.273**	.497**	.342**	.547**	.516**	.529**	.392**	.089	.202**	.078
What my friends think matters	.040	.041	.054	-.044	.056	.051	.048	.017	-.036	.037	.028	.015	.166**	.039
Sent inappropriate text	1	.407**	.370**	.404**	.199**	.378**	.326**	.439**	.470**	.438**	.318**	.021	.144*	-.057
Slapped, hit, punched or kicked partner		1	.275**	.395**	.125	.366**	.238**	.436**	.560**	.404**	.339**	.187**	.166**	-.016
Kept from spending time with partner			1	.250**	.280**	.419**	.421**	.410**	.355**	.374**	.324**	.103	.136*	-.038
Threatened suicide to control partner				1	.104	.310**	.326**	.398**	.376**	.372**	.338**	.128*	.135*	-.090
Talked to friends about partner					1	.358**	.343**	.189**	.135*	.275**	.227**	-.021	.142*	-.004
Tested love of partner						1	.419**	.396**	.343**	.514**	.448**	.125*	.232**	.110
Checked cell phone							1	.328**	.298**	.468**	.372**	.050	.264**	.033
Threatened to harm								1	.540**	.370**	.236**	.170**	.111	-.026
Threw item at partner									1	.356**	.364**	.060	.163**	-.108
Tracked where partner is										1	.720**	.088	.269**	.056
Tracked who partner is with											1	.052	.188**	.018
Parents like school												1	.192**	-.008
Grade													1	-.003
Having a partner is not important														1
Active in stopping TDV														
Teacher/parent's job														
Principle is good														
Should learn about TDV														
Parents like teachers														
Likely to tell adult														
Likely to provide resources														
Likely to stop argument														
Likely to tell don't like relationship														
Likely to tell perpetrator they are wrong														
Kids are mean														
Number of partners														
Dating violence is a problem														
Race														
Safe in school														
Sex														
Share with a teacher														
Adults stop bullying														
Ok to tell partner who they can talk to														
Parents support having a partner														
Right to know where they are														
Right to know who they are with														

*p<.05; **p<.01

APPENDIX B

FULL SAMPLE CORRELATION MATRIX

	Active in stopping TDV	Teacher/parent's job	Principle is good	Should learn about TDV	Parents like teachers	Likely to tell adult	Likely to provide resources	Likely to stop argument	Likely to tell don't like relationship	Likely to tell perpetrator they are wrong	Kids are mean	Number of partners	Dating violence is a problem	Race
bystander	-.020	.047	-.145*	-.130*	-.008	.705**	.714**	.693**	.624**	.777**	.052	-.143	-.022	.020
Age	.003	-.049	-.177**	-.009	-.185**	-.030	.015	.078	.142*	.126*	.107	-.026	-.026	-.053
Right to ask friends about partner	.035	.037	-.185**	-.241**	-.082	.006	.034	.171**	.103	.111	.035	.010	-.099	-.074
Have partner	.013	-.077	.117*	-.106	.279**	-.143*	-.053	.143*	.139*	.152**	.024 ^a		-.116	-.014
Show who is boss	-.010	-.024	.085	-.138*	-.173**	.038	.041	.020	.048	.059	.082	-.042	.081	.152**
Bullying is a problem	-.141*	.056	-.016	-.101	.064	.085	.052	.052	.039	-.011	.488**	.006	.188**	-.002
Bump and push in halls	-.065	.017	.060	-.109	.055	.026	.009	-.023	.099	.033	.406**	-.056	.056	-.001
Nothing I can do about violence	.131*	.128*	.021	-.020	.019	.033	-.033	.035	-.002	-.029	.046	.064	-.047	.018
Teachers care	.000	-.143*	.471**	.063	.486**	-.231**	-.175**	.006	.057	-.053	.051	.142	-.036	.065
Cell Phone	-.002	-.058	-.019	-.022	.123*	-.012	.036	.035	.107	.056	-.037	.144	.018	.043
Check Site	.021	.028	.043	-.055	.076	-.008	-.069	-.004	.105	.016	.070	-.018	.131	.129
Right to check cell phone	-.173**	.166**	.116*	-.170**	.044	.081	.088	-.008	.019	.019	.028	-.079	.101	.133*
Right to check site	.012	.088	.084	-.172**	.049	.069	.075	.035	.014	.049	.015	-.026	.004	.022
Currently have partner	.000	.115	-.013	-.013	.225**	.195*	.239**	.024	-.054	.055	.096	-.008	.001	.133
Threatened to breakup to control partner	-.046	-.030	.077	-.118*	.126*	.042	.134*	-.118*	.198**	.041	.135*	.004	.005	-.010
Ignored partner to get control	.010	-.089	.083	-.109	.174**	.039	-.025	.108	.253**	.187**	.104	-.059	.011	.089
Insulted partner	-.052	-.069	.114*	-.001	.126*	.078	.030	.197**	.201**	.113	.160**	-.130	-.071	.003
Made partner jealous	.015	-.037	.155**	-.131*	.117*	.017	-.010	.119*	.247**	.151**	.208**	.146	.037	.136*
Unwanted kissing	.093	-.051	.101	.002	.095	-.012	.020	.096	.157**	.100	.160**	.076	-.002	-.025
Checked site	.003	-.039	.133*	-.035	.105	.003	-.019	.137*	.188**	.122*	.185**	.151	-.054	.133*
Pushed, grabbed, shoved partner	-.074	-.077	.134*	-.124*	.141*	.004	-.031	.029	.212**	.073	.142*	.068	.058	-.017
What my friends think matters	-.012	.013	-.081	-.066	-.088	.113*	.045	.169**	.084	.070	.099	-.066	.081	-.066
Sent inappropriate text	-.079	-.008	.008	-.049	.028	.092	.065	.116*	.192**	.125*	-.003	.016	.091	-.009
Slapped, hit, punched or kicked partner	-.044	-.077	.156**	-.088	.196**	.010	.061	.043	.145*	.087	.026	-.022	-.006	.048
Kept from spending time with partner	-.095	-.021	.032	-.073	.065	-.022	.029	.054	.188**	.063	.113	.049	.125	.045
Threatened suicide to control partner	-.147*	.010	.068	-.086	.202**	.008	.050	.089	.124*	.067	.118*	.023	-.034	.011
Talked to friends about partner	.062	.031	-.009	-.073	-.005	.153**	.055	.117*	.180**	.141*	.198**	.057	-.020	-.004
Tested love of partner	-.017	-.124*	.055	-.095	.169**	.031	.059	.171**	.226**	.212**	.118*	.036	.009	.046
Checked cell phone	-.083	-.065	.079	-.071	.056	.056	.071	.118*	.225**	.178**	.156**	.104	.003	.056
Threatened to harm	-.068	-.001	.127*	-.091	.119*	.080	.004	-.014	.155**	.110	.146*	.013	-.046	.065
Threw item at partner	-.064	-.098	.137*	-.026	.170**	.022	.042	.067	.144*	.091	.093	.012	.007	.035
Tracked where partner is	.001	-.036	.069	-.086	.097	.028	.053	.134*	.243**	.139*	.165**	.054	.098	.071
Tracked who partner is with	.012	-.047	.111	-.081	.110	-.054	-.020	.177**	.149*	.050	.156**	.048	.063	.091
Parents like school	.069	-.102	.382**	.012	.554**	-.143*	-.122*	.099	.088	.072	.087	.117	-.037	.105
Grade	.053	-.114*	.158**	.033	.178**	-.001	.029	.168**	.168**	.210**	.105	.135	-.040	-.047
Having a partner is not important	-.081	-.045	-.101	-.061	-.103	.060	-.025	.048	.139*	.116*	-.023	-.142	-.141*	-.045
Active in stopping TDV	1	-.058	.022	.199**	-.007	.000	-.116*	.025	.046	.047	.016	.069	-.140*	.053
Teacher/parent's job		1	-.194**	-.081	-.124*	.120*	.090	-.053	.039	-.059	-.004	-.044	.129*	.099
Principle is good			1	.088	.453**	-.252**	-.239**	-.046	.037	-.049	.060	.163*	-.077	.052
Should learn about TDV				1	.061	-.091	-.086	-.045	-.124*	-.065	.016	.089	-.027	-.076
Parents like teachers					1	-.147*	-.121*	.099	.020	.090	.072	.183*	-.007	.097
Likely to tell adult						1	.618**	.301**	.196**	.338**	.088	-.158*	.096	-.039
Likely to provide resources							1	.330**	.178**	.345**	.056	-.101	.101	-.013
Likely to stop argument								1	.324**	.486**	.003	-.054	-.102	-.007
Likely to tell don't like relationship									1	.503**	.104	-.068	-.047	.074
Likely to tell perpetrator they are wrong										1	-.018	-.137	-.114	.053
Kids are mean											1	.084	.151*	.097
Number of partners												1	.065	.001
Dating violence is a problem													1	.135*
Race														1
Safe in school														
Sex														
Share with a teacher														
Adults stop bullying														
Ok to tell partner who they can talk to														
Parents support having a partner														
Right to know where they are														
Right to know who they are with														

*p<.05; **p<.01

APPENDIX B

FULL SAMPLE CORRELATION MATRIX

	Safe in school	Sex	Share with a teacher	Adults stop bullying	Ok to tell partner who they can talk to	Parents support having a partner	Right to know where they are	Right to know who they are with
bystander	-.041	.168**	-.122 [†]	-.015	.028	-.015	.063	.104
Age	.107	-.093	.174**	-.109	.187**	-.150**	.050	.064
Right to ask friends about partner	-.034	-.014	-.040	-.036	.082	-.108	.201**	.399**
Have partner	.095	-.144 [†]	.154**	.128 [†]	.087	-.265**	-.088	.020
Show who is boss	.073	.141 [†]	-.028	.019	.292**	-.011	.164**	.168**
Bullying is a problem	.190**	-.025	-.030	.122 [†]	.148 [†]	.128 [†]	.060	-.012
Bump and push in halls	.150**	.019	.054	.063	.050	.067	.087	.027
Nothing I can do about violence	.070	-.139 [†]	.048	-.011	.060	-.091	.052	.082
Teachers care	.434**	-.034	.333**	.387**	.054	-.078	.007	.036
Cell Phone	-.055	.088	.027	.007	.028	-.134 [†]	-.020	.022
Check Site	.072	-.027	.080	.108	.157 [†]	-.100	.052	.094
Right to check cell phone	.014	.110	-.042	.039	.386**	-.034	.387**	.161**
Right to check site	.071	.088	-.013	.015	.369**	-.071	.328**	.293**
Currently have partner	.020	.122	.005	-.043	-.040	-.035	.077	.044
Threatened to breakup to control partner	.101	-.003	-.025	.159**	.059	.023	.072	.027
Ignored partner to get control	.167**	.066	.050	.210**	.013	-.001	-.055	.035
Insulted partner	.091	.024	.020	.251**	.084	.075	.021	.085
Made partner jealous	.095	.183**	.032	.186**	.117 [†]	.122 [†]	-.027	.016
Unwanted kissing	.149**	.049	.043	.115 [†]	.033	-.013	-.029	-.034
Checked site	.114 [†]	.086	-.049	.085	.208**	.049	.193**	.206**
Pushed, grabbed, shoved partner	.123 [†]	.032	.029	.177**	.118 [†]	.081	.080	.134 [†]
What my friends think matters	-.028	.054	-.102	.068	.181**	-.103	.113	.108
Sent inappropriate text	.062	.006	.036	.128 [†]	.186**	-.050	.009	.029
Slapped, hit, punched or kicked partner	.194**	.147 [†]	.100	.241**	.095	.074	.035	.088
Kept from spending time with partner	.102	.004	.010	.177**	.150**	-.004	.089	.046
Threatened suicide to control partner	.064	.077	.018	.166**	.123 [†]	.017	.047	.038
Talked to friends about partner	.083	-.054	-.077	.043	.162**	.037	.150**	.146 [†]
Tested love of partner	.120 [†]	.074	.017	.094	.188**	.001	-.110	.120 [†]
Checked cell phone	.123 [†]	.087	.017	.095	.199**	-.043	.124 [†]	.102
Threatened to harm	.063	.059	.058	.151**	.190**	.110	.114 [†]	.100
Threw item at partner	.059	.060	.018	.199**	.117 [†]	.005	.007	.104
Tracked where partner is	.098	.063	.033	.079	.225**	-.015	.207**	.160**
Tracked who partner is with	.090	.028	-.030	.106	.243**	.034	.189**	.193**
Parents like school	.397**	.056	.286**	.312**	.091	-.011	.051	.062
Grade	.113 [†]	-.086	.164**	.139 [†]	.155**	-.129 [†]	-.005	.082
Having a partner is not important	-.075	.104	-.082	-.059	-.135 [†]	.209**	.034	.100
Active in stopping TDV	.093	-.015	.045	.014	-.094	.008	-.129 [†]	.075
Teacher/parent's job	-.035	-.092	-.143 [†]	-.178**	.081	.042	.128 [†]	.001
Principle is good	.388**	.084	.357**	.297**	.031	.056	.049	-.094
Should learn about TDV	.134 [†]	-.147 [†]	.053	.023	-.116 [†]	.077	-.125 [†]	-.169**
Parents like teachers	.394**	.054	.331**	.366**	.053	-.034	.022	.052
Likely to tell adult	-.056	.117 [†]	-.201**	-.119 [†]	-.003	.023	.058	.070
Likely to provide resources	-.114 [†]	.127 [†]	-.244**	-.164**	.064	.071	.060	.042
Likely to stop argument	-.021	-.016	.006	.089	.020	-.028	.014	.100
Likely to tell don't like relationship	.061	.185**	-.017	.141 [†]	.060	-.104	.049	.089
Likely to tell perpetrator they are wrong	.009	.178**	.001	.042	-.044	-.017	.024	.094
Kids are mean	.203**	.073	.023	.154**	.076	.008	.034	-.028
Number of partners	.130	-.140	.065	.237**	.079	.011	-.078	.067
Dating violence is a problem	.097	-.023	-.097	-.045	.213**	-.040	.045	-.203**
Race	.100	.123 [†]	.005	.014	.105	-.020	.074	.062
Safe in school	1	-.008	.274**	.377**	.054	-.028	.003	.046
Sex		1	-.083	.064	.028	.207**	-.109	.087
Share with a teacher			1	.216**	-.051	-.018	-.021	.029
Adults stop bullying				1	.003	.002	-.064	.068
Ok to tell partner who they can talk to					1	-.002	.355**	.191**
Parents support having a partner						1	.077	-.040
Right to know where they are							1	.452**
Right to know who they are with								1

[†]p<.05; **p<.01

APPENDIX C

MINIMUM AVERAGE
PARTIAL CORRELATIONS

	squared	power4
0	0.1066	0.0209
1	0.0215	0.0017
2	0.0169	0.001
3	0.0194	0.0013
4	0.02	0.0014
5	0.0231	0.0021
6	0.0257	0.0026
7	0.0301	0.0032
8	0.0359	0.0057
9	0.0417	0.0075
10	0.0499	0.0119
11	0.059	0.0162
12	0.0694	0.0216
13	0.084	0.0273
14	0.0987	0.0328
15	0.1215	0.0438
16	0.1535	0.0602
17	0.192	0.0885
18	0.2581	0.1418
19	0.3531	0.2263
20	0.6138	0.5041
21	1	1

APPENDIX D

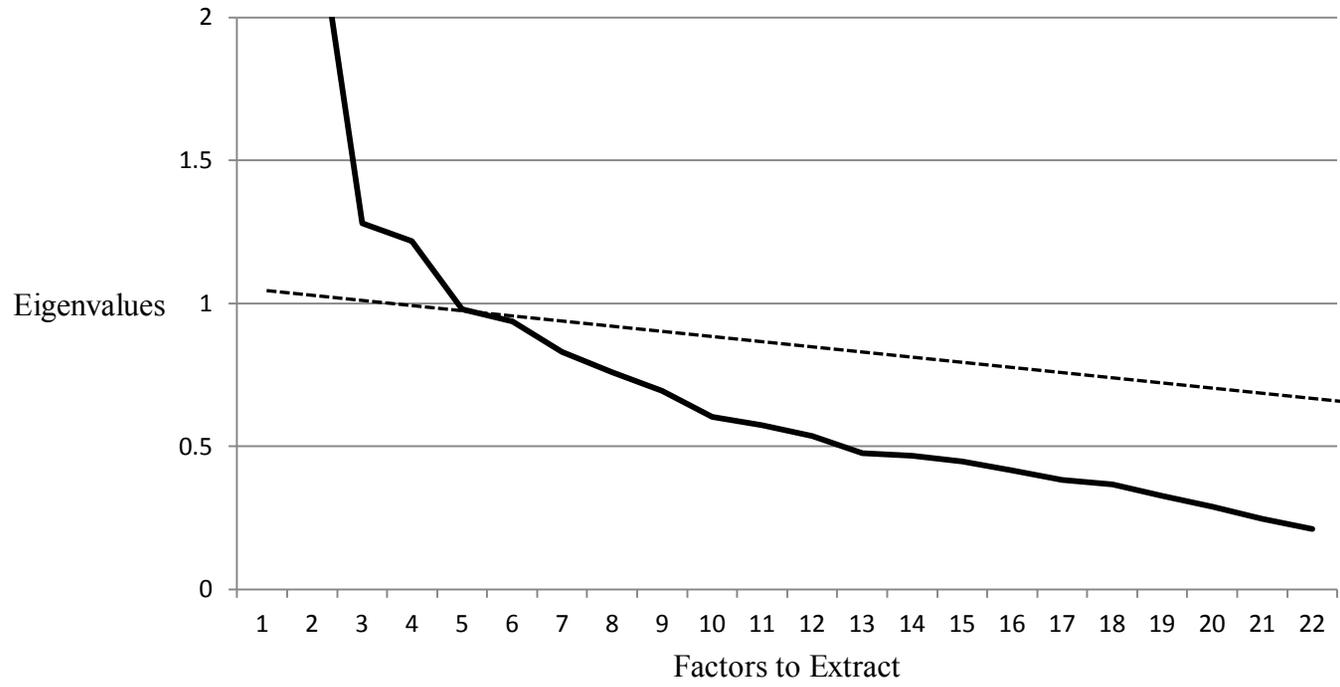


Figure 1. Scree Plot of Eigenvalues

APPENDIX E

FULL FACTOR PATTERN MATRIX

	P/E Abuse	M&C	RE
Threatened to harm	.861	-.263	.180
Threw item at partner	.779	-.119	.022
Slapped, hit, punched or kicked partner	.730	-.046	-.012
Pushed, grabbed, shoved partner	.696	.111	.011
Insulted partner	.656	.012	-.011
Sent inappropriate text	.652	.049	-.040
Threatened suicide to control partner	.528	.065	-.034
Threatened to breakup to control partner	.439	.206	-.142
Kept from spending time with partner	.406	.200	.048
Tracked who partner is with	.069	.662	.046
Tracked where partner is	.173	.644	.048
Tested love of partner	.270	.495	.019
Ignored partner to get control	.389	.443	-.242
Checked site	.219	.441	.192
Talked to friends about partner	.025	.413	.159
Checked cell phone	.225	.412	.151
Right to check site	-.011	.039	.687
Right to check cell phone	.070	-.001	.658

Right to know where they are	-.088	.122	.587
Ok to tell partner who they can talk to	.109	.023	.521
Right to know who they are with	-.119	.201	.410
Made partner jealous	.392	.311	-.068
Unwanted kissing	.321	.246	-.099
Right to ask friends about partner	-.262	.396	.199

Note: Factor loadings >.40 are in boldface. P/E Abuse =Physical and Emotional Abuse, M&C =Monitoring and Control, RE=Relational Entitlement.