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**Adolescent Dating Violence: Attachment Style and Parents' Unhealthy Marital
Relationship as Possible Predictors**

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Honors Thesis Project

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Abstract

This study tests whether insecure attachment style and parents' modeling of unhealthy relationships predict adolescent dating violence (ADV) victimization. Also tested was the possible moderating role of secure attachment on the relation between parental modeling of unhealthy relationships and ADV victimization. It was hypothesized that insecure attachment and parental modeling of unhealthy relationships would individually be associated with increased ADV victimization, and secure attachment would attenuate the predicted positive association between parental modeling of unhealthy relationships and ADV victimization. Participants were adolescents ($N = 152$, M age = 15.61 years, $SD = 1.086$, 74.3% girls), who completed a survey that assessed ADV victimization, parental modeling of unhealthy relationships, and attachment style. Bivariate correlations indicated that modeling of unhealthy relationships by mothers and modeling of unhealthy relationships by the combination of both parents were significantly positively associated with ADV victimization, but these associations were not found in multivariate analyses. Discussed are the implications of these findings for future research in this area.

Keywords: adolescent dating violence, attachment style, parental modeling, partner violence

Adolescent Dating Violence: Attachment Style and Parents' Unhealthy Marital Relationship as Possible Predictors

Adolescents who experience dating violence are at risk for later socioemotional difficulties as well as for domestic violence perpetration and victimization into adulthood (Banyard & Cross, 2008). Adolescents differ in their likelihood of experiencing dating violence, and several factors have been shown to predict adolescents' involvement in dating violence, including their level of internalizing and externalizing symptoms and family-related problems (Foshee et al., 2004; Vézina & Hébert, 2007; East & Hokoda, 2015). There is also research suggesting adolescents' attachment style and parents' modeling of unhealthy romantic relationships (PMUR) are related to adolescent dating violence (ADV) victimization (Tyler et al., 2011; Dutton & White, 2012). However, it is unclear whether adolescents' attachment style and PMUR operate independently or in combination as predictors of ADV victimization. In the current study, I examined whether adolescents' secure attachment style moderated the relation between parental modeling of unhealthy romantic relationships and ADV victimization.

Adolescent Dating Violence

Adolescent dating violence (ADV) refers to a wide range of partner-directed behaviors intended to cause harm, including emotionally or socially manipulative acts, physical acts such as hitting and choking, and unwanted sexual advances (Wincentak et al., 2017). The prevalence rate of physical dating violence among adolescents in the United States has been estimated to be as high as 32.6% (Leen et al., 2012; Swahn et al., 2008). Similarly, the prevalence of sexual dating violence among adolescents has been reported to be as high as 21.3% (Coker et al., 2000; Leen et al., 2012). Adolescents' exposure to ADV victimization has been shown to increase the risk of intimate partner violence into adulthood (Ackard et al., 2007). Jouriles et al. (2017) found

that trauma symptoms arising because of ADV victimization were linked to revictimization in adulthood. Gillum's (2016) research demonstrated that among those identified as victims of ADV, 85% were re-victimized during college and 56% went on to perpetrate abuse in adulthood. Additionally, Wincentak et al. (2017) reported a gender difference with regards to ADV victimization; girls reported higher rates of sexual victimization than boys.

ADV has also been shown to increase the risk of later social and emotional difficulties. Hanson (2002) found higher rates of disordered eating behaviors, lower self-esteem, and more suicide attempts among those involved in ADV than those not involved. Relatedly, Ackard et al. (2007) found that ADV victimization was a nonspecific risk factor for problematic health and behavior outcomes such as cigarette or marijuana use and suicidal ideation. Banyard and Cross' (2008) findings showed that experiences of dating violence predicted increased likelihood of dropping out of school, with substance abuse fully mediating this relation. Taken together, these findings demonstrate a critical need to understand the factors that contribute to ADV victimization.

Risk Factors for Adolescent Dating Violence

Certain factors can increase or decrease an adolescent's likelihood of experiencing dating violence. Vézina and Hébert (2007) categorized risks into sociodemographic factors, individual factors, environmental factors, and contextual factors. Regarding *sociodemographic factors*, higher rates of female ADV victimization were found in disadvantaged neighborhoods and samples containing a large percentage of minority groups (Wincentak et al., 2017). Additionally, Foshee et al. (2008) found that adolescents whose parents had lower educational levels were more accepting of dating abuse and had more experiences of family violence.

Vézina and Hébert (2007) described *individual factors* as internalizing problems, externalizing problems, problematic beliefs about romantic relationships, and negative experiences with romantic relationships. Thus, Roberts et al. (2003) found that depression, an internalizing problem, is a precursor to dating violence and Capaldi and Crosby (1997) found that youth who exhibited antisocial behavior were more likely to pick a partner with the same behavioral tendencies, which raises the risk of one of the partners being victimized by dating violence.

Environmental factors include the adolescents' home environment and peer-related factors. Cleveland et al. (2003) reported that adolescent girls who felt closer to their mother were at less risk of being victimized by ADV. Additionally, Small and Kerns (1993) found that adolescents from homes where parents were authoritative (demanding but warm) were more prepared to make responsible decisions, while adolescents from homes where parents were authoritarian (demanding and cold) or permissive (absent) may not feel prepared at all. Small and Kerns also found that two of the strongest predictors of sexual victimization were previous sexual abuse and peer conformity.

Contextual factors refer to the characteristics of the relationship itself (Vézina & Hébert, 2007). Gray and Foshee (1997) found that 66% of those who are victims of violence in an adolescent romantic relationship are also aggressors at some point; Gray and Foshee termed this *mutual violence*.

Attachment Theory

Attachment theory proposes that an essential part of being human is the instinct to become attached to a mother figure (Bowlby, 1979). The original classification scheme for infant-caregiver attachment was based on a laboratory procedure called the *Strange Situation*, in

which infants were separated from their mother for a time. Ainsworth (1979) identified three main attachment patterns in infants: secure, avoidant, and ambivalent. Secure infants explored freely in their mother's presence, with varying levels of distress in her absence. Avoidant infants explored without interest in their mothers' whereabouts. Ambivalent infants had extreme difficulty separating from mothers and were not easily settled down by her return. These three patterns formed the basis for later research on adolescent and adult attachment.

Early childhood interactions with unavailable or unresponsive attachment figures can lead to insecure attachment styles in adolescence (Stover et al., 2018), which can have implications for adolescents' romantic relationships (Bonache et al., 2017). Some researchers have found a link between *attachment styles* formed during early childhood and adolescent dating violence victimization. Bartholomew and Horowitz (1991) identified four main attachment styles: secure, preoccupied, fearful, and dismissive, while Hazan and Shaver (1987) described three: secure, ambivalent, and avoidant. Securely attached individuals feel worthy of love while also expecting that others are, in general, acceptive and responsive to that love. Preoccupied, fearful, and dismissive attachment all represent insecure attachment styles (Bartholomew & Horowitz, 1991). Preoccupied individuals value the love of others as a means to their own self-acceptance; this style corresponds to Hazan and Shaver's (1987) ambivalent group. Dismissive attachment involves a sense of love-worthiness and a negative expectation of others; this style also corresponds to the avoidant style Hazan and Shaver described in their three-part model (1987). A fourth adult attachment style, fearful, involves feeling unworthy of love while simultaneously expecting others to reject them (Bartholomew & Horowitz, 1991). This fourth category corresponds to a disorganized attachment pattern that was identified later by researchers Main and Solomon (1986) and is often associated in infants and children with child

maltreatment. These infants displayed contradictory behavior patterns, freezing, stilled, or slowed movements, and direct displays of apprehension regarding the parent (Granqvist et al., 2017).

Attachment Style and ADV

Bonache et al. (2017) conducted a study that showed adolescents who scored higher on a measure of anxious or avoidant attachment style experienced greater psychological victimization from their romantic partner. This study also found a significant gender difference, with attachment anxiety being a significant predictor of victimization in boys, and attachment avoidance being a significant predictor of victimization in girls. The researchers speculated that avoidantly attached girls might demand greater autonomy from their partners, whereas anxiously attached boys might seek more attention from their partners. These speculations are opposite of traditional gender roles in romantic relationships, which could explain why physical violence was more likely in these situations (Bonache et al., 2017).

Wekerle and Wolfe (1998) found significant associations between type of insecure attachment style and conflict in adolescent romantic relationships. The tendency for boys to act violently in relationships was best predicted by avoidant attachment. Additionally, Wekerle and Wolfe posited that the avoidant attachment style may be important for understanding victimization and perpetration by adolescent girls (1998). The researchers explained that since emotional detachment is a primary aspect of avoidant attachment, a lack of displayed emotion in reaction to abusive behavior might contribute to an increased risk for victimization (Wekerle & Wolfe, 1998). Ambivalent attachment was found to be a major predictor of male victimization, which aligns with Bonache et al. (2017)'s findings.

Parental Modeling

Social learning theory (Bandura, 1971) posits that adolescents learn to be violent toward their romantic partners by observing this behavior in others, especially their parents (Arriaga & Foshee, 2004). The argument is that parents provide a foundation for adolescents' healthy or unhealthy romantic relationships via modeling of various forms of communication and other interactive behaviors learned through observation (Wekerle & Wolfe, 1998). Similarly, interdependence theory (Thibaut & Kelley, 1959) suggests that adolescents' interactional behaviors are influenced by comparison relationships, or relationships adolescents observed in others (Arriaga & Foshee, 2004). This form of observational learning provides a rationale for the *intergenerational transmission of violence*: Children who grow up in violent homes learn to imitate and justify these types of behaviors, which includes learning the social scripts necessary to become a victim of dating violence (Tyler et al., 2011).

Garthe et al. (2019) found that adolescents who perceived messages from parents that fighting is the only acceptable response to conflict were at a significantly higher risk for dating violence victimization and perpetration than those who did not perceive this message from parents. Adolescents who perceived that their parents supported both fighting and nonviolent responses to conflict had less exposure to dating violence (Garthe et al., 2019), suggesting that even some perception of support for nonviolent responses acted as a protective factor. Karlsson et al. (2016) found that accepting attitudes toward dating violence and witnessing interparental violence were significant predictors of adolescent dating violence victimization. Interestingly, witnessing mother-to-father violence predicted ADV victimization (physical) in both girls and boys. Psychological victimization, however, was predicted by both mother-to-father and father-to-mother interparental violence. The researchers suggested that mother-to-father violence disrupts the social norm that defines men as more violent than women, and children are usually

exposed more to their mother's behavior than to their father's. These factors could normalize the violence a mother perpetrates and render the child vulnerable to becoming a victim of ADV (Karlsson et al., 2016).

Attachment Security as a Potential Protective Factor

Attachment style has been proposed as a potential moderator of the relation between familial or parental violence and ADV. For example, Grych and Kinsfogel (2010) examined the role of attachment in the relation between witnessing family aggression and abusive behavior toward romantic partners in adolescents. They found this relation differed for boys versus girls, but for both, attachment insecurity was a significant moderator such that youth who were insecurely attached were more likely to use physical aggression in a dating relationship. These results align with findings reported by Bonache et al. (2017): Attachment anxiety significantly positively moderated the relation between family aggression and abusive behavior in boys, whereas attachment avoidance positively moderated this relation in girls. Whereas Grych and Kinsfogel's findings contribute to our knowledge of ADV perpetration, there is a gap in the literature when focusing specifically on the protective role of attachment in ADV *victimization*.

The Current Study

The current study is an effort to add to our understanding of factors that increase the risk of adolescent dating violence. Previous studies have examined adolescents' attachment style, as well as PMUR, as predictors of ADV (Bonache et al., 2017; Karlsson et al., 2016), but these variables have not been examined in combination. Drawing on the findings reported by Bonache et al. (2017) and Garthe et al. (2019), I hypothesized that adolescents who perceived unhealthy parental relationship modeling would report higher levels of ADV victimization, and there will be a positive relation between insecure attachment styles (i.e., preoccupied and dismissive) and

ADV victimization. My final hypothesis is that a secure attachment style (i.e., low scores on preoccupied and dismissive attachment) would act as a protective factor, moderating the relation between PMUR and ADV victimization.

Method

Participants

Data for this study came from a larger project (see Mapes & Cavell, 2021) examining correlates of ADV. Participants were 152 adolescents attending a public high school in northwest Arkansas. The average age of participants was 15.61 years ($SD = 1.086$). The grade distribution was 38.2% ninth, 23% tenth, 26.3% eleventh, and 12.5% twelfth. 77.6% of participants identified as White, 82.9% as heterosexual, and 74.3% as girls. 30.9% of participants indicated that they had not begun dating yet, 40.1% indicated that they had begun dating, and 33.6% indicated that they had begun dating and were currently in a relationship.

Procedures

Participants were recruited from high school courses relevant to adolescent dating relationships (i.e., health, psychology). During the Spring and Fall of 2019, students were invited to participate in an online survey (see Appendix). 582 students in 26 classrooms were eligible and 176 of those students returned parental consent forms. 169 students began the survey, with 152 completing it. Students who completed the study were entered into a raffle for a \$50 gift card. University IRB approved all procedures and measures, and parent consent (and student assent) was obtained for all participants.

Measures

Attachment Style

Attachment style was assessed using an adapted version of the Relationship Questionnaire (Bartholomew & Horowitz, 1991). Each participant rated the degree to which they identified with each of four attachment styles represented by four short paragraphs; this scale was itself adapted from the 1987 attachment measure developed by Hazan and Shaver. For this study, respondents were asked to rate (1 = *Disagree strongly* to 5 = *Agree strongly*) the degree to which they identified with the following four attachment styles: secure, fearful, preoccupied, and dismissive. Past research has supported the use of this scale as a simple way to assess attachment styles (Lyddon et al., 1993). Based on previous research that finds associations between ADV victimization and both anxious and avoidant attachment tendencies, I used in this study ratings for corresponding attachment styles: preoccupied and dismissive, respectively. Higher scores on these preoccupied and dismissive attachment items reflect insecure attachment and low scores reflect secure attachment.

Parental Modeling of Unhealthy Romantic Relationships (PMUR)

To assess PMUR, an 8-item measure was developed for this study. Items asked adolescents to rate their mothers' and fathers' romantic relationships on a 5-point Scale (1 = *Not at all* to 4 = *Very much*). The first 4 items assessed perceptions of mother's romantic relationships and the last 4 items assessed perceptions of father's romantic relationships. Items focused on relationship satisfaction, conflict resolution, and safety within the romantic relationship. Example items include: "Growing up, did you think your mother (or the person in the role of your mother) was happy in her relationship(s)?" and "Growing up, did you think your father (or the person in the role of your father) was able to work through any conflicts he had in his relationship(s)?" Items 1, 2, and 4 in each parental modeling scale were worded in such a way that higher scores indicated *healthy* romantic relationship modeling. Item 3 for the mother

and father scales were worded such that higher scores indicated *unhealthy* romantic relationship modeling. For primary analyses, items indicating healthy romantic relationship modeling were reverse scored to indicate unhealthy relationship modeling. Because the mother and father relationship modeling scores were highly correlated ($r = .73$), they were averaged to form a single combined scale assessing PMUR. This measure demonstrated good internal consistency for this study ($\alpha = 0.81$).

ADV Victimization

The Conflict in Adolescent Dating Relationships Inventory, short form (CADRI-S; Fernandez-González et al., 2012; Wolfe et al., 2001), a self-report measure of adolescent dating violence victimization, was used to assess ADV. The form includes 10 items; each form of abusive behavior (i.e., physical, sexual, relational, emotional abuse, and threatening behavior) was assessed using 2 items. Ratings were made on a 4-point scale with the following anchors: 1 = *never* (this has never happened), 2 = *seldom* (this has happened only 1-2 times), 3 = *sometimes* (this has happened about 3-5 times), and 4 = *often* (this has happened 6 times or more). For the purposes of this study, I formed a scale with the 10 items in which higher scores indicated experiencing more ADV victimization. The CADRI-S demonstrated good internal consistency in this study ($\alpha = 0.87$).

Data Analytic Plan

I computed descriptive statistics (i.e., means and standard deviations) and correlations among all variables (i.e., ADV victimization, parental modeling, and attachment). I then conducted ordinary least squares (OLS) multiple regression analyses to test whether PMUR and adolescent insecure attachment style predicted the level of adolescent dating violence. I then

tested whether secure attachment (i.e., low scores on preoccupied and dismissive attachment) moderated the relation between PMUR and ADV victimization. Because research has indicated a possible gender difference in the prevalence of ADV victimization, I controlled for gender in my primary analyses.

Results

All analyses were run using R version 4.1.2 (R Core Team, 2020). Data were cleaned, assessed for normality, and checked to ensure standard assumptions of OLS multiple regression were met.

Preliminary Analyses

Preliminary descriptive statistics were computed, including means and standard deviations, as well as correlations among all study variables (see Table 1). On average, adolescents indicated they experienced a low degree of ADV victimization ($M = 1.32$, $SD = 0.47$). Worth noting is that Mapes and Cavell (2021) used data from the same sample and found that 40.1% of adolescents reported experiencing some level of ADV victimization. Dismissive attachment was significantly negatively associated with preoccupied attachment ($r = -.20$, $p < .01$). Both maternal modeling of unhealthy romantic relationships and the combined mother and father modeling variable were positively correlated with ADV victimization ($r = .28$, $p < .01$; $r = .23$, $p < .05$). Correlational analyses did not reveal significant positive associations between ADV victimization and either preoccupied or dismissive attachment style. All other correlations were non-significant.

Primary Analyses

Regression analyses, controlling for adolescents' gender, were used to test relations between PMUR and insecure attachment (i.e., preoccupied and dismissive) and ADV

victimization individually, as well as the interaction between secure attachment and PMUR. All predictor variables were mean centered and standardized. Contrary to my first hypothesis, when controlling for gender, PMUR did not predict ADV victimization ($\beta = .17$, 95% CI [-0.04, 0.38], $p = .116$). Similarly, I did not find support for my second hypothesis: Neither preoccupied attachment ($\beta = .12$, 95% CI [-0.11, 0.35], $p = .296$) nor dismissive attachment ($\beta = -0.18$, 95% CI [-0.39, 0.04], $p = .111$) predicted ADV victimization when controlling for gender.

Additionally, my third hypothesis that secure attachment (i.e., low scores on preoccupied and dismissive attachment) would act as a protective factor in moderating the relation between PMUR and ADV victimization was not supported: Results indicated that the interaction between PMUR and insecure attachment (i.e., preoccupied and dismissive) was not significant in predicting ADV victimization (see Table 2). Gender ($\beta = .47$, 95% CI [-0.03, 0.97], $p = .063$) emerged as the strongest predictor of ADV victimization in the regression analyses, indicating that girls tended to report higher levels of ADV victimization than boys.

Discussion

The current study tested two possible predictors of ADV victimization, PMUR and attachment style, as well as the possible interaction between the two. I hypothesized that both PMUR and insecure attachment styles would individually predict increased ADV victimization, and that secure attachment (i.e., low scores on preoccupied and dismissive attachment) would moderate the relation between PMUR and ADV victimization. Bivariate correlations indicated a significant positive association between PMUR and ADV victimization, but my multivariate regression analyses did not. No other significant correlations were found.

A significant bivariate link between PMUR and ADV victimization is supported by findings from previous research (see Karlsson et al., 2016; Garthe et al., 2019). In both of these

prior studies, adolescents' acceptance of violence in romantic relationships, which was linked to witnessing this behavior in their parents, was a significant predictor of ADV victimization. This finding is also supported by social learning theory (Bandura, 1971). Parents provide the foundation for adolescents' romantic relationships through modeling. Adolescents who witness violent behaviors in their parents may be at higher risk to be victimized by dating partners because they might have learned through observation that violence is an acceptable means to resolve conflict in a romantic relationship. Bivariate correlations also revealed a significant positive association between *maternal* modeling of unhealthy relationships and ADV victimization. This also aligns with the findings of Karlsson et al. (2016), who suggested that adolescents who witnessed mother-to-father violence were more likely to report physical ADV victimization. Karlsson et al. (2016) theorized that since children spend more time with their mother than their father, they are likely more influenced by maternal behaviors than paternal behavior. Additionally, according to social norms, men are generally more prone to aggression than women (Cross & Campbell, 2011), so when women act aggressively, this norm is disrupted (Karlsson et al., 2016). Because of this, the aggressive behavior may become more salient to the child, normalizing the behavior.

The association between PMUR and ADV victimization was not found in my regression analyses. Several factors could explain this lack of a significant finding. First, regression analyses controlled for gender as well as for attachment (and the interaction between attachment and PMUR), whereas bivariate correlations did not. Regression analyses account for the variance in all variables entered in the model, so other variables may have accounted for some of the variance initially explained by PMUR in its association with ADV victimization. Interestingly, gender was the strongest predictor of ADV victimization in the regression analyses, although not

a significant predictor. Previous literature supports this finding that girls, generally, report more dating violence than boys (see Wincentak et al., 2017).

Neither bivariate correlations nor regression analyses indicated that insecure attachment (i.e., preoccupied and dismissive) significantly predicted ADV victimization. Worth noting is that the bivariate correlation between preoccupied attachment and ADV victimization was positive whereas the bivariate correlation between dismissive attachment and ADV victimization was negative. The direction of these correlations, although not statistically significant, aligns with models of adult attachment. Preoccupied attachment entails using others' love as a means for self-validation, while dismissive attachment involves distancing oneself from being close with others at all (Bartholomew & Horowitz, 1991). Therefore, preoccupied attachment may have emerged as a positive predictor of ADV victimization because individuals with this type of insecure attachment are more likely to accept conflict in a relationship. In fact, there is research to suggest that preoccupied attachment style is related to less successful separation from partners (Henderson et al., 1997); these individuals may use leaving the relationship as incentive for change, rather than leaving permanently. Individuals with a dismissive attachment style, on the other hand, do not use others' love as a means for self-validation, so are more likely to be able to leave a violent relationship.

Limitations and Future Directions

This study had certain limitations that are important to note. Firstly, the sample size ($N = 152$) was relatively small relative to other studies of ADV (Bonache et al., 2017; Garthe et al., 2019; Karlsson et al., 2016; Wekerle & Wolfe, 1998). Thus, there was limited power to detect statistically significant differences. Another limitation was that my sample lacked diversity: Most identified as White and female. Thus, the current sample is likely not representative of all

adolescents who experience dating violence. Also, 30.9% of participants indicated in the survey that they had not begun dating yet; therefore, their opportunity to experience dating violence at all would be lowered and affect the results of the study.

Additionally, the current study was limited by measurement issues. Attachment styles were assessed using single items, whereas Bonache et al. (2017) found significant associations between ADV victimization and attachment tendencies using an 18-item attachment measure. A lengthier scale provides a more reliable way to measure adolescents' attachment tendencies, whereas single item measures have limited reliability that make it more difficult to find significant associations. Similarly, a new and untested measure of PMUR was used. Further development and evaluation of this measure may be required to document its reliability and validity. Moreover, data was collected at one time point, so cause-and-effect conclusions could not be made.

Despite these limitations, the current study also had important strengths. Participants in this study included a wide range of ages (14-18); this age range encompasses the most formative years of adolescence. Importantly, findings from the study contributed to an area of research for which it is often difficult to collect data, given that schools are often reluctant to support research over sensitive topics (Befort et al., 2008). For example, the school district that agreed to the current study was the third one asked; administrators in the other two districts declined participation.

The current study was novel in its examination of secure attachment as a moderator of the association between PMUR and ADV victimization. Further tests of these associations are needed in future studies. I did not find support for my hypothesis that attachment style would moderate this association, but future studies might yield different results with a better measure of

attachment and a larger sample. Future studies should also examine variables not included in this study that are additional, potential correlates of ADV victimization. Examples include the quality of adolescents' friendships and their relationships with other adults outside the family (Mapes & Cavell, 2021). Additionally, previous research has suggested that different risk factors may lead to different types of ADV victimization (psychological, physical, or sexual); it may be useful to test these subdomains separately in the future. The results also lend support to the importance of parental modeling in the formation of adolescents' romantic relationships. If replicated, these results could be used to identify homes in which adolescents are witnessing interparental violence, which may improve preventative measures against ADV victimization in the future. The findings are supported by social learning theory (Bandura, 1971), the principles of which could be used in testing other aspects of parental influence on adolescent relationships in the future.

Conclusion

Although the current study's primary regression analyses did not support the initial hypotheses, results still provide insight for future directions on investigating predictors of ADV. ADV victimization is not often studied, particularly the risk factors. More ADV research is crucial to understanding potential predictors, which may, in the future, enable ADV prevalence to be lowered.

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Tables**Table 1***Means, standard deviations, and correlations with confidence intervals*

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5
1. Unhealthy Parental Modeling by Mother	2.88	0.80					
2. Unhealthy Parental Modeling by Father	2.73	0.81	.73**				
3. Unhealthy Parental Modeling by Both Parents	2.01	0.64	-.89**	-.90**			
4. Preoccupied Attachment Style	2.98	1.14	-.17	-.16	.21*		
5. Dismissive Attachment Style	3.07	1.05	-.04	-.03	.07	-.20*	
6. ADV Victimization	1.32	0.47	.28**	.16	.23*	.12	-.16

Note. *M* and *SD* are used to represent mean and standard deviation, respectively. * indicates $p < .05$. ** indicates $p < .01$.

Table 2*Multiple Regression Analysis Predicting ADV Victimization from Parental Modeling and Attachment*

<i>Predictors</i>	ADV Victimization (df = 81)				ADV Victimization (df = 82)			
	β	<i>CI</i>	<i>t</i>	<i>p</i>	β	<i>CI</i>	<i>t</i>	<i>p</i>
PMUR	0.17	-0.04 – 0.38	1.59	0.116	0.18	-0.03 – 0.38	1.73	0.088
Preoccupied Attachment	0.12	-0.11 – 0.35	1.05	0.296				
Gender	0.47	-0.03 – 0.97	1.88	0.063	0.43	-0.06 – 0.92	1.76	0.082
PMUR X Preoccupied Attachment	-0.03	-0.27 – 0.20	-0.30	0.764				
Dismissive Attachment					-0.18	-0.39 – 0.04	-1.61	0.111
PMUR X Dismissive Attachment					0.07	-0.14 – 0.29	0.68	0.500
R^2 / R^2 adjusted	0.101 / 0.056				0.120 / 0.077			

Note. Ordinary Least Squares (OLS) regression analyses predicting ADV victimization from measures of attachment and parental modeling of unhealthy relationships; ADV = adolescent dating violence; PMUR = parental modeling of unhealthy relationships; df = degrees of freedom; β = standardized beta weight estimate; *CI* = confidence interval.

Appendix

ADVOCATE- Youth Survey - FINAL - Version 3

Start of Block: Introduction/Assent

Q163



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Q161 Timothy A. Cavell, PhD Department of Psychological Science Phone: (479) 575-5800 tcavell@uark.edu **The ADVOCATE Project Student Assent to Participate in a Research Study** We are doing a study about teenage dating, dating conflict, and who teenagers talk to for help and advice about dating and dating conflict. If you decide to be in this study, you will answer survey questions about dating, about dating conflict, and about how often you talk to parents, friends, or other adults for help and advice. **The survey will take about 20-30 minutes to finish. Once you complete the survey, you can be in a raffle for one of 35 \$50 Walmart gift cards!** **Things to Know about this Study** *Who will participate in this study?* All high school students enrolled in Health, Human Relations, or Psychology classes in Fayetteville High School can participate. *What am I being asked to do?* You will answer questions about dating, about dating conflict, and about how often you talk to parents, friends, or other adults for help and advice. The survey will take about 20-30 minutes to finish. *What are the possible risks or discomforts?* This study will take 20-30 minutes of

your time. Some questions might be hard to answer. If any question is too hard to answer or makes you uncomfortable, you skip it. There are no costs or penalties if you skip any questions. *What are the possible benefits of this study?* All students who complete the survey will be entered into a drawing to win one of 35 \$50.00 Walmart gift cards. There are no benefits other than helping us to learn about teen dating and conflict, and ways to support teens experiencing dating conflict. *Will my information be kept private?* Your answers will be kept anonymous. When we report the survey results, we will never identify any participants and will only report group results. This study is voluntary; you don't have to be in the study if you don't want to. If you want to skip a question or stop doing the survey, that's okay too. **If you decide to be in this study, please check the box below.** If you have any questions you have the right to contact the Principal Researcher, Dr. Timothy Cavell [Department of Psychological Science, University of Arkansas tcavell@uark.edu, 479-575-5800]. If you have questions or concerns about your rights as a research participant, please contact Ro Windwalker, the University's IRB Compliance Coordinator, at 479-575-2208 or irb@uark.edu. You can print this screen for your records or request a hard copy of this assent form be mailed to you.

Q162 By checking the box below, I choose to be in the study and answer these survey questions.

I choose to participate. (1)

End of Block: Introduction/Assent

Start of Block: Demographics

Q2 What is your age?

Q199 What grade are you in?

- 9th grade (1)
 - 10th grade (2)
 - 11th grade (3)
 - 12th grade (4)
-

Q200 What is your gender?

- Male (1)
 - Female (2)
 - Other: (3) _____
-

Q201 What is your sexual orientation?

- Straight/ Heterosexual (1)
 - Gay or Lesbian (2)
 - Bisexual (3)
 - Prefer to self describe: (4) _____
 - Prefer not to say (5)
-

Q202 What is your race? [check all that apply]:

- White (1)
- Black or African American (2)
- American Indian or Alaska Native (3)
- Asian (4)
- Native Hawaiian or Pacific Islander (Marshallese) (5)
- Other: (6) _____
-

Q179 What is your ethnicity?

- Hispanic/Latino (1)
- Not Hispanic/Latino (2)
-

Q7 What language do you speak most often **at home**?

- English (1)
- Spanish (2)
- Marshallese (3)
- Other: (4) _____
-

Q8 What language do you speak most often **with your friends**?

- English (1)
 - Spanish (2)
 - Marshallese (3)
 - Other: (4) _____
-

Q165 Do you receive free or reduced-price lunch at school?

- No (1)
 - Yes, I receive **reduced-price** lunch (2)
 - Yes, I receive **free** lunch (3)
 - Unsure/ don't know (4)
-

Q166 What is the highest grade your **mother** completed?

- Less than high school (1)
 - High school diploma/GED (2)
 - Some college (3)
 - 2 year degree (4)
 - 4 year degree (5)
 - Doctorate/Professional degree (6)
 - Unsure (7)
-

Q167 What is the highest grade your **father** completed?

- Less than high school (1)
- High school diploma/GED (2)
- Some college (3)
- 2 year degree (4)
- 4 year degree (5)
- Doctorate/Professional degree (6)
- Unsure (7)

End of Block: Demographics

Start of Block: CADRI-S

Q59 At your age a number of teens are thinking about dating or “going out.” Some begin thinking of people they might like to date, others go out on dates, and some begin steady relationships. **Please check the statement(s) that best applies to you:**

- I have not begun dating yet (1)
- I have begun dating (2)
- I have begun dating and am currently in a relationship (3)

Skip To: End of Block If At your age a number of teens are thinking about dating or “going out.” Some begin thinking of p... = I have not begun dating yet

Q175 How many single dates have you been on (please give your best guess):

- I have not begun dating (1)
 - We have not been on any dates yet (2)
 - 1-5 dates (3)
 - 6-10 dates (4)
 - 11-15 dates (5)
 - 16-20 dates (6)
 - 21 or more dates (7)
-

Q176 How long was your longest relationship?

- Less than 1 month (1)
 - 1 - 3 months (2)
 - 4 - 6 months (3)
 - 7 - 9 months (4)
 - 10 - 12 months (5)
 - 1 - 2 years (8)
 - 3 or more years (9)
-

Q63 The questions in this survey ask you about **things that may have happened to you with your dating partner** (someone you were going out with) while you were **having an argument**. We want to learn about serious conflict that can take different forms: physical conflict, emotional conflict, or sexual conflict. When answering these questions check the box that is your best estimate of **how often these things have happened** with the person you are thinking of (current or ex-dating partner) **in the last 12 months (in the last year)**. As a guide use the following scale: **Never:** this has **never** happened in my relationship **Seldom:** this has only happened about **1-2 times** in my relationship **Sometimes:** this has happened **3-5 times** in my relationship **Often:** this has happened **6 times or more** in my relationship **N/A:** I have never been in a relationship

Q64 During a conflict or argument with my dating partner in the last 12 months: **My partner spoke to me in a hostile or mean tone of voice.**

- Never (1)
 - Seldom (2)
 - Sometimes (3)
 - Often (4)
 - N/A (6)
-

Q65 During a conflict or argument with my dating partner in the last 12 months: **My partner insulted me with put downs.**

- Never (1)
- Seldom (2)
- Sometimes (3)
- Often (4)
- N/A (6)

Q66 During a conflict or argument with my dating partner in the last 12 months: **My partner said things to my friends about me to turn them against me.**

- Never (1)
 - Seldom (2)
 - Sometimes (3)
 - Often (4)
 - N/A (6)
-

Q67 During a conflict or argument with my dating partner in the last 12 months: **My partner hit, kicked, or punched me.**

- Never (1)
 - Seldom (2)
 - Sometimes (3)
 - Often (4)
 - N/A (6)
-

Q68 During a conflict or argument with my dating partner in the last 12 months: **My partner slapped me or pulled my hair.**

- Never (1)
 - Seldom (2)
 - Sometimes (3)
 - Often (4)
 - N/A (6)
-

Q69 During a conflict or argument with my dating partner in the last 12 months: **My partner threatened to hurt me.**

- Never (1)
 - Seldom (2)
 - Sometimes (3)
 - Often (4)
 - N/A (6)
-

Q70 During a conflict or argument with my dating partner in the last 12 months: **My partner threatened to hit or throw something at me.**

- Never (1)
 - Seldom (2)
 - Sometimes (3)
 - Often (4)
 - N/A (6)
-

Q71 During a conflict or argument with my dating partner in the last 12 months: **My partner spread rumors about me.**

- Never (1)
 - Seldom (2)
 - Sometimes (3)
 - Often (4)
 - N/A (6)
-

Q72 During a conflict or argument with my dating partner in the last 12 months: **My partner touched me sexually when I didn't want them to.**

- Never (1)
 - Seldom (2)
 - Sometimes (3)
 - Often (4)
 - N/A (6)
-

Q73 During a conflict or argument with my dating partner in the last 12 months: **My partner forced me to have sex when I didn't want to.**

- Never (1)
- Seldom (2)
- Sometimes (3)
- Often (4)
- N/A (6)

End of Block: CADRI-S

Start of Block: Disclosure

Q74 Below is a list of people who you might talk to about a dating conflict or argument. If you had a conflict with your dating partner, who did you talk to about it, if anyone (check all that you told):

- I have never had a dating conflict or argument (1)
 - I have never told anyone (2)
 - Friend (not related to you) (3)
 - Parent or caregiver (4)
 - Sibling (brother, sister) (5)
 - Adult relative/family member (such as an uncle, grandmother, aunt, etc.) (6)
 - Adult other than your parents/caregivers or family members (such as a neighbor) (7)
 - Therapist or counselor (8)
 - Help line (text or call or online) (9)
 - Doctor or nurse (10)
 - Police, lawyer, or other legal authority (11)
 - Pastor, priest, or minister (12)
 - Teacher, principal, or coach (13)
 - Formal Mentoring (such as Big Brothers, Big Sisters) (14)
 - Someone else not listed about (please describe who this was) (15)
-

Page Break

Q75 If you told someone about a conflict with your dating partner, **how long** did you wait before telling someone?

- I have **never had a dating conflict or argument** (1)
- I have **never told anyone** (2)
- I told someone **immediately** (3)
- I waited... **several weeks (1-3 weeks)** to tell someone (5)
- I waited... **about a month** to tell someone (6)
- I waited... **several months (2-11 months)** to tell (7)
- I waited... **1 year** to tell someone (8)
- I waited... over **1 year** to tell someone (9)

Page Break

Q76 If you did not tell anyone about a dating conflict with your partner, **do you plan to tell anyone?**

- I have never had a dating conflict or argument (1)
- I have already told someone (6)
- No, I do not plan on telling someone (2)
- Yes, I plan to tell someone **soon** (3)
- Yes, I plan to tell someone **within a year from now** (4)
- Yes, I plan to tell someone, but not until **I am an adult** (5)

Page Break

Q78 If you were having a dating conflict or argument, how likely is it that you would tell anyone?

- 1 (Extremely Unlikely) (1)
- 2 (Unlikely) (2)
- 3 (Likely) (3)
- 4 (Extremely Likely) (4)
-

Q77 If you were having a dating conflict or argument, how likely is it that you would tell the following people?

Q79 How likely is it that you would tell: a **friend(s)** (not related to you)?

- 1 (Extremely Unlikely) (1)
- 2 (Unlikely) (2)
- 3 (Likely) (3)
- 4 (Extremely Likely) (4)
-

Q80 How likely is it that you would tell: a **parent** or caregiver?

- 1 (Extremely Unlikely) (1)
- 2 (Unlikely) (2)
- 3 (Likely) (3)
- 4 (Extremely Likely) (4)

Q81 How likely is it that you would tell: a **sibling** (brother, sister)?

- 1 (Extremely Unlikely) (1)
- 2 (Unlikely) (2)
- 3 (Likely) (3)
- 4 (Extremely Likely) (4)
-

Q82 How likely is it that you would tell: an **adult relative/family member** (such as an uncle, grandmother, aunt, etc.)?

- 1 (Extremely Unlikely) (1)
- 2 (Unlikely) (2)
- 3 (Likely) (3)
- 4 (Extremely Likely) (4)
-

Q83 How likely is it that you would tell: an **adult other than your parents/caregivers** (such as a neighbor)?

- 1 (Extremely Unlikely) (1)
- 2 (Unlikely) (2)
- 3 (Likely) (3)
- 4 (Extremely Likely) (4)
-

Q84 How likely is it that you would tell: a **therapist or counselor**?

- 1 (Extremely Unlikely) (1)
 - 2 (Unlikely) (2)
 - 3 (Likely) (3)
 - 4 (Extremely Likely) (4)
-

Q85 How likely is it that you would tell: a **helpline** (phone, text, or online)?

- 1 (Extremely Unlikely) (1)
 - 2 (Unlikely) (2)
 - 3 (Likely) (3)
 - 4 (Extremely Likely) (4)
-

Q86 How likely is it that you would tell: a **doctor or nurse**?

- 1 (Extremely Unlikely) (1)
 - 2 (Unlikely) (2)
 - 3 (Likely) (3)
 - 4 (Extremely Likely) (4)
-

Q87 How likely is it that you would tell: **the police, a lawyer, or other legal authority?**

- 1 (Extremely Unlikely) (1)
- 2 (Unlikely) (2)
- 3 (Likely) (3)
- 4 (Extremely Likely) (4)
-

Q88 How likely is it that you would tell: a **teacher, principal, or coach?**

- 1 (Extremely Unlikely) (1)
- 2 (Unlikely) (2)
- 3 (Likely) (3)
- 4 (Extremely Likely) (4)
-

Q89 Is there **someone else** you would tell that was not listed? (if yes write who they are below):

Page Break

Q91 If you had a dating conflict or argument, what are some reasons you might NOT tell **your parents/guardians?** [Check all that apply]

I might not **tell my parent/guardian** because...

- I've told my parent once before and **they didn't react well** (1)
 - It's an **uncomfortable topic** to talk about with my parent (6)
 - Dating conflict **isn't serious enough** to tell my parent (5)
 - I'm worried my parent **would tell** someone else (7)
 - My parent might **want me to break up** with the person I'm dating (8)
 - I would rather **figure it out on my own** than tell my parent/guardian (9)
 - I'm afraid the person I was dating **would retaliate/ get back at me** if I told my parent (10)
 - My parent **doesn't know I am dating** (11)
 - I would feel **embarrassed or ashamed** to tell my parent (13)
 - I'm afraid my parent **would overreact** (12)
 - My parent **wouldn't believe me** (15)
 - My parent/guardian **wouldn't listen** (16)
 - I don't **trust my parent** (18)
 - My parent **wouldn't be able to help** (19)
 - I would not want to **get my dating partner in trouble** by telling my parent (21)
 - Other reason not listed above: (20)
-



Q92 If you did have a dating conflict or argument, what are some reasons you might NOT tell your friend(s)? [Check all that apply]

I might NOT tell **my friend(s)** because....

- I've told my friend(s) once before and **they didn't react well** (1)
 - Dating conflict **isn't serious** enough to tell my friend(s) (5)
 - It's an **uncomfortable topic** to talk about with my friend(s) (6)
 - I'm worried my friend(s) **would tell someone else** (7)
 - My friend(s) might **want me to break up** with the person I'm dating (8)
 - I'd rather **figure it out on my own** than tell my friend(s) (9)
 - I'm afraid the person I was dating **would retaliate/ get back at me** if I told my friends (10)
 - My friends **don't know I am dating** (11)
 - I'm afraid my friend(s) **would overreact** (12)
 - I would feel **embarrassed or ashamed** to tell my friend(s) (13)
 - My friend(s) **wouldn't believe me** (15)
 - My friend(s) **wouldn't listen** (16)
 - I **don't** trust my friend(s) (18)
 - My friend(s) **wouldn't be able to help** (19)
 - I would not want to **get my dating partner in trouble** by telling my friend(s) (21)
 - Other reason not listed above: (20)
-



Q93 If you had a dating conflict or argument, what are some reasons you might NOT tell **an adult other than your parents (such as an aunt, neighbor, teacher, etc.)**? [Check all that apply] I might NOT tell **an adult other than my parents** because....

- I've told an adult other than my parents once before **and they didn't react well** (1)
- Dating conflict **isn't serious** enough to tell an adult other than my parents (5)
- It's an **uncomfortable topic** to talk about with an adult other than my parent/guardian (6)
- I'm worried an adult other than my parents **would tell** someone else (7)
- An adult other than my parents **might make me break up** with the person I'm dating (8)
- I'd rather **figure it out on my own** than tell an adult other than my parents (9)
- I'm afraid the person I was dating **would retaliate/ get back at me** if I told an adult other than my parents (10)
- Adults other than my parents **don't know I am dating** (11)
- I'm afraid an adult other than my parents **would overreact** (12)
- I would feel **embarrassed or ashamed** to tell an adult other than my parents (13)
- An adult other than my parents **wouldn't believe me** (15)
- An adult other than my parents **wouldn't listen** (16)
- I don't trust** an adult other than my parents (18)
- An adult other than my parents **wouldn't be able to help** (19)

I would not want to **get my dating partner in trouble** by telling an adult other than my parents (20)

Other reason not listed above: (3)

Page Break

Q94 How important are these reasons for telling someone about a dating conflict?

Q96 **If it was anonymous** (someone would not know who I am, like a secure place online or over text)

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q97 **If it was private** (If it was someone who **wouldn't tell** anyone else)

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q98 If they would **get me help**

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q99 If I knew they **wouldn't** tell my parents

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q100 If they were the **same gender** as me

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q102 If it was someone who **knew the person I was dating**

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q103 If it was someone who **did not know the person I was dating**

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q104 If it was someone who **wouldn't blame me** for the conflict

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q106 If it was someone who **would just listen** and **not give advice**

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q107 If it was someone who could **connect me with someone who could help**, like a counselor

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q108 If it was someone who was **an adult**

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q109 If it was someone who was **about my age**

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q110 If it was someone who spoke **my native language**

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q111 If it was someone who was the **same race or ethnicity** as me

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q112 If it was someone who had the **same sexual orientation** as me

- 1 (Not Important) (5)
 - 2 (Somewhat Important) (1)
 - 3 (Moderately Important) (2)
 - 4 (Very Important) (3)
 - 5 (Extremely Important) (4)
-

Q159 Are there other things that are important about someone who you might talk to about a dating conflict? Please describe (use as much space as needed)

Page Break

Q113

If you had a conflict or argument with dating partner and told someone about it, **how would you want them to react?** (use your own words, take as much space as you need)

End of Block: Disclosure

Start of Block: ATDV

Q115 The statements below describe different attitudes or opinions that people have about dating relationships. There are no right or wrong answers, so please give us your honest ratings about each statement. Please rate how much you agree with each of the following statements.

Q116 A girl should always do what her boyfriend tells her to do.

- (1) Strongly Disagree (1)
- (2) Mildly Disagree (2)
- (3) Neither Disagree nor Agree (3)
- (4) Mildly Agree (4)
- (5) Strongly Agree (5)

Q117 It is o.k. for a guy to bad mouth his girlfriend.

- (1) Strongly Disagree (1)
 - (2) Mildly Disagree (2)
 - (3) Neither Disagree nor Agree (3)
 - (4) Mildly Agree (4)
 - (5) Strongly Agree (5)
-

Q118 Sometimes a guy cannot help hitting his girlfriend when he is angry.

- (1) Strongly Disagree (1)
 - (2) Mildly Disagree (2)
 - (3) Neither Disagree nor Agree (3)
 - (4) Mildly Agree (4)
 - (5) Strongly Agree (5)
-

Q119 It is o.k. for a guy to slap his girlfriend if she deserves it.

- (1) Strongly Disagree (1)
 - (2) Mildly Disagree (2)
 - (3) Neither Disagree nor Agree (3)
 - (4) Mildly Agree (4)
 - (5) Strongly Agree (5)
-

Q120 To prove her love, it is important for a girl to have sex with her boyfriend.

- (1) Strongly Disagree (1)
 - (2) Mildly Disagree (2)
 - (3) Neither Disagree nor Agree (3)
 - (4) Mildly Agree (4)
 - (5) Strongly Agree (5)
-

Q121 It is alright to pressure a girl to have sex if she has had sex in the past.

- (1) Strongly Disagree (1)
 - (2) Mildly Disagree (2)
 - (3) Neither Disagree nor Agree (3)
 - (4) Mildly Agree (4)
 - (5) Strongly Agree (5)
-

Q122 Girls have a right to tell their boyfriends what to do.

- (1) Strongly Disagree (1)
 - (2) Mildly Disagree (2)
 - (3) Neither Disagree nor Agree (3)
 - (4) Mildly Agree (4)
 - (5) Strongly Agree (5)
-

Q123 It is important for a guy to always dress the way his girlfriend wants.

- (1) Strongly Disagree (1)
 - (2) Mildly Disagree (2)
 - (3) Neither Disagree nor Agree (3)
 - (4) Mildly Agree (4)
 - (5) Strongly Agree (5)
-

Q124 It is o.k. for a girl to slap her boyfriend if he deserves it.

- (1) Strongly Disagree (1)
 - (2) Mildly Disagree (2)
 - (3) Neither Disagree nor Agree (3)
 - (4) Mildly Agree (4)
 - (5) Strongly Agree (5)
-

Q125 Some guys deserve to be slapped by their girlfriends.

- (1) Strongly Disagree (1)
 - (2) Mildly Disagree (2)
 - (3) Neither Disagree nor Agree (3)
 - (4) Mildly Agree (4)
 - (5) Strongly Agree (5)
-

Q126 To prove his love, it is important for a guy to have sex with his girlfriend.

- (1) Strongly Disagree (1)
 - (2) Mildly Disagree (2)
 - (3) Neither Disagree nor Agree (3)
 - (4) Mildly Agree (4)
 - (5) Strongly Agree (5)
-

Q127 It is o.k. for a girl to say she loves a guy to get him to have sex.

- (1) Strongly Disagree (1)
- (2) Mildly Disagree (2)
- (3) Neither Disagree nor Agree (3)
- (4) Mildly Agree (4)
- (5) Strongly Agree (5)

End of Block: ATDV

Start of Block: Ethnicity- MEIM-R

Q160

In this country, people come from many different countries and cultures, and there are many different words to describe the different backgrounds or ethnic groups that people come from.

Some examples of the names of ethnic groups are Hispanic or Latino, Black or African American, Asian American, Chinese, Filipino, American Indian, Mexican American, Caucasian or White, Italian American, and many others.

These questions are about your ethnicity or your ethnic group and how you feel about it or react to it.

Q159

In terms of ethnic group, **I consider myself to be** (Hispanic/Latino, Black, Marshallese/Micronesian, White, etc.), please fill in:

Q18

Use the numbers below to indicate how much you agree or disagree with each statement.

Q20 I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.

- 1 (Strongly Disagree) (1)
 - 2 (Disagree) (2)
 - 3 (Agree) (3)
 - 4 (Strongly Agree) (4)
-

Q22 I have a strong sense of belonging to my own ethnic group.

- 1 (Strongly Disagree) (1)
 - 2 (Disagree) (2)
 - 3 (Agree) (3)
 - 4 (Strongly Agree) (4)
-

Q24 I understand pretty well what my ethnic group membership means to me.

- 1 (Strongly Disagree) (1)
- 2 (Disagree) (2)
- 3 (Agree) (3)
- 4 (Strongly Agree) (4)
-

Q26 I have often done things that will help me understand my ethnic background better.

- 1 (Strongly Disagree) (1)
- 2 (Disagree) (2)
- 3 (Agree) (3)
- 4 (Strongly Agree) (4)
-

Q28 I have often talked to other people in order to learn more about my ethnic group.

- 1 (Strongly Disagree) (1)
- 2 (Disagree) (2)
- 3 (Agree) (3)
- 4 (Strongly Agree) (4)
-

Q30 I feel a strong attachment towards my own ethnic group.

- 1 (Strongly Disagree) (1)
- 2 (Disagree) (2)
- 3 (Agree) (3)
- 4 (Strongly Agree) (4)

End of Block: Ethnicity- MEIM-R

Start of Block: Ethnicity- Public and Private Ethnic Regard

Q184

Use the numbers below to indicate how much you agree or disagree with each statement.

Q200 I am happy that I am a member of my ethnic group.

- 1 (Strongly Disagree) (1)
 - 2 (Disagree) (2)
 - 3 (Neutral) (3)
 - 4 (Agree) (4)
 - 5 (Strongly Agree) (5)
-

Q202 I am proud to be a member of my ethnic group.

- 1 (Strongly Disagree) (1)
 - 2 (Disagree) (2)
 - 3 (Neutral) (3)
 - 4 (Agree) (4)
 - 5 (Strongly Agree) (5)
-

Q204 I feel good about people from my ethnic group.

- 1 (Strongly Disagree) (1)
 - 2 (Disagree) (2)
 - 3 (Neutral) (3)
 - 4 (Agree) (4)
 - 5 (Strongly Agree) (5)
-

Q206 Most people think that people from my ethnic group are as smart as people from other ethnic groups.

- 1 (Strongly Disagree) (1)
 - 2 (Disagree) (2)
 - 3 (Neutral) (3)
 - 4 (Agree) (4)
 - 5 (Strongly Agree) (5)
-

Q208 People think that people from my ethnic group are as good as people from other ethnic groups.

- 1 (Strongly Disagree) (1)
- 2 (Disagree) (2)
- 3 (Neutral) (3)
- 4 (Agree) (4)
- 5 (Strongly Agree) (5)
-

Q210 People from other ethnic groups think that people from my ethnic group have made important contributions.

- 1 (Strongly Disagree) (1)
- 2 (Disagree) (2)
- 3 (Neutral) (3)
- 4 (Agree) (4)
- 5 (Strongly Agree) (5)

End of Block: Ethnicity- Public and Private Ethnic Regard

Start of Block: MSPSS

Q128 We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Q129 There is **an adult other than my parents** who is around when I am in need.

- (1) Very Strongly Disagree (1)
 - (2) Strongly Disagree (2)
 - (3) Mildly Disagree (3)
 - (4) Neutral (4)
 - (5) Mildly Agree (5)
 - (6) Strongly Agree (6)
 - (7) Very Strongly Agree (7)
-

Q130 There is **an adult other than my parents** with whom I can share joys and sorrows.

- (1) Very Strongly Disagree (1)
 - (2) Strongly Disagree (2)
 - (3) Mildly Disagree (3)
 - (4) Neutral (4)
 - (5) Mildly Agree (5)
 - (6) Strongly Agree (6)
 - (7) Very Strongly Agree (7)
-

Q131 **My parents** really try to help me.

- (1) Very Strongly Disagree (1)
 - (2) Strongly Disagree (2)
 - (3) Mildly Disagree (3)
 - (4) Neutral (4)
 - (5) Mildly Agree (5)
 - (6) Strongly Agree (6)
 - (7) Very Strongly Agree (7)
-

Q132 I get the emotional help and support I need from **my parents**.

- (1) Very Strongly Disagree (1)
 - (2) Strongly Disagree (2)
 - (3) Mildly Disagree (3)
 - (4) Neutral (4)
 - (5) Mildly Agree (5)
 - (6) Strongly Agree (6)
 - (7) Very Strongly Agree (7)
-

Q133 I have **an adult other than my parents** who is a real source of comfort to me.

- (1) Very Strongly Disagree (1)
 - (2) Strongly Disagree (2)
 - (3) Mildly Disagree (3)
 - (4) Neutral (4)
 - (5) Mildly Agree (5)
 - (6) Strongly Agree (6)
 - (7) Very Strongly Agree (7)
-

Q134 **My friend(s)** really try to help me.

- (1) Very Strongly Disagree (1)
 - (2) Strongly Disagree (2)
 - (3) Mildly Disagree (3)
 - (4) Neutral (4)
 - (5) Mildly Agree (5)
 - (6) Strongly Agree (6)
 - (7) Very Strongly Agree (7)
-

Q135 I can count on **my friend(s)** when things go wrong.

- (1) Very Strongly Disagree (1)
 - (2) Strongly Disagree (2)
 - (3) Mildly Disagree (3)
 - (4) Neutral (4)
 - (5) Mildly Agree (5)
 - (6) Strongly Agree (6)
 - (7) Very Strongly Agree (7)
-

Q136 I can talk about my problems with **my parents**.

- (1) Very Strongly Disagree (1)
 - (2) Strongly Disagree (2)
 - (3) Mildly Disagree (3)
 - (4) Neutral (4)
 - (5) Mildly Agree (5)
 - (6) Strongly Agree (6)
 - (7) Very Strongly Agree (7)
-

Q137 I have **friend(s)** with whom I can share my joys and sorrows.

- (1) Very Strongly Disagree (1)
 - (2) Strongly Disagree (2)
 - (3) Mildly Disagree (3)
 - (4) Neutral (4)
 - (5) Mildly Agree (5)
 - (6) Strongly Agree (6)
 - (7) Very Strongly Agree (7)
-

Q138 There is **an adult other than my parents** in my life who cares about my feelings.

- (1) Very Strongly Disagree (1)
 - (2) Strongly Disagree (2)
 - (3) Mildly Disagree (3)
 - (4) Neutral (4)
 - (5) Mildly Agree (5)
 - (6) Strongly Agree (6)
 - (7) Very Strongly Agree (7)
-

Q139 **My parents** are willing to help me make decisions.

- (1) Very Strongly Disagree (1)
 - (2) Strongly Disagree (2)
 - (3) Mildly Disagree (3)
 - (4) Neutral (4)
 - (5) Mildly Agree (5)
 - (6) Strongly Agree (6)
 - (7) Very Strongly Agree (7)
-

Q140 I can talk about my problems with **my friend(s)**.

- (1) Very Strongly Disagree (1)
- (2) Strongly Disagree (2)
- (3) Mildly Disagree (3)
- (4) Neutral (4)
- (5) Mildly Agree (5)
- (6) Strongly Agree (6)
- (7) Very Strongly Agree (7)

End of Block: MSPSS

Start of Block: NMQ

Q141 Growing up, I had an adult other than my parents with whom I felt close.

- Yes (1)
- No (2)
-

Q143 An adult other than my parents was an important person in my life.

- Yes (1)
- No (2)
-

Q144 An adult other than my parents was supportive of me when I was growing up.

- Yes (1)
- No (2)
-

Q145 I felt there was an adult other than my parents who cared about me and helped me when I was growing up

- Yes (1)
- No (2)
-

Q146 When I was growing up, there was an adult other than my parents who helped me feel good about myself.

- Yes (1)
- No (2)
-

Q147 If you had a person (or people) like this in your life, **what was your relationship** to this person (or people)? (If more than one, check all that apply)

- Adult sibling (1)
 - Adult relative/family member (such as an uncle, grandmother, aunt, etc.) (2)
 - Adult other than your parents/caregivers or family members (such as a neighbor or friend's parent) (3)
 - Pastor, priest, or minister (4)
 - Teacher, principal, or coach (5)
 - Therapist or counselor (6)
 - Formal mentor in a program (such as, Big Brother or Big Sister) (7)
 - Someone else not listed about (please describe who this was): (8)
-

End of Block: NMQ

Start of Block: PHQ-9A (Adolescents)

Q148 Over the last **2 weeks** how often have you been bothered by any of the following problems?

Q149 Feeling down, depressed, irritable, or hopeless?

- 0 (Not at All) (1)
- 1 (Several Days) (2)
- 3 (More Than Half the Days) (3)
- 4 (Nearly Every Day) (4)
-

Q150 Little interest or pleasure in doing things?

- 0 (Not at All) (1)
- 1 (Several Days) (2)
- 3 (More Than Half the Days) (3)
- 4 (Nearly Every Day) (4)
-

Q151 Trouble falling asleep, staying asleep, or sleeping too much?

- 0 (Not at All) (1)
- 1 (Several Days) (2)
- 3 (More Than Half the Days) (3)
- 4 (Nearly Every Day) (4)
-

Q152 Poor appetite, weight loss, or overeating?

- 0 (Not at All) (1)
- 1 (Several Days) (2)
- 3 (More Than Half the Days) (3)
- 4 (Nearly Every Day) (4)
-

Q153 Feeling tired, or having little energy?

- 0 (Not at All) (1)
- 1 (Several Days) (2)
- 3 (More Than Half the Days) (3)
- 4 (Nearly Every Day) (4)
-

Q154 Feeling bad about yourself-or feeling that you are a failure, or that you have let yourself or your family down?

- 0 (Not at All) (1)
- 1 (Several Days) (2)
- 3 (More Than Half the Days) (3)
- 4 (Nearly Every Day) (4)
-

Q155 Trouble concentrating on things like school work, reading, or watching tv?

- 0 (Not at All) (1)
- 1 (Several Days) (2)
- 3 (More Than Half the Days) (3)
- 4 (Nearly Every Day) (4)
-

Q156 Moving or speaking so slowly that other people could have noticed? Or the opposite-being so fidgety or restless that you have been moving around a lot more than usual?

- 0 (Not at All) (1)
- 1 (Several Days) (2)
- 3 (More Than Half the Days) (3)
- 4 (Nearly Every Day) (4)

End of Block: PHQ-9A (Adolescents)

Start of Block: CTS-modified, Skinner, Engagement in Activities

Q157 The next questions ask you about thoughts and feelings that young people might have. **How often did each of these happen to you in the last 30 days?**

Q158 Strong feelings in your body when you remembered when you were hurt or abused by your dating partner (sweating, heart beats fast, feel sick)

- 0 (Never/Rarely) (1)
- 1 (1-2 times per month) (2)
- 2 (1-2 times per week) (3)
- 3 (3+ times per week) (4)
-

Q159 Trying to stay away from people, places, or things that remind you about something bad or scary that happened.

- 0 (Never/Rarely) (1)
- 1 (1-2 times per month) (2)
- 2 (1-2 times per week) (3)
- 3 (3+ times per week) (4)
-

Q160 Trouble feeling happy.

- 0 (Never/Rarely) (1)
- 1 (1-2 times per month) (2)
- 2 (1-2 times per week) (3)
- 3 (3+ times per week) (4)
-

Q161 Trouble sleeping.

- 0 (Never/Rarely) (1)
- 1 (1-2 times per month) (2)
- 2 (1-2 times per week) (3)
- 3 (3+ times per week) (4)
-

Q162 Hard to concentrate or pay attention.

- 0 (Never/Rarely) (1)
- 1 (1-2 times per month) (2)
- 2 (1-2 times per week) (3)
- 3 (3+ times per week) (4)
-

Q163 Feel alone and not close to people around you.

- 0 (Never/Rarely) (1)
- 1 (1-2 times per month) (2)
- 2 (1-2 times per week) (3)
- 3 (3+ times per week) (4)
-

Q167 The next questions ask you about school.

Q168 I try hard to do well in school.

- 1 (Not True at All) (1)
 - 2 (Not Very True) (2)
 - 3 (Sort of True) (3)
 - 4 (Very True) (4)
-

Q169 In class, I work as hard as I can.

- 1 (Not True at All) (1)
 - 2 (Not Very True) (2)
 - 3 (Sort of True) (3)
 - 4 (Very True) (4)
-

Q170 When I'm in class, I participate in class discussions.

- 1 (Not True at All) (1)
 - 2 (Not Very True) (2)
 - 3 (Sort of True) (3)
 - 4 (Very True) (4)
-

Q171 I pay attention in class.

- 1 (Not True at All) (1)
 - 2 (Not Very True) (2)
 - 3 (Sort of True) (3)
 - 4 (Very True) (4)
-

Q172 When I'm in class, I listen very carefully.

- 1 (Not True at All) (1)
 - 2 (Not Very True) (2)
 - 3 (Sort of True) (3)
 - 4 (Very True) (4)
-

Q173 When I'm in class, I feel good.

- 1 (Not True at All) (1)
 - 2 (Not Very True) (2)
 - 3 (Sort of True) (3)
 - 4 (Very True) (4)
-

Q174 When we work on something in class, I feel interested.

- 1 (Not True at All) (1)
 - 2 (Not Very True) (2)
 - 3 (Sort of True) (3)
 - 4 (Very True) (4)
-

Q175 Class is fun.

- 1 (Not True at All) (1)
 - 2 (Not Very True) (2)
 - 3 (Sort of True) (3)
 - 4 (Very True) (4)
-

Q176 I enjoy learning new things in class.

- 1 (Not True at All) (1)
 - 2 (Not Very True) (2)
 - 3 (Sort of True) (3)
 - 4 (Very True) (4)
-

Q177 When we work on something in class, I get involved.

- 1 (Not True at All) (1)
- 2 (Not Very True) (2)
- 3 (Sort of True) (3)
- 4 (Very True) (4)

Page Break

Q178 The next four questions ask you about your participation in different activities.

Q179 In the past year, did you participate in any **sports**?

- 0 (Never) (1)
 - 1 (Hardly Ever) (2)
 - 2 (Sometimes) (3)
 - 3 (Most of the Time) (4)
 - 4 (All the Time) (5)
-

Q180 In the past year, did you belong to any **organizations, clubs, teams, or groups**?

- 0 (Never) (1)
 - 1 (Hardly Ever) (2)
 - 2 (Sometimes) (3)
 - 3 (Most of the Time) (4)
 - 4 (All the Time) (5)
-

Q181 In the past year, did you attend **religious services**?

- 0 (Never) (1)
- 1 (Hardly Ever) (2)
- 2 (Sometimes) (3)
- 3 (Most of the Time) (4)
- 4 (All the Time) (5)
-

Q182 In the past year, did you have a **formal mentor** from a program such as Big Brothers, Big Sisters?

- 0 (Never) (1)
- 1 (Hardly Ever) (2)
- 2 (Sometimes) (3)
- 3 (Most of the Time) (4)
- 4 (All the Time) (5)

End of Block: CTS-modified, Skinner, Engagement in Activities

Start of Block: Attachment- RQ-modified

Q171 The following four questions describe general relationships styles that people often report.

Please rate how much each one best describes you or is closest to the way you are:

Q172

1: **It is easy** for me to become emotionally close to others. **I am comfortable** depending on them and having them depend on me. **I don't worry** about being alone or having others not accept me.

- 1 (Disagree Strongly) (1)
 - 2 (2)
 - 3 (Neutral/Mixed) (3)
 - 4 (4)
 - 5 (Agree Strongly) (5)
-

Q173 2: I am **uncomfortable getting close** to others. I want emotionally close relationships, but I find it **difficult to trust others** completely, or to depend on them. I **worry that I will be hurt** if I allow myself to become too close to others.

- 1 (Disagree Strongly) (1)
 - 2 (2)
 - 3 (Neutral/Mixed) (3)
 - 4 (4)
 - 5 (Agree Strongly) (5)
-

Q174 3: I want to be **completely emotionally intimate** with others, but I often find that others are reluctant to get as close as I would like. I am **uncomfortable being without** close relationships, but I sometimes worry that **others don't value me as much as I value them**.

- 1 (Disagree Strongly) (1)
- 2 (2)
- 3 (Neutral/Mixed) (3)
- 4 (4)
- 5 (Agree Strongly) (5)
-

Q175 4: I am **comfortable without** close emotional relationships. It is very important to me to feel **independent and self-sufficient**, and I prefer **not to depend on others** or have others depend on me.

- 1 (Disagree Strongly) (1)
- 2 (2)
- 3 (Neutral/Mixed) (3)
- 4 (4)
- 5 (Agree Strongly) (5)

End of Block: Attachment- RQ-modified

Start of Block: Modeling

Q176 Think about your mother or the person who is in the role of your mother. Answer the following questions about their romantic relationships.

Q177 Growing up, did you think your mother was **happy** in her relationship(s)?

- Not at All (1)
 - A Little (2)
 - Some (3)
 - Very Much (4)
-

Q178 Growing up, did you think your mother was able to **work through any conflicts** she had in her relationship(s)?

- Not at All (1)
 - A Little (2)
 - Some (3)
 - Very Much (4)
-

Q179 Growing up, did you think your mother ever **felt unsafe** in her relationship(s)?

- Not at All (1)
 - A Little (2)
 - Some (3)
 - Very Much (4)
-

Q161 Growing up, did your mother talk to you about healthy dating relationships?

- Not at All (1)
- A Little (2)
- Some (3)
- Very Much (4)

Page Break

Q180 Think about your father or the person who is in the role of your father. Answer the following questions about their romantic relationships.

Q181 Growing up, did you think your father was happy in her relationship(s)?

- Not at All (1)
 - A Little (2)
 - Some (3)
 - Very Much (4)
-

Q182 Growing up, did you think your father was able to work through any conflicts she had in her relationship(s)?

- Not at All (1)
 - A Little (2)
 - Some (3)
 - Very Much (4)
-

Q183 Growing up, did you think your father ever felt unsafe in her relationship(s)?

- Not at All (1)
- A Little (2)
- Some (3)
- Very Much (4)

Q160 Growing up, did your father talk to you about healthy dating relationships?

- Not at all (1)
- A little (2)
- Some (3)
- Very Much (4)

End of Block: Modeling
