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## The Association between Adolescent Dating Violence and Internalizing Symptoms: Insecure Attachment as a Moderator

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**The Association between Adolescent Dating Violence and Internalizing Symptoms:**

**Insecure Attachment Style as a Moderator**

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Honor's Thesis Project

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### **Abstract**

This study examines whether insecure attachment styles moderate the relationship between adolescent dating violence (ADV) victimization and internalizing symptoms. It was hypothesized that an insecure attachment style would strengthen the existing relation between ADV victimization and internalizing symptoms. It was also hypothesized that this association would be stronger for girls than boys. One hundred and fifty-two adolescents participated in this study ( $M$  age = 15.61 years,  $SD$  = 1.086, 74.3% girls) and were asked to complete a survey that assessed ADV victimization, internalizing symptoms, and attachment style. Bivariate correlations did not reveal a significant associations between ADV victimization and either insecure attachment style. Regression analyses revealed a significant interaction, in girls, between dismissive attachment and ADV victimization, such that girls with average or high dismissive attachment styles reported higher anxiety symptoms. Discussed are the implications of these findings for future research on this topic.

*Keywords:* Adolescent dating violence, attachment style, internalizing symptoms, insecure attachment

## **The Association between Adolescent Dating Violence and Internalizing Symptoms: Insecure Attachment Style as a Moderator**

Victimization from adolescent dating violence (ADV) is a public health issue with prevalence estimates ranging from 9% to 46% of adolescents (Glass et al., 2003). Victims of dating violence are at a higher risk for persistent and poor health outcomes such as substance abuse, weight- and eating-related disorders, and depression and suicidality (Coker et al., 2000; Sells & Blum, 1996; Silverman et al., 2001). There is research supporting the idea that social support is a potential protective factor for victims of ADV against negative health outcomes (Richards & Branch., 2013). Research also shows an inverse association between attachment security and mental health problems for victims of ADV (Kast et al., 2016). However, it is unclear if, insecure attachment styles moderate the relation between ADV victimization and internalizing symptoms (Kast et al., 2016). It is also unclear if associations among ADV victimization, attachment style, and internalizing symptoms are similar for boys and girls. I hypothesized that insecure attachment would moderate the association between ADV victimization and internalizing symptoms, with stronger associations for adolescents who are insecurely attached.

### **Adolescent Dating Violence**

Forming romantic relationships is a normal step in adolescent development and the quality of these relationships is often associated with their overall well-being and psychological adjustment (Bonache et al., 2017). The Center for Disease Control (CDC) indicates that in the United States, 72% of adolescents between the ages 13-16 are dating or have experience with dating (Eaton et al., 2010). Although rates of prevalence vary, a 1996 study ( $N=1405$ ) found that 36.5% of 8-9 grade girls and 39.4% 8-9 grade boys with dating experience, reported

victimization at least one time in the relationship (Foshee et al., 1996). When dating violence victimization is experienced, lack of support and lack of dating experience often leaves adolescents with little to no resources to help (Callahan et al., 2003). *Adolescent dating violence* (ADV) is defined as the perpetration or threat of an act of violence by at least one member of an unmarried couple on the other member within the context of dating or courtship (Glass et al., 2003). ADV can be divided into four categories: physical, sexual, threat of physical or sexual violence, and psychological or emotional abuse (Glass et al., 2003).

### **Negative Health Outcomes**

ADV victimization is linked to several negative outcomes such as poor academic performance, substance abuse, and later marital violence (Hanson, 2002), although research on the long-term effects of ADV victimization is limited. Negative outcomes can include depression, substance use, suicidal thoughts and/or attempts, poor self-concept, disordered eating/weight management, pregnancy or fear of pregnancy, post-traumatic stress disorder (PTSD), relationship dissatisfaction, school problems, low social support, and future re-victimization (Teten et al., 2009). There is a greater risk for PTSD if dating violence victimization occurs during adolescence compared to victimization during adulthood (Teten et al., 2009). Richards and Branch (2012) also found that ADV victimization is also linked to a weakened self-esteem. Additionally, female victims experience somatic health issues which include more frequent medical visits resulting in additional medical costs, chronic pelvic pain, and gastrointestinal problems, as well as possible physical injuries that may result from violence (Teten et al., 2009).

### **Internalizing Symptoms**

Internalizing symptoms can be characterized by displays of internal distress, such as depression and anxiety (VandenBos, 2007). Plichta (1996) found that rates of depression, eating disorders, and substance use were twice as high in adolescent female victims of sexual or physical dating violence than nonvictims. Holt and Espelage (2005) found similar results. Similarly, Silverman (2001) found that those who had experienced sexual or physical dating violence were 6-9 times more likely to engage in suicidal ideation and/or attempts than those who had not experienced violence. Research has shown that these health outcomes are greater with subsequent victimizations (Deprince, 2005). Exner-Cortens et al. (2013) found that psychological victimization had a stronger association with adverse health outcomes in male subjects than physical and psychological victimization, where in female subjects the opposite was true. Exner-Cortens (2013) found that for around 5 years post-victimization, female subjects still experienced depression, substance abuse, and suicidal ideation.

There is research supporting the idea that sex of the victim as well as type of abuse experienced is associated with differing health consequences and their associating severity. One study by Foshee et al. (2013) found for victims of physical ADV was associated with cigarette use for both boys and girls whereas girls only engaged in marijuana use. This same study also found that with psychological abuse, alcohol use increased for both sexes, while girls primarily experienced increases in internalizing symptoms.

### **Protective Factors**

Research shows that there are several protective factors that can decrease adolescents' risk of falling victim to ADV. Hèbert et al. (2019) proposed that parental support and closeness were family-related protective factors. They cite Bowlby's attachment theory to explain that a

bond formed between an adolescent and parent could potentially foster a sense of self-worth which would lessen the likelihood of remaining in an abusive relationship. Hebert and colleagues also found that parental monitoring, awareness, and involvement were linked to lower levels of ADV victimization (Hèbert et al., 2019). East and Hokoda (2015) find similar results. Consistent with social control theory, adolescents whose mothers reported being strict, knowing where their children were, and having a conservative view on sex, had a lower likelihood of being victimized (East & Hokoda, 2015). These factors also served as buffers for adolescents who had engaged in risky behaviors (drinking and fighting). Kast and colleagues (2016) find that adolescents who have a higher perception of parental caring were at a lower risk for ADV victimization.

Richards and Branch (2012) examined the role of social support from parents and friends as a protective factor against ADV victimization. In their 5-year study using 1,316 adolescents, they found that adolescent girls with higher levels of social support from friends were significantly less likely to become victims of ADV. This finding was not consistent with adolescent boys. They also found that social support from parents was not significantly associated with dating violence victimization for adolescent boys or girls. They explained this finding by suggesting adolescent girls are more likely to confide in their friends rather than parents when discussing dating relationships (Richards and Branch, 2012).

### **Attachment Theory**

Bowlby's attachment theory states that infants benefit with greater felt security when they are in proximity to their caregiver and able to form a stable and reliable attachment relationship (Stover et al., 2018). The security of that attachment depends on the quality of the care and relationship formed between infant and caregiver. The attachment bond helps in times of distress and determines their ability to navigate the social world (Tambelli et al., 2012). Insecure

attachment relationships are thought to contribute to adjustment problems and work in tandem with other risk factors associated with psychopathology (Van Rosmalen et al., 2015).

Interactions with unavailable or abusive caregivers promote insecure attachment styles (Stover et al., 2018).

Ainsworth's *Strange Situation* was created to assess the attachment style of one-year old infants through interactions with their mothers (Ainsworth, 1979). This situation in which infants were temporarily separated from their mother yielded three styles: secure, avoidant, and ambivalent (Ainsworth, 1979). A securely attached infant felt comfortable exploring in their mother's presence, but showed distress in her absence and when reunited, they sought some interaction with their mother. An avoidant infant did not show emotion when separated and once reunited they ignored their mother. Ambivalent infants showed signs of anxiety before separation, were in extreme distress during separation, and were torn between wanting closeness and not wanting to interact with their mothers upon return. This research laid the foundation for future research on attachment styles and tendencies of adolescents and adults.

Bowlby's attachment theory finds that children internalize their interactions with caregivers early in their lives and these experiences create the foundation for other attachment relationships in the future (Bartholomew & Horowitz, 1991). Building on Ainsworth's three style model, research on adult attachment began to emerge. Bartholomew and Horowitz (1991) found these four attachment styles that applied to adulthood: secure, preoccupied, fearful, and dismissive. For the purpose of this study, we will only focus on the insecure attachment styles. Preoccupied adults feel unworthy of love but see others in a positive light and try to love themselves using others' opinions of them (Bartholomew & Horowitz, 1991). This style corresponds to the ambivalent style in Hazan and Shaver's (1987) study. Fearful adults also feel



unworthy of love but also expect rejection from others and try to avoid intimate relationships; this style corresponds to the disorganized style (Bartholomew & Horowitz, 1991; Main & Solomon, 1990). Lastly, there is the dismissive style in which adults feel worthy of love, but view others negatively. Therefore, dismissive adults avoid close relationships to avoid disappointment and remain independent (Bartholomew & Horowitz, 1991). This corresponds to the avoidant attachment style.

These early experiences in close relationships with caregivers also develop internal working models of the self and the other (Mikulincer and Shaver, 2012). Research shows that insecurely attached individuals long for intimacy and fear rejection from their attachment figure (ambivalent attachment) or have trouble forming an emotional connection and rely heavily on themselves (avoidant attachment) (Bonache et al., 2017). There is also research to support that insecurely attached individuals more frequently engage in risk behaviors, such as drugs and violence (Letcher and Slesnick, 2014). In relationships, insecurely attached individuals either show a strong desire for intimacy and fear rejection or are emotionally unavailable (Bonache et al., 2017). Further, it has been found that ambivalently attached individuals experience higher levels of negative affect whereas avoidantly attached individuals tend to find ways to turn off their negative emotions (Bonache et al., 2017).

### **Attachment and ADV Victimization**

There is evidence to suggest that there is a link between attachment and dating violence victimization. Bonache et al (2017) found that adolescents with ambivalent or avoidant attachment styles are more likely to be victims of dating violence and that insecure attachment styles are predictors of dating violence victimization. In their study of 1298 adolescents,

Bonache and colleagues (2017) found that the higher adolescents scored on insecure attachment styles, the more psychological victimization they experienced.

Among the college population, there is extensive research on the association between attachment style and increased vulnerability to dating violence victimization, but very few studies have focused on adolescent populations (Bonache et al., 2017). According to Bonache and colleagues (2017), forming romantic relations is a new task in adolescence and partners often fulfill the role of attachment figures. Previous research has found that a secure attachment style is associated with a positive mental image of the self and others and that a secure attachment leads to low levels of anxiety and avoidance and leads to individuals engaging in constructive emotion regulation (Stover et al., 2018). Bonache et al. (2017) found a link between insecure attachment styles and unhealthy conflict regulation and an association between conflict engagement patterns and ADV victimization. Research supports the idea that insecurely attached adolescents also tend to engage more in risk behaviors, which in turn, make them more vulnerable to dating victimization (Bonache et al., 2017). There is longitudinal research to show that insecure attachment styles predict ADV victimization over a 4-year period (Miga et al., 2010). There is also some evidence that insecure attachment styles can mediate the relation of other factors with ADV (Feiring et al., 2002).

Research also suggests that there are gender differences in the association between ADV victimization and attachment style (Brooks-Russell et al., 2012). Bonache et al. (2017) found that boys reported higher levels of attachment avoidance and lower attachment anxiety than girls (Furman & Simon, 2006). Other studies have found a link for girls between anxious attachment and increased ADV victimization (Grych & Kinsfogel, 2010). However, given that insecurely attached adolescents report more symptoms of anxiety and depression (Muris et al., 2001), more

research on insecure attachment styles as a moderating variable between ADV victimization and internalizing symptoms is needed.

### **The Current Study**

The literature documents that insecure attachment can be a predictor for dating violence (Bonache et al., 2017). Furthermore, insecure attachment is also associated with symptoms of depression (Egeland & Carlson, 2004). There is some evidence that secure attachment serves to protect victims of ADV from negative health outcomes and engagement in risk behaviors. There is also research that anxious and avoidant attachment styles are indirectly linked to ADV victimization (Bonache et al., 2017). However, there is a gap in the literature examining the role of insecure attachment as a moderating variable in the relation between ADV victimization and internalizing symptoms. Therefore, the current study examines whether insecure attachment styles (i.e., preoccupied and dismissive) moderate the association between ADV victimization and internalizing symptoms (i.e., anxiety and depression). I hypothesized that insecure attachment styles would strengthen the association between ADV victimization and both anxiety and depression. I thought this association would be stronger for girls versus boys (Foshee et al., 2013). I tested this hypothesis using self-reports of attachment style and dating violence victimization obtained from high school students.

## **Method**

### **Participants**

Participants included 152 adolescents (74.3% girls) attending a public high school in the southern United States. The average age of students was 15.61 years ( $SD=1.09$ ) and grade distribution was as follows: 38.2%, ninth; 23%, tenth; 26.3%, eleventh; 12.5%, twelfth. Most adolescents identified as heterosexual (82.9%), followed by bisexual (13.8%), gay or lesbian

(0.7%), and preferred not to say (0.7%). Participants were given the option to select multiple racial or ethnic identities. Most participants identified as White (77.6%), followed by Black or African American (11.8%), Latinx (11.3%), Asian (5.9%), American Indian or Alaska Native (3.9%), Native Hawaiian or Pacific Islander (0.7%), and 4.6% as another race. Most participants reported that they did not receive free or reduced lunch (63.8%). The modal highest grade of school completed for the mother and father of the participant was a 4-year degree (34.9%; 25%, respectively).

## **Measures**

### ***Adolescent Dating Violence Victimization***

To assess adolescent dating violence victimization, participants were administered the shortened form of the Conflict in Adolescent Dating Relationships Inventory (CADRI-S; Fernandez- Gonzalez, Wekerle, and Goldstein, 2012). This shortened version was comprised of ten questions, with 2 items each focused on physical, sexual, relational, emotional abuse, and threatening behavior. Participants rated each item using a 5-point scale (1 = *never*; 5 = *often*) to characterize the frequency of events that may have occurred with a dating partner during an argument (e.g., “*My partner threatened to hurt me*”).

### ***Internalizing Symptoms***

***Anxiety.*** To assess symptoms of anxiety, participants completed the Screen for Child Anxiety Related Disorders (SCARED Generalized Anxiety Disorder subscale (Birmaher, Khetarpal, Brent, Cully, Baluch, Kaufman, and Neer, 1997). This screening featured 9 questions (“*I worry about things working out for me*”, in which adolescents used a 3-point scale (1= *never true*; 3= *very true*) to select the appropriate response that described them for the previous 3 months.

**Depression.** Depressive symptoms were assessed using the Patient Health Questionnaire for Adolescents (PHQ9A; Kroenke, Spitzer, and Williams, 2001; Johnson, Harris, Spitzer, and Williams, 2002), which features a 9-item questionnaire (e.g., “*Thoughts that you have no future*”). Participants rated the frequency with which they felt bothered by the problems on a 4-point scale (1 = *not at all*; 4 = *nearly every day*).

### **Attachment Style**

Attachment style was measured using an adapted version of the Relationship Questionnaire (RQ; Bartholomew and Horowitz, 1991), which describes four different attachment styles (e.g., “*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*”). Participants used a 5-point Likert scale (1 = *disagree strongly*; 5 = *agree strongly*) to rate how much they identified with each statement. Previous research has indicated relations between ADV victimization and anxious and avoidant attachment styles. For the purpose of this study, I used two items corresponding to dismissive and preoccupied attachment styles, respectively. Higher scores on these items reflect insecure attachment while lower scores correspond to secure attachment.

### **Procedures**

Students were recruited from high school courses relevant to relationships and dating violence through a video message (e.g., health, psychology). Students were invited to participate in an online survey (See Appendix). Approval was obtained from the University IRB along with consent of the participants (i.e., parental and adolescent consent).

### **Data Analytic Plan**

I computed descriptive statistics (i.e., means and standard deviations) and correlations among all variables (i.e., ADV victimization, anxiety, depression, dismissive attachment, and preoccupied attachment). I then conducted ordinary least squares (OLS) multiple regression analyses to test whether insecure attachment moderated the relation between ADV victimization and internalizing symptoms. I controlled for gender in my analyses because research indicates a potential gender difference in prevalence of ADV victimization. Specifically, the first model tested the relation between ADV victimization, dismissive attachment, the interaction in predicting depression. The second model, tested the relation between ADV victimization, preoccupied attachment, and the interaction in predicting depression. The third model, tested the relation between ADV victimization, dismissive attachment, and the interaction in predicting anxiety. The fourth model, tested the relation between ADV victimization, preoccupied attachment, and the interaction in predicating anxiety. These analyses were the repeated for a boys and girls separately.

### **Results**

Analyses were run using R version 4.2.1 (R Core Team, 2020). Data was cleaned and assessed for normality. The CADRI scale was positively skewed ( $skew = 1.9$ ). To normalize this scale, a log transformation was used, which altered the skew to an acceptable range. All other assumptions of ordinary least squares regression were met.

### **Preliminary Analyses**

Preliminary descriptive statistics were obtained including means, standard deviations, and correlations among all variables (Table 1). In a sample of 152 youth, roughly 40% of participants in this sample reported some form of adolescent dating violence victimization in the past year

(Mapes & Cavell, 2021). A significant and positive correlation was found between ADV victimization and depression ( $r = 0.44, p < 0.01$ ), but the correlation between ADV victimization and anxiety was non-significant ( $r = 0.16$ ). A significant and positive correlation was detected between preoccupied attachment and anxiety ( $r = 0.24, p < 0.01$ ), but no correlation was detected between preoccupied attachment and depression ( $r = 0.15, ns$ ). Dismissive attachment was found to be negatively and significantly correlated with anxiety ( $r = -0.19, p < 0.01$ ), while no correlation was found with depression ( $r = -.11, ns$ ).

### Primary Analyses

Using ordinary least squares (OLS) multiple regressions I tested whether gender, ADV victimization, preoccupied attachment, dismissive attachment, and two interaction terms (i.e., preoccupied attachment X ADV victimization; dismissive attachment X ADV victimization) predicted depression and anxiety. Separate models were used to predict depression and anxiety symptoms. I fit two models, using the full sample, with results presented in Table 2. To test whether results were robust across gender, I conducted the same two regression analyses by gender (i.e., boys and girls separately). Before conducting all regression analyses, predictor variables were standardized. In the full sample, gender predicted both depression ( $\beta = 0.63, t(80) = 2.75, p = 0.007$ ) and anxiety ( $\beta = 0.60, t(80) = 2.48, p = 0.015$ ), with estimates indicating that girls reported more internalizing symptoms than boys. ADV victimization was a significant positive predictor of depression ( $\beta = 0.39, t(80) = 3.86, p < 0.001$ ), but not anxiety. Insecure attachment (i.e., dismissive or preoccupied) did not predict depression or anxiety and neither interaction term (preoccupied attachment X ADV victimization or dismissive attachment X ADV victimization) was a significant predictor of depression or anxiety.

In the regression model with just boys (Table 3), results indicated that ADV victimization was not a significant predictor of depression or anxiety. In addition, insecure attachment did not predict either depression or anxiety symptoms, and the two interaction terms were also non-significant.

In the regression model with just girls (Table 4), ADV victimization was a significant, positive predictor of depression ( $\beta = 0.40, t(59) = 3.51, p < 0.001$ ) but not anxiety. Dismissive attachment and preoccupied attachment were also non-significant predictors of anxiety and depression. However, the interaction between dismissive attachment and ADV victimization was significant when predicting anxiety ( $\beta = 0.31, t(59) = 2.02, p < 0.047$ ). When dismissive attachment scores were average or high, ADV victimization was a stronger, positive predictor of anxiety than when dismissive attachment scores were low (Figure 1).

### **Discussion**

In this study, I hypothesized that insecure attachment (i.e., preoccupied and dismissive) would moderate the association between ADV victimization and symptoms of depression and anxiety. I found partial support for this hypothesis. Bivariate correlations and regression analyses conducted on the full sample did not reveal any significant relation between ADV victimization and insecure attachment. However, preoccupied attachment scores were positively, and dismissive attachment scores, negatively associated with anxiety symptoms. Analyses conducted separately by gender revealed that, for girls, dismissive attachment moderated the relation between ADV victimization and anxiety such that for girls with high or average dismissive attachment scores, ADV was a stronger predictor for anxiety symptoms than for girls who were more securely attached.



Bivariate correlations revealed a significant, positive link between ADV victimization and depression. This is supported by previous research (Plichita, 1996; Holt & Espelage, 2005) with previous studies finding that symptoms of depression appeared more frequently in victims of ADV than non-victims. A positive bivariate link between preoccupied attachment and anxiety is also supported by previous research, with prior work indicating that preoccupied attachment was a significant predictor of anxiety (Bonache et al., 2017; Dagan et al., 2020). Bivariate correlations also revealed a significant, negative association between dismissive attachment and anxiety. This finding is in line with attachment research (Bartholomew and Horowitz, 1991; Bonache et al., 2017) suggesting that individuals who are dismissively attached tend suppress the experience of negative emotions.

Regression analyses revealed a significant interaction between dismissive attachment and ADV victimization when predicting anxiety symptoms, but this finding was found for girls only. When participants scored average or higher on dismissive attachment style, ADV victimization was a significant positive predictor for anxiety. A significant moderation was not found for boys, which is likely due to a small number of boys in a sample that included mainly girls (74.3%). It could also be that boys in this sample were less likely to report ADV victimization. Previous research finds that girls typically report higher rates of ADV victimization than boys (Callahan et al., 2003). The significant interaction between ADV victimization and dismissive attachment is a novel finding because researchers have focused on various related aspects of this topic, but no existing research was found to support this specific finding. Muris and colleagues (2001) found that insecurely attached children reported more symptoms of anxiety compared to securely attached children. This finding is also partially supported by Grych and Kinsfogel's (2010)

findings that for girls, dismissive attachment moderated the association between ADV victimization and aggression.

The findings of this study provide added support to research suggesting ADV victimization is a predictor of depression (Bonache et al., 2017; Foshee et al., 2013). Results also support studies that find insecure attachment is a predictor of increased ADV victimization (Bonache et al., 2017; Grych & Kinsfogel, 2010; Miga et al., 2010). The results are also consistent with prior work suggesting that an avoidant attachment style is indirectly associated with ADV victimization (Bonache et al., 2017), and that insecurely attached individuals more frequently report symptoms of anxiety and depression (Muris et al., 2001).

Previous studies have found evidence that preoccupied attachment is indirectly linked to ADV victimization (Bonache et al., 2017; Grych & Kinsfogel, 2010). However, my results did not reveal this. Unlike Grych & Kinsfogel (2010), I did not find an association between anxious (i.e., preoccupied) attachment and increased victimization. In that study, a significant link was found only among girls. One possible explanation for the discrepancy in findings is that my study was not adequately powered to detect statistically significant effects. To address this, future research should include a larger and more diverse sample. Future research should also use a more detailed measure of each attachment style that would allow participants to be placed on a continuum of either anxious (preoccupied) or avoidant (dismissive) attachment.

### **Limitations and Future Directions**

The current study has several strengths, including extending the literature by testing insecure attachment as a moderator in the relation between internalizing symptoms and ADV victimization. Most of the existing literature focuses on dating violence in college and adult populations (Bonache et al., 2017). According to Bonache et al. (2017), findings from research

on college students and young adults is not generalizable to adolescent populations because adolescence is a period when youth are developing new skills and experimenting with dating.

This study also has several limitations. The sample of this study ( $N=152$ ) was relatively small compared to other studies of this nature (Bonache et al., 2017). As previously noted, a small sample limits the power to detect significant results. The sample was also not diverse in terms of gender and race. The sample consisted of 74% girls and 77% White adolescents, making it difficult to generalize the results to boys and adolescents of other races. It is also important to note that this sample was taken from a single high school, where the full range of socioeconomic status was not well represented. Participant data revealed that most participants did not receive free and reduced lunch and that most of their parents obtained a college degree, at minimum, which is important given previous research that links family disadvantage and ADV victimization (Spriggs et al., 2009). In short, findings from the current study centered on middle class, White adolescent girls. An additional limitation was identified that when participants were completing the survey, if they had not begun dating, they were told to skip the ADV victimization items, but continue the rest of the survey. With that being said, it is possible that the number of adolescents who experienced victimization were fewer than the total number of participants ( $N = 152$ ), which could skew the results of this study. Another limitation was that insecure attachment styles were measured by a single-item. In previous studies, adolescents' attachment tendencies were assessed using lengthier surveys that have greater reliability than a single-item measure (Bonache et al., 2017; Tambelli et al., 2012).

This study was one of the first to test whether adolescents who were victims of ADV and insecurely attached (i.e., dismissive or preoccupied attachment) would report higher levels of anxiety and depression than ADV victims who were securely attached. Given past research

showing that attachment is a negative predictor for ADV victimization, it would be helpful to examine how the attachment styles of both members in an adolescent dating relationship might predict ADV victimization and internalizing symptoms. If replicated, these results could be used to educate victims of ADV and encourage disclosure to others that could limit the negative effects ADV can have on victims (Mapes & Cavell, 2021).

### **Conclusion**

I tested whether insecure attachment (i.e., preoccupied and dismissive attachment) moderated the relation between ADV victimization and internalizing symptoms. I expected this association to be stronger for girls than boys. Findings generally supported my hypothesis and suggested that for girls who are victims of ADV and who have average or high dismissive attachment scores, the association between ADV victimization and anxiety was stronger than for girls who are victims of ADV and are more securely attached. If replicated, these findings could inform education on healthy relationships among adolescents and help lower the prevalence of ADV victimization and perpetration.

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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
1. ADV Victimization	1.32	0.47				
2. Preoccupied Attachment	2.98	1.14	.12			
3. Dismissive Attachment	3.07	1.05	-.16	-.20*		
4. Depression	2.00	0.79	.44**	.15	-.11	
5. Anxiety	2.24	0.52	.16	.24**	-.19*	.59**

**Table 2***Regression table: FULL SAMPLE DEPRESSION AND ANXIETY*

<i>Predictors</i>	<b>Depression (df = 80)</b>				<b>Anxiety (df = 80)</b>			
	$\beta$	<i>CI</i>	<i>t</i>	<i>p</i>	$\beta$	<i>CI</i>	<i>t</i>	<i>p</i>
(Intercept)	- 0.98	-1.81 -- 0.16	-2.39	<b>0.019</b>	-1.01	-1.87 -- 0.14	-2.30	<b>0.024</b>
Gender	0.63	0.17 – 1.08	2.75	<b>0.007</b>	0.60	0.12 – 1.08	2.48	<b>0.015</b>
ADV Victimization	0.39	0.19 – 0.59	3.86	<b>&lt;0.001</b>	0.08	- 0.13 – 0.30	0.80	0.428
Preoccupied Attachment	0.09	- 0.16 – 0.34	0.69	0.490	0.19	- 0.08 – 0.45	1.42	0.160
Dismissive Attachment	- 0.06	- 0.29 – 0.17	-0.50	0.619	-0.14	- 0.39 – 0.10	-1.15	0.256
ADV Victimization X Preoccupied Attachment	- 0.05	- 0.25 – 0.15	-0.48	0.633	-0.01	- 0.22 – 0.20	-0.08	0.936
ADV Victimization X Dismissive Attachment	0.23	- 0.05 – 0.50	1.62	0.109	0.28	- 0.01 – 0.58	1.91	<i>0.060</i>
$R^2$ / $R^2$ adjusted	0.313 / 0.260				0.224 / 0.165			

*Note.* Write note.  $p < .05$  bolded,  $p < .10$  italicized.

**Table 3***Regression Table: BOYS SAMPLE*

<b>Boys</b>									
<i>Predictors</i>	<b>Depression (<i>df</i> = 15)</b>					<b>Anxiety (<i>df</i> = 15)</b>			
	<i>β</i>	<i>CI</i>	<i>t</i>	<i>p</i>	<i>β</i>	<i>CI</i>	<i>t</i>	<i>p</i>	
(Intercept)	-0.61	-1.06 – -0.16	-2.88	<b>0.011</b>	-0.40	-	-1.00	0.331	
						1.24 – 0.45			
ADV Victimization	-0.04	-0.86 – 0.78	-0.11	0.917	0.14	-	0.19	0.854	
						1.40 – 1.68			
Preoccupied Attachment	0.03	-0.32 – 0.39	0.21	0.840	0.28	-	0.89	0.386	
						0.39 – 0.95			
Dismissive Attachment	-0.33	-0.84 – 0.18	-1.39	0.185	0.39	-	0.87	0.398	
						0.56 – 1.33			
ADV Victimization X Preoccupied Attachment	-0.26	-1.18 – 0.65	-0.62	0.547	0.33	-	0.41	0.690	
						1.38 – 2.03			
ADV Victimization X Dismissive Attachment	-0.62	-1.98 – 0.74	-0.98	0.344	0.90	-	0.75	0.462	
						1.64 – 3.44			
$R^2$ / $R^2$ adjusted	0.205 / -0.060					0.097 / -0.204			

*Note.*  $p < .05$  bolded,  $p < .10$  italicized.

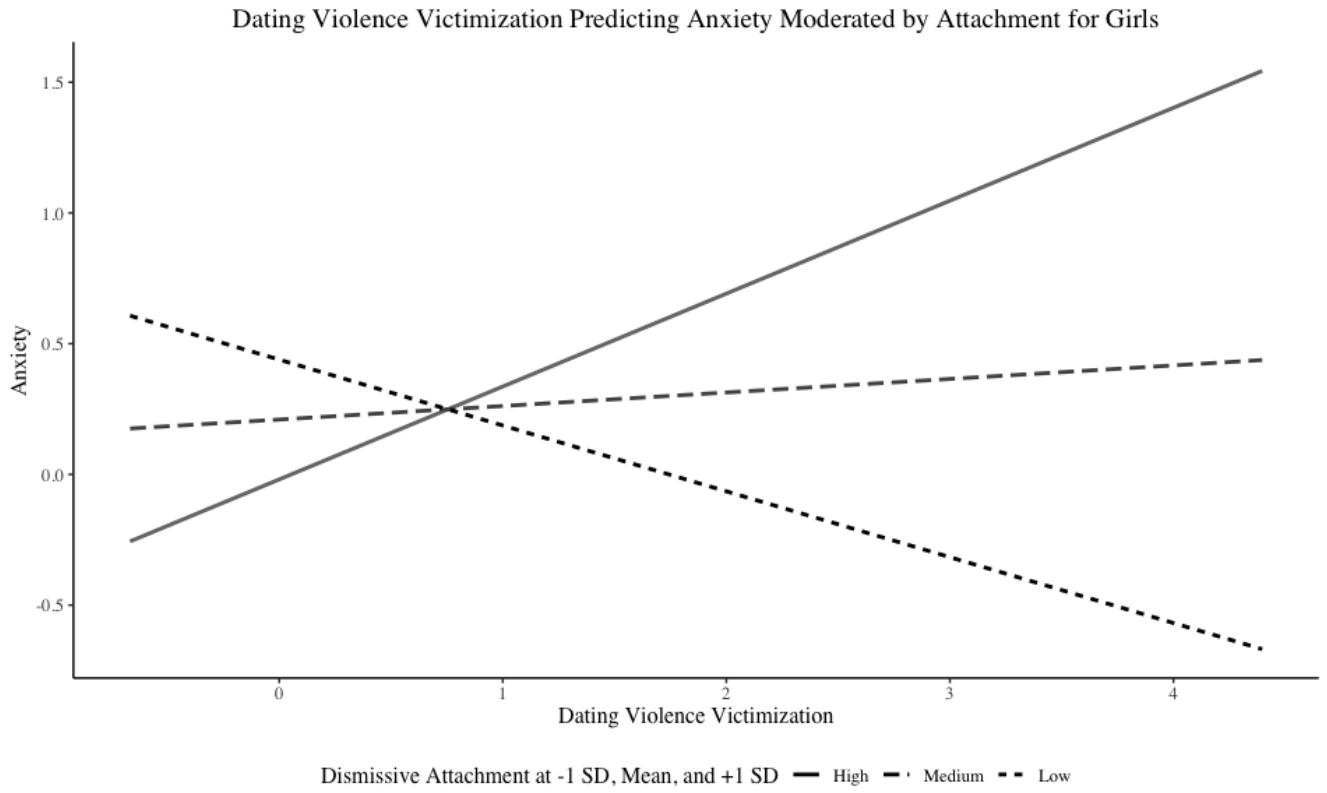
**Table 4***Regression Analyses: GIRLS SAMPLE*

<b>Girls</b>								
<i>Predictors</i>	<b>Depression (<i>df</i> = 59)</b>				<b>Anxiety (<i>df</i> = 59)</b>			
	<i>β</i>	<i>CI</i>	<i>Statistic</i>	<i>p</i>	<i>β</i>	<i>CI</i>	<i>Statistic</i>	<i>p</i>
(Intercept)	0.27	0.02 – 0.52	2.16	<b>0.035</b>	0.18	- 0.06 – 0.42	1.49	0.142
ADV Victimization	0.40	0.17 – 0.62	3.51	<b>0.001</b>	0.09	- 0.13 – 0.31	0.84	0.404
Preoccupied Attachment	0.12	- 0.21 – 0.46	0.74	0.463	0.19	- 0.13 – 0.51	1.16	0.250
Dismissive Attachment	-0.06	- 0.35 – 0.24	-0.39	0.700	- 0.24	- 0.52 – 0.05	-1.68	0.099
ADV Victimization X Preoccupied Attachment	-0.07	- 0.31 – 0.17	-0.57	0.572	- 0.01	- 0.24 – 0.23	-0.05	0.957
ADV Victimization X Dismissive Attachment	0.25	- 0.07 – 0.57	1.54	0.129	0.31	0.00 – 0.62	2.02	<b>0.047</b>
<i>R</i> <sup>2</sup> / <i>R</i> <sup>2</sup> adjusted	0.216 / 0.150				0.200 / 0.132			

*Note.* . *p* < .05 bolded, *p* < .10 italicized.

Figures

Figure 1



**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):

\_\_\_\_\_

---

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)

---

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Page Break

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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

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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

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

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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**

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**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:**

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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

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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.

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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)

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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.

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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)

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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**

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