Domestic violence exposure: Effects on adolescents' dating relationships

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DOMESTIC VIOLENCE EXPOSURE: EFFECTS ON
ADOLESCENTS' DATING RELATIONSHIPS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Karina Sicairos
Leah Marie Campos
June 2006
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ABSTRACT

The study examined the relationship between adolescents' level of exposure to domestic violence and the likelihood of engaging in conflict behaviors, justification of violence, and help-seeking behaviors. The study employed a quantitative cross-sectional survey design using self-administered questionnaires. The Conflict Tactics Scale (CTS) was used to measure exposure to domestic violence in the form of parental use of reasoning, verbal aggression and physical aggression tactics. The sample consisted of 70 high school students from the California State University, Fresno Upward Bound Program.

Several key findings include a significant relationship between exposure to parental verbal and physical conflict tactics and the likelihood of adolescents engaging in negative conflict behaviors within their own dating relationships. There was also a strong correlation between mothers’ physical aggression and adolescents’ justification for violence. There was no statistically significant linkage between exposure to domestic violence and the likelihood of engaging in help-seeking behaviors.
These findings indicate a need for more social work research to be focused on the relationship between exposure to domestic violence and adolescents' dating relationships. Raising awareness among Child Welfare policy makers regarding multigenerational issues, the effects of domestic violence and the potential for prevention is crucial in order to gain support and funding for early preventative programs.
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Finally, we would like to recognize the CSU San Bernardino Social Work Department Faculty, staff and students, for providing unconditional support and faith in our future successes. Their support has given us the confidence and inspiration needed to follow our dreams of advocating for social justice.
DEDICATION

"I would like to dedicate this work to my parents, who bless me with their love, laughter, humility and example, which keep me grounded in my every endeavor. To my strong and beautiful sisters, who always believe in me and constantly remind me of the brighter side of things. To my family, friends, and mentors, who constantly revive me with their spirits, their passion, and their shared dreams for a better world. To my love Jose, for having confidence in me when I lacked it, and drive, when I thought I had no more to give. I love you all!"

--- Karina Sicairos

"To my family and friends, who have supported and loved me unconditionally throughout this stressful, yet fulfilling process. To my loving husband, who patiently put up with my long nights and hectic schedules. To my parents, who have inspired me to become a better woman each and everyday."

--- Leah Marie Campos
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CHAPTER ONE

INTRODUCTION

Problem Statement

Prevent Child Abuse America estimates that in 2001, direct costs (in the form of judicial, law enforcement, and other systems that respond to child abuse) totaled to $24 billion in yearly costs, while indirect costs (juvenile and criminal activity, mental illness, substance abuse and domestic violence) totaled to $69 billion a year. On-going budget deficits create problems for service delivery, since the amount of money allocated to health and human services decreases year to year. In 2003, it was reported that in response to the 38 billion dollar deficit, the governor of California proposed to reduce such deficit by cutting funding for K-12 education, human and health services, higher education and correctional institutions (Baldassare, 2003). Current spending trends cause social service administrators and practitioners to constantly balance resources vs. expectations. Managing decreased financial resources and abiding by increased federal and state child welfare standards for positive outcomes complicates the quality
of service delivery. Even though evidence shows that although child abuse appears to persist for the foreseeable future, child abuse protection agencies continue to adhere to outmoded policies of treatment (rather than prevention) and continue to fail to solve the devastating problem (Williams, 1983). If child welfare institutions are to survive this ordeal, administrators need to start looking for ways to prevent children from ever coming into the system. In fact, The U.S. Advisory Board on Child Abuse suggests that domestic violence may be the single major precursor to child abuse and neglect fatalities in this country (Family Violence Prevention Fund, 2005). Not only would this reduce costs, but more importantly, this would ensure that quality services continue to be provided to our communities.

In order to offer preventative approaches to combat child abuse, researchers need to identify and further research factors contributing to child abuse. One factor that is known to have a relationship to child abuse is domestic violence. Domestic violence affects children through the negative impacts they observe the batterer to have on the battered parent (usually the mother), as well as through direct abuse they are subjected to by either
parent (Levendosky & Graham-Berman, 2001). The emotional
damage that affects a child is difficult to prove;
however, it is long lasting and irreversible. It is very
common to have adults suffering from depression, fear of
intimacy, PTSD as well as other traumas, due to exposure
to physical, verbal and emotional aggression between
parental figures in their childhood environments. In
subsection C of the California Welfare and Institutions
Code 300 (WIC 300), it is stated that in order for a
social worker to prove that a child has been emotionally
abused, the child must fit the following criteria:

The child is suffering serious emotional
damage, or is at substantial risk of suffering
serious emotional damage, evidenced by severe
anxiety, depression, withdrawal, or untoward
aggressive behavior toward self or others, as a
result of the conduct of the parent or guardian
or who has no parent or guardian capable of
providing appropriate care. No child shall be
found to be a person described by this
subdivision if the willful failure of the
parent or guardian to provide adequate mental
health treatment is based on a sincerely held
religious belief and if a less intrusive judicial intervention is available (WIC, 2005, 300).

Unfortunately, emotional damage is very problematical to substantiate, since the social worker has to prove that the emotional damage was a direct consequence of something the parent or guardian has done. The reasons for emotional distress can be very complex and there is no sure way of attributing it to any one factor, including having been exposed to violence between parental figures. This policy affects social work practice directly in that numerous child abuse referrals are received where domestic violence and emotional damage is present, yet this WIC 300C criteria makes it difficult to legitimize allegations in the juvenile courts.

Studies have found that between 3.3 and 10 million children witness some form of domestic violence annually (Family Violence Prevention Fund, 2005). Domestic violence also affects children by influencing their perceptions, attitudes and behaviors towards violence in their own dating relationships. They might assume such conditions as a typical way of life, due to the normalization of violence within their own family.
dynamics. Statistics show that over three million children witness acts of domestic violence annually, while one third of high school relationships have incidents of domestic violence or rape (Family Violence Preventions Fund, 2005). If children are exposed to healthy forms of relating to others earlier on, including dating partners, this will probably decrease the chances of them utilizing harmful conflict behaviors in the future.

Purpose of the Study

The purposes of this study are: 1) To examine adolescents' level of exposure to domestic violence throughout their life, and 2) To explore whether there is a difference in the likelihood of engaging in conflict behaviors, justification of violence and help-seeking behaviors between adolescents who have been exposed to domestic violence and those who have not. In addition, the conduction of this study will serve as an opportunity to provide participants with information about dating violence within a nonjudgmental and safe environment.

For this study, the researchers obtained their data from adolescents who participate in the California State
University, Fresno Upward Bound Program. This program targets youth who have potential for entering higher education but who lack economic and social resources, and who can benefit from extra tutoring, mentoring and career guidance. The participants in this program are students who attend high schools in the Fresno and surrounding rural towns. The majority of these students are primarily of Latino and Asian descent.

Although, it is convenient to assume that domestic violence is present only in minorities and disenfranchised people, the reality of this social issue is that intimate partner abuse does not discriminate against race, social class, age or ethnicity. The abuse not only negatively affects the adults in the relationship, but also the children in the household in both direct and indirect manners. Furthermore, according to the Family Violence Prevention Fund (2005) estimates that more than three million children indirectly witness acts of violence every year. This is alarming, particularly since there is a strong correlation between childhood exposure to domestic violence and violence in future relationships. Ninety-five percent of boys and seventy-two percent of girls witnessing domestic violence
will carry abuse into their own relationships (Family Violence Prevention Fund, 2005).

This study assessed the link between childhood exposure to domestic violence and future conflict behaviors in relationships using a quantitative research design. The independent variable measured exposure to domestic violence, while the dependent variable measured conflict behavior in dating relationships. The proposed sample size was approximately one hundred adolescents, ages fourteen through eighteen. The data collected was through self-administered questionnaires. These standardized instruments allowed the researchers' to assess the level of exposure to domestic violence and tendencies for conflict behaviors. The participants were selected using a non-probability, convenience-sampling method made up of students in the CSU Fresno Upward Bound program.

Significance for Social Work Practice

Domestic violence is the leading cause of injury to women, more than muggings, stranger rape, and car accidents combined (Family Violence Prevention Fund, 2005). Research has proven a link between child abuse and
domestic violence. This is very concerning for child welfare workers because domestic violence is a vicious cycle that can lead to serious child abuse and neglect, public health issues, severe trauma that can result in psychological disorders, like Post Traumatic Stress Disorder (PTSD), and even death. Domestic violence is constantly being addressed and treated at Child Protective Service agencies, as well as by many other helping programs, because domestic violence and child abuse often occur simultaneously. Consequently, a national study found that out of more than six thousand American families, half of the men who assaulted their wives also frequently abused their children (Family Violence Prevention Fund, 2005).

In addition, preventative domestic violence services for young adults are being undeserved and underrepresented at all levels. Broadening the understanding of adolescent exposure to domestic violence may help in developing better mechanisms and strategies for working with these populations. For example, learning more about the possible repercussions that are associated with witnessing domestic violence (e.g. PTSD, anger, anxiety, depression, disassociation, and self-destructive
and aggressive behavior) can guide clinical treatment, providing better outcomes for our clients. Findings from this study may also aid in advancing culturally competent practice.

This study will perhaps provide professionals and agencies the necessary data and research to adequately assess needs and assist in the development of interventions for adolescents who have been exposed to domestic violence. Ultimately, this can lead to interceding, and breaking the cycle of intergenerational violence. Such knowledge can be beneficial in informing policy makers about multigenerational issues and the effects of domestic violence. Educating policy makers is important to gain funding and support for early preventative programs. Breaking the cycle earlier on can help decrease the number of referrals that come into the hands of child welfare agencies, as well as to reducing costs in the end.

Since research shows that there is a definite relationship between domestic violence and child abuse, it is imperative that this phenomenon continues to be researched more in depth. According to the Family Violence Prevention Fund (2005), in a national survey of
more than 6,000 American families, 50% of the men who frequently assaulted their wives also frequently abused their children. Due to recent trends towards outcome measures and evidence-based practice, this study can illustrate the need for prevention programs that aim at breaking the cycle of intergenerational violence. Research completed in this area can help in the increasing of the social work body of knowledge. Findings can help social workers better understand, assess, and plan, by creating clearer knowledge about domestic violence and its relationship to child abuse. In addition, this may help professionals be more proactive in advocating for further research and the development of preventative interventions. Ultimately, this study can contribute to breaking the continuum of the cycle of violence, the perpetration of domestic violence, and future victimization of children.

Therefore, this study thoroughly examines the following research question:

"Are adolescents who have been exposed to domestic violence more likely to demonstrate negative conflict behaviors in their own dating relationships rather than non-exposed adolescents?"
This research project is relevant to child welfare practice because of the serious impact that exposure to violence can have on children, including those that come into the child welfare system. This includes, but is not limited to mental health issues and learned maladaptive behaviors; which in turn, can affect their own child rearing practices. Since interparental violence and child abuse often coexist, the confounding effects of abuse and exposure to parental violence may have a cumulative negative effect (Kashani, Daniel, Dandoy, & Holcolmb, 1992). By assessing the scope and dynamics of this societal epidemic, child welfare agencies can decrease the chances of future generations ever coming into the system. In order for child welfare to continue its mission of promoting safety, permanence and well-being, these values have to be a goal for the larger society.
CHAPTER TWO
LITERATURE REVIEW

Introduction

The literature section examines the problems of exposure to domestic violence and its multifaceted effects on youths, including youths' relationships. In particular, this section will discuss literature that focuses on exposure to domestic violence and minorities, its effects on mental health and on previous prevention programs. Finally, this chapter will address some of the guiding theories used in past research when dealing with this topic.

Youth Dating Violence

O'Keeffe, Brockopp, and Chew (2001) reported that teenage relationships undergo many stressors because they are in a transitional time in their life, accompanied by the demands of romantic relationships. Overall, this study has shown that students who have been exposed to violence have a higher rate for domestic violence reoccurrence throughout their adolescent years. O’Keeffe et al. (2001) also indicated that society and culture play a pivotal role in maintaining the acceptance of
violence between intimate partners. Therefore, the problem of domestic violence within youth needs to be addressed on a variety levels before the problem can be eradicated on individual, familial, professional, educational, and societal levels.

In a longitudinal study by O'Leary and Slep (2003), three factors investigated the relation between teen dating violence. Findings showed 1) that there was stability in aggression in stable relationships, 2) that psychological aggression (both mild and serious nonviolent tactics) are perhaps as interrelated in normative teen samples as in adult clinical samples; and 3) cross-dyad influences were more predictive of one's own physical aggression than stability. These findings support the idea that universal prevention programs are most appropriate, potentially at younger ages, as well as for high-risk individuals for partner aggression. More programs that are intensive may be appropriate for high-risk youth. It also suggests more research is needed to refine current theories on dating violence to encompass developmental issues that are lacking in research focusing on adult couples (O'Leary & Slep, 2003).
Exposure to Domestic Violence and Minorities

Literature has paid little attention to the experience of urban youth with family and relationship violence, even when research has shown that living in high levels of poverty, violence, and social disorganization has been associated with higher probabilities of dating violence (Johnson, Frattaroli, Campbell, Wright, Pearson-Fields, & Cheng, 2005). Urban areas are usually made up of many ethnic minorities, whose experiences are underrepresented within empirical research. However, research has shown that African American youth report higher rates of dating violence than youth of other ethnicities (Johnson et al., 2005).

In response to this need, a qualitative study sampled 120 urban youths, between the ages 14-22 and of predominantly African American descent, in order to explore how gender-based violence affects urban adolescents’ lives.

The results showed that participants did not talk about violence without discussing the gender-based violence they experienced in a number of social roles, including as witnesses to family violence, as victims of intimate partner and dating violence, and as peer observers of harassment and violent behavior (Johnson et
al., 2005). For the purposes of this study, researchers
defined gender-based violence as the following:
1) violence between members of the opposite sex,
2) violence that is influenced by a perception of gender roles, and 3) violence between individuals who may or may
not be romantically involved. The discussion primarily
focused around domestic violence they had witnessed in
their families, on experiencing or witnessing dating
violence, and on difficulties telling when playful
teasing became violent, and when violent behaviors turned
abusive (Johnson et al., 2005). Of particular interest,
males discussed the cycle of violence as being an
intergenerational one, based on learned behaviors.
Females discussed how witnessing domestic violence and
not being able to intervene had traumatized them. The
results of this study illustrated the need for
interventions that begin earlier in life, that include
peers and caregivers (who model violent behaviors), and
that target gender-based violence as a social norm.

Humphreys (1999) points out connections between
domestic violence and child abuse have been well
established through research. Children may be affected by
witnessing domestic violence that is perpetuated onto
their mothers, in ways that harm their self-esteem, their relationships and their behavior. This particular study focused on exploring intervention strategies of child protection workers, when domestic violence was also an issue in a child's life. It specifically addressed the major tendencies of avoidance (i.e. minimizing domestic violence issues) and confrontation (i.e. intrusive forms of interventions) in working with Asian American families.

The outcomes for this study clearly demonstrated a pattern of avoidance and confrontation as interventions used by child abuse protection professionals, when dealing with Asian families and domestic violence. Humphreys (1999) suggested that confrontational methods of intervention or lack thereof, are already prevalent within the African-American population. It was uncertain whether significant differences were present in response to Asian American and Afro-Caribbean families in comparison to Anglo families. The researcher argued that cultural and racial issues compound the problem of using common interventions with families experiencing domestic violence. This study highlights the complexities that helping professionals have to deal with when addressing
the domestic violence epidemic and multicultural issues. This study attempts to put the issue of domestic violence and its effects on Asian American children at the forefront for child protection staff and legislation. This is done by stressing that children can be harmed directly during an incident of domestic violence or by other less visible indirect ways, such as living in an atmosphere of control (e.g. via economic abuse, sleep deprivation and enforced pregnancy), tension (e.g. belittling, degradation, and enforced isolation), and threat (e.g. threats of deportation, harm to the children and kidnapping), which can affect children forever (Humphreys, 1999).

In another study, researchers wanted to illicit and demonstrate the differences in how ethnically diverse battered women reach out for assistance, as well as ethnic specific interventions for these individuals (Yoshioka, Gilberts, El-Bassel, & Baig-Amin, 2003). This study described and contrasted the disclosure experiences of South Asian, African American, and Hispanic battered women as mediated by social support (Yoshioka et al., 2003).
The overall findings suggest that women who were older and had lived in the United States longer, regardless of their ethnicity, made more disclosures to family members than those were younger and still new to the country. Additionally, evidence indicated that women experiencing more severe abuse were less likely to disclose to others information about their abuse (Yoshioka et al., 2003). In contrast to the Hispanic and African American women, South Asian women relied more heavily on their kinship network and were urged by family members to stay in the marriage. Both Hispanic and African American women were more likely to ask for help from members of the abuser's family and were given the overriding message from kin and professionals to leave the abuser (Yoshioka, 2003).

Using a quantitative, cross-sectional, survey Howard, Beck, Kerr, and Shattuck (2005) examined whether there was a clustering problem of behaviors among Latino youth who reported dating violence. Howard et al. (2005) also assessed whether individual and familial factors decreased dating violence. Furthermore, the study analyzed possible gender differences in the risk profiles of Latino youth who reported dating violence.
This study identifies specific behaviors that can be incorporated into dating violence prevention for both genders, before these actions become habitual. In comparison to our research question, this study did not find evidence that familial factors were associated with a decreased likelihood of dating violence (Howard et al., 2005).

Effects of Violence Exposure on Mental Health

Flannery, Wester, and Singer (2004) examined exposure to violence and focused on violence within the school setting and its impact on youth and their mental health behavior. The researchers suggested that exposure to violence either as a witness or as a victim can lead to serious emotional and behavioral problems. This study analyzed the relationship between exposure to violence at school, child reports of psychological trauma symptoms, and violent behavior using a 54-item Trauma System Checklist for Children (Flannery et al., 2004).

Evidence indicated that witnessing violent behavior and being a victim were both significantly associated with child psychological trauma symptoms and self-reported violent behavior (Flannery et al., 2004).
These findings were maintained across a large ethnically and geographically diverse population. In relationship to domestic violence, the study's findings parallel exposure to school violence with that witnessed at home. Exposure to violence in any setting (i.e. home, community, or school) tends to have serious behavioral and mental health consequences (e.g. anger, depression, anxiety, and dissociation) for children, both as witnesses and as victims (Flannery et al., 2004).

Denney, Neller, Pietz, and Thomlinson (2005) explored the relationship between violence and trauma. The purpose of this study was to examine the subjective experiences of various psychological and physiological traumas to connect them with future violent behavior predictors, specifically the types of trauma that contribute to future violent behaviors. The article discussed that children are particularly at risk for suffering cognitive and behavioral effects due to their critical period of brain development (Denney et al., 2005). An important factor in determining the impact of trauma relates to how the traumas perceived by the child.

The results elicit that people who have been traumatized by whatever circumstances, are more likely to
choose violence as a way of dealing with their future dilemmas and stresses (Denney et al., 2005). This article links intimate partner abuse with an increased risk for violent behavior. In addition, revealed that victims of child abuse, which can be exposure to domestic violence, share similar symptoms to victims of other traumas. Overall, the authors' research shows that traumatic experiences can serve as significant predictors of potential violent behavior, and that being a victim of a crime is among the best predictors of future violence (Denney et al., 2005).

Bethea (1999) suggests that there is a higher likelihood of child abuse where spousal abuse occurs, and that the consequences of such abuse include possible developmental delays, refusal to attend school, separation anxiety, increased likelihood of substance abuse, aggressive behaviors, high-risk health behaviors, criminal activity, depressive and affective disorders and abuse of their own children and spouse (among others). This study also points out that some parent-related risk factors for child abuse include: personal history of physical/sexual abuse as a child, teenage parents, single parent, poor coping skills and low self-esteem, personal
history of substance abuse, known history of child abuse, lack of social support, domestic violence and lack of parenting skills. This study illustrates how aggressive and violent behaviors are not only learned through one’s environment, but how due to a lack of appropriate behaviors being modeled through one’s upbringings; violence becomes an intergenerational familial and social problem.

Dating Violence Prevention Programs

A study on dating violence prevention for middle school and high school youth defines relational abuse as verbal, emotional (e.g. damaging possessions, hurting feelings, & blaming one’s partner for own aggression) and physical aggression (e.g. punching, kicking, & choking), which results in psychological and physical harm of an intended victim (Close, 2005). Close suggests that child maltreatment has been found to be a significant indicator of dating violence and that in combination with other factors, such as mental health, early sexual behavior, tobacco, alcohol and other substance use can cause children to develop difficulties in interpersonal peer and romantic relationships. Close proposes that screening
for risk factors in early adolescence is key in eradicating domestic violence. This multi-faceted problem in adults predicts unhealthy interpersonal relationships for the future of exposed youths, and so will require that local communities, schools, health care providers and all levels of government become involved in preventative measures (Close, 2005).

Another study that focused on evaluating both sexual assault and dating violence in urban youths identified a variety of factors, such as sex role attitudes, number of dating partners, dating frequency, grade point average, substance abuse, and family and community violence as being associated with dating violence (Weisz & Black, 2001). This exploratory study employed a quasi-experimental pretest, posttest, follow-up design, to evaluate whether a preventative program was effective. In coordination with a local Rape Crisis Center, students in an experimental group were exposed to a curriculum that covered gender definitions and roles, healthy relationships, sexual harassment, dating violence and sexual assault. Weisz and Black (2001) found that those inner-city middle school students who received the intensive sexual assault and dating violence prevention
training demonstrated an increase in knowledge and improvement in their attitudes and remained for six months; findings that are consistent with other evaluations of similar programs that imply that changes can be sustained.

The Southside Teens About Respect (S.T.A.R.) Program, is a community based preventative program for intimate partner violence. S.T.A.R.'s purpose, in partnership with Metropolitan Family Services, The Harris Young Women's Christian Association (HYWCA), Wellspring, The Illinois Coalition for Violence Prevention (ICVP), Youth Peace and The Chicago Department of Public Health (CDPH), is to evaluate the effectiveness of violence prevention workshops and trainings provided by these agencies and to improve services rendered. Their evaluation findings indicate that the treatment groups gained factual knowledge regarding dating violence, increased their willingness to seek help regarding an abusive relationship, reported more positive attitudes, displayed a decrease in negative conflict behaviors, increased relationship skills, and were less willing to justify the use of violence after the intervention at a greater rate than the no treatment control group (Schewe,
2005). Surveying youth pre-treatment served as a needs assessment, in that it determined that youth could benefit from the STAR curriculum. It is reassuring that the scores of youths increased once curriculum was implemented and that their increased knowledge helped them more readily identify the difference between healthy and unhealthy relationship patterns.

Theories Guiding Conceptualization

Research in the areas of child abuse prevention continues to be scarce. This is primarily due to the fact that the causes of child abuse are so multifaceted and complex, which make it difficult to measure, difficult to interpret outcomes, and difficult to explain the interactional relationship between variables in determining risk factors for future abuse (Bethea, 1999).

In exploring the development of violent relationships in the family, Kashani et al. (1992) addressed both biological and psychological perspectives. Within this analysis, the author discussed two theoretical frameworks that are relevant to the conceptualization of this study. These frameworks included a social learning model and systems theory.
The social learning model, explains the transmission of violence as a learned behavior modeled by parents. Supporters of systems theory explain that the transmission of violence is due to a child being part of a family system, in which members take part in shared interactions (including violent ones) that are led by positions and expectations. This article also discussed findings regarding children who resided at a battered women’s shelter. It was found that children who witnessed abuse reported significantly higher levels of distress than non-witnessing children (Kashani et al., 1992; Hughes, 1988). In addition, it was found that latency-aged children who witnessed their mothers being physically abused, disclosed more inappropriate attitudes about violence as a means of conflict resolution, a greater willingness to use violence themselves, and a higher sense of responsibility for the violence, than did non-exposed children (Kashani et al., 1992; Jaffe et al., 1990). Finally, this article discussed how shame and secrecy around family violence interferes with the reaching out for help, affecting the prognosis for individual and family systems.
Another study focused on the effects of both childhood and teenage experiences of domestic violence on adolescent-parent attachments (Sternberg, Lamb, Gutterman, Abbott, & Dawud-Noursi, 2005). The goal of this study was to assess the effects of family violence on parent child relationships. Sternberg et al. (2005) investigated the impact of different forms of domestic violence (at two points in time) and on adolescents' perceptions of their attachment relationships (Sternberg et al., 2005). In relation to attachment theory, children develop internal working models of their relationship with others based on their own experiences and interactions with them (Sternberg et al., 2005).

The results demonstrated that prior abuse was unrelated to the adolescents' current perceptions of their attachments, whereas current abuse status predicted the adolescents' perception of their mothers (Sternberg et al., 2005). Weaker attachments with parents were associated with adolescents who were victims of physical abuse, rather than non-adolescents or those who had witnessed the spousal abuse (Sternberg et al., 2005). Ironically, attachments to mothers were weaker regardless of the perpetrator. Sternberg et al. (2005) indicates
that these findings suggest that victimization negatively affects children’s perceptions of their relationships with their parents and that changes in the exposure to family violence are associated with changes the parents’ spousal relationship. The attachment theory, although different than the theory that will be used to guide the proposed study, states that experiencing or witnessing abuse may not only influence children’s attachment security (because of desensitization of parents), but that the fear of parental conduct may also lead to future domestically violent relationships (Sternberg et al., 2005).

Summary

In summary, the literature clearly suggests that the effects of exposure to domestic violence on youths are detrimental. Although children who witness violence will not necessarily develop patterns of interpersonal violence in future relationships, the risk of doing is so far greater for them than for non-exposed children (Grasley, Wolfe, & Wekerle, 1999). Violence is overwhelmingly prevalent in our society and needs to be addressed as a societal issue, rather than a private one.
Preventative programs need to intervene starting at earlier ages. In order to tackle this universal problem, more research needs to focus on assessing the issue at all levels, so that there can be a better understanding of the factors involved in partner violence, as well as to develop interventions that are culturally appropriate.
CHAPTER THREE

METHODS

Introduction

This chapter describes the design for the study, the sample population, data collection procedures, and the protection of human subjects. Furthermore, the survey instruments and the sample are described in detail along with the analysis of data. This study specifically addresses voluntary participation, as well as the importance of confidentiality and informed consent.

Study Design

A quantitative cross-sectional survey design explored the relationship between adolescents' exposure to domestic violence and the likelihood of conflict behaviors, justification of violence, and help seeking behaviors in future dating relationships. The rationale for using a cross-sectional survey design was to obtain a high response rate, which would increase the generalizability of the study's findings. The goal of this study was to sample a minimum of 80 respondents. A survey design was most appropriate for the study since
the current attitudes, opinions, and future expectations of dating violence are the items of interest.

Paper self-administered questionnaires were used to gather information from adolescents regarding their exposure to domestic violence. In addition, the researchers measured adolescents' ideas about how they would handle conflict in future relationships, what situations would justify violence, and their thoughts on asking for assistance if they were found in violent dating relationships.

One of the methodological limitations throughout this study involved the risk of gathering data that is primarily one dimensional in their coverage of complex topics. In this study, it was difficult to illustrate an overall social context, since only certain factors could be measured at one time. In addition, survey designs generally have strong reliability yet lack empirical validity. Consequently, a small sample size could compromise the generalizability of the findings. Likewise, relying solely on the memories of adolescents in order to determine whether they were exposed to domestic violence may result in distorted data. The survey does not measure adolescents' thoughts, feelings,
perceptions, and behaviors, but only what "they say" about their thoughts, feelings, perceptions, and behaviors. Such inherent design limitations could affect the accuracy of reporting exposure to domestic violence, since the data is exclusively based on adolescents' recollections.

The researchers' have three hypotheses for the results of this study.

1. Adolescents who report higher degrees of exposure to domestic violence will report a higher likelihood of engaging in conflict behaviors.

2. Adolescents who report higher degrees of exposure to domestic violence, will report higher rates of justification of dating violence.

3. Adolescents who report higher degrees of exposure to domestic violence, will report a lower likelihood in demonstrating help-seeking behaviors.
Sampling

The sample size was drawn from students in the California State University, Fresno (CSU Fresno) Upward Bound Program. The researchers are knowledgeable about the background and demographics specific to the students served by this program; and therefore, have identified them as a population that is appropriate for the study.

The CSU Fresno Upward Bound (UB) Program, currently serves a total of 117 active students (J.L. Diaz, personal communication, October 20, 2005). The ethnic breakdown is as follows: 76 Hispanic (65%), 37 Asian Descent (32%), and 4 African American Descent (3%) (J.L. Diaz, personal communication, October 20, 2005). Further investigation will determine the gender distribution. Due to differences in federal funding, the program is divided into two distinct programs: Classic Upward Bound and English as a Second Language (ESL) Upward Bound. The sample population approximately consists of 79 students from the Classic program, and 38 students from the ESL program. Their ages range from 14-18.

Funded by the U.S. Department of Education, Upward Bound targets low-income, first generation college bound students, who could potentially succeed in college, but
whose high school academic records do not reflect this. Upward Bound provides an array of services, including Academic Assessment & Advising, Career Counseling, Saturday College Conferences, Field Trips, College Preparatory Workshops and other beneficial services, with the goal of preparing and motivating students for a future in college. Students in the program come from six target high schools in the Fresno area. These include three rural high schools (Madera High School, Parlier High School, and Sanger High School) and three urban high schools (Edison High School, Fresno High School, and Roosevelt High School).

Data Collection and Instruments
Measuring adolescents' observations of parental conflict tactics scale was operationalized using the independent variable: exposure to domestic violence. This was measured using Version A of the Conflict Tactics Scale (CTS) by Straus (Straus & Gelles, 1990). This scale is Likert-type and ranks responses from 0 (never) to 5 (more than once a month) in an ordinal fashion. It contains subscales for reasoning, verbal aggression, and physical aggression. The scores range from 0 to 25 for
each subscale. Higher scores indicate greater use of the specific tactic. This scale is tested high in reliability and construct validity (Strauss, 1979). The alpha coefficient for the Reasoning, Verbal Aggression, and the Physical Violence subscales are .88, .95, and .99 respectively.

The dependent variables in this study were conflict behaviors, justification of violence and help-seeking behaviors. Conflict behaviors in future dating relationships were measured using the Conflict Behavior Questionnaire. The Conflict Behavior Questionnaire is an 18-item, 5-point Likert scale that was adapted from Wolfe, Jaffe, Gough, and Wekerle’s Conflicts in Relationships questionnaire (Shewe, P., 2005; Wolfe et al., 1994). It was originally designed to measure positive and negative communication patterns, verbal and physical violence, and perpetrated and experienced abuse by adolescents. This questionnaire is divided into two sub-scales for scoring purposes: 1) Positive Conflict Behavior (i.e. problem solving, anger management) and 2) Negative Conflict Behavior (i.e. violent or insulting). In this revised scale, 5-items are positive behaviors and 13 are negative behaviors. Low scores on
this questionnaire indicate that youths are less likely to engage in violence ‘conflict behavior. The alpha coefficient for this 13-item scale is .79.

Due to the inexperience of some of the adolescents in the sample, the version utilized in this study uses hypothetical situations to obtain information about how they think they would handle violence. These items ask the adolescents to respond according to what they would do if they had a dating partner and were angry with them. The CBQ asks respondents to specify on a five-point scale (0-5) whether they definitely would or definitely wouldn’t engage in the listed behavior.

The second dependent variable, justification of violence, was operationalized using the 10-item Justification of Violence Questionnaire. It was developed for the STAR Project to assess whether or not adolescents feel that violence is justified in given situations (Schewe, 2005). The scale asks hypothetical questions such as “Would you push, grab, shove, slap, or hit your boyfriend or girlfriend if he/she...” and then lists ten negative behaviors (e.g. yelled at you, hit you, pushed you). Participants responded on a 5-point scale (0-4) ranging from 0-definitely would to 4-definitely wouldn’t.
Higher scores (3-4) on this scale indicate a belief that violence is never justified within dating relationships. The alpha coefficient for this scale is .86.

The final dependent variable, help-seeking behavior, was measured using the Resources and Help Seeking Questionnaire. The Resources and Help Seeking Questionnaire, a 6-item scale developed by in 1997 by Avery-Leaf, Cascardi, and Slep, identifies some of the actions an adolescent might take or resources she or he might access if their partner were "to ever" be physically violent in the future (Shewe, P., 2005; Avery-Leaf et al., 1997). It is hypothesized that adolescents will be more likely to access resources if they have not been exposed to domestic violence. The alpha coefficient for this scale was .68.

Three main limitations have been identified in regards to collecting data using the stated instruments. The first limitation is that due to language proficiency variance among students, the comprehension of the survey items may be affected. This could result in misinterpretations of items and can lead to the collection of faulty data or in incomplete questionnaires. This study's second limitation is that in
using hypothetical situations to illicit information about conflictual behavior patterns, this may result in obtaining data that is not representative of their actual behaviors. Finally, the length of the compiled questionnaire may be a limitation as well, since this may result in loss of motivation of participants and could affect attrition and accuracy in their responses.

Procedures

The location for the data collection began in a lecture hall on the California State University, Fresno campus and continued in the students homes or any place they considered safe to complete the surveys. Data collection procedures took place between January 21, 2006 and March 15, 2006.

In order to recruit participants, written permission was first obtained from the Director of the program in order to collect data. The purpose and significance of the study was first discussed with the director of the program via telephone, resulting in verbal authorization on October 19, 2005. After a written proposal statement was submitted to the Director (see Appendix A), a written
consent was then obtained in a meeting that took place on November 4, 2005 (see Appendix B).

To increase the likelihood of participation, the Director agreed to inform the potential participants about this study a few months in advance. She personally explained the purpose of this study to parents of students in the program at a parent meeting, in order to convey to them the importance of participation. The researchers anticipated for maximum involvement by providing prior notice to selected students and parents about the study, its purpose, its procedures and confidentiality requirements.

It took approximately thirty minutes for the students to read though the introduction, survey, and debriefing statement. These questionnaires consisted of questions divided into four subsections: observed parental conflict tactics, adolescents' conflict behaviors, justification of violence, and help-seeking behaviors. The adolescents within the study were solicited for three primary reasons: 1) minority groups that are underrepresented in empirical research, 2) age-appropriate volunteers, and 3) voluntary participants. A series of surveys were administered to
the teenagers in the Upward Bound program, in the form of one written questionnaire.

During the January 21st Student Conference, the Upward Bound staff explained the purpose of the study, the importance of keeping their identities anonymous and confidential to the students. Staff then distributed student assent forms and parental consent forms to students. The students who wanted to participate signed their assent forms and took the parental consent forms home to be signed by a legal guardian or parent. The UB staff collected the assent forms from willing participants and asked them to return the parental consent forms at their next tutorial sessions. Students brought back their parental consent forms at the next tutorial sessions and submitted them to the UB staff members (i.e. tutors). In return, the students received the survey packets that included an introduction with instructions, the survey and a debriefing statement. The students were given the surveys to complete at home. The instructions attached to the surveys were read aloud to them by tutors and then asked to return the completed within a week to the same tutorial room. The students who were more difficult to contact, due to a lack of
attendance to the January Conference and tutorials, were contacted through U.S. mail. An Upward Bound Staff member mailed assent and consent forms, surveys, debriefing statements and pre-addressed and stamped envelopes for them to return the data to the researchers. The respondents automatically received a coupon for a one free item from Carl’s Jr. restaurants attached with their questionnaire. In addition, they had the opportunity to win raffled movie tickets for participating in the study and assisting the researchers with this valuable data. Upon The UB Director’s request, the students received information regarding dating violence and local resources during their February 25th Student Conference by Karina Sicairos.

Protection of Human Subjects

Participants’ identities were protected in this study since there was no tracking system that could link names to their responses. Participants were instructed not to write their names on the questionnaires to ensure anonymity. Throughout the data collection process, the researchers and UB staff continually reminded participants that their answers and identities would be
kept strictly confidential. The researchers’ hoped to put the participants at ease, as well as protect them from any emotional and/or physical stress that may result from participating by reinforcing confidentiality and their voluntary participation.

Written informed consents were also obtained from both the participants and their guardians. The parental informed consents were translated into Spanish (see Appendix E) and Hmong (see Appendix F), in order for monolingual parents to be adequately informed about the study at hand. Participants were also notified about their rights to refuse or discontinue participation at any time once the data collection process had begun.

Furthermore, the debriefing statement was given to participants to inform them who they could talk to if they felt distressed (including school counselors, UB staff and the researchers), when and where the results of the study could be obtained, and the researchers’ contact information for future questions or concerns. In addition, the director asked the researchers to provide a brief presentation during the February 25th Student Conference to address intergenerational patterns of
violence, and provide resources of information within the local community.

Data Analysis

This quantitative study provides both a descriptive and inferential analysis. The correlational relationship between exposure to violence (i.e. independent variable) and conflict behaviors, justification of violence and help-seeking behaviors (i.e. the three dependent variables) were analyzed via a bivariate analysis. The inferential statistics used were Pearson’s r Correlation Co-efficient.

Descriptive statistics include frequency distributions, measures of central tendency, and measures of variability to describe the data. The data reduction techniques that were employed were the mean, median, and mode to describe demographical information about the sample size, including age, gender, ethnicity, and level of education. The data description utilizes specific numbers and graphs, as well using written descriptions of the findings. SPSS for Windows, Version 13.0, was used for all statistical analysis.
Summary

In conclusion, the purpose of the study was to measure the relationship between exposure to domestic violence and adolescents' conflict behaviors, justification of violence and help-seeking behaviors. Chapter three explains the overall design of the study, as well as the descriptions of data collections and instruments that were used to gather data. The protection of minors as human subjects was thoroughly discussed in order to ensure that participants' identities will be anonymous and confidential, as well as that no harm will result to them from their participation in this study.
CHAPTER FOUR

RESULTS

Introduction

Chapter Four gives a demographical description of the respondents in the study, as well as additional information regarding their dating history and habits. Mean scores for exposure to domestic violence, conflict behaviors in dating relationships, justified situations for violence and help-seeking behaviors are then presented. An analysis of the data will also be presented. Finally, the chapter will conclude with a summary of the study’s results.

Presentation of the Findings

Seventy completed questionnaires were returned to the researchers. Table 1 illustrates the demographical information of the respondents (See Table 1). The majority of the adolescents who participated in this study identified themselves as female (71.2%). Nearly two-thirds (60.3%) of them identified as being of Hispanic/Latina(o) descent (60.3%) and almost one-third identified as being of Asian descent. Black/African American participants represented about 3.2% of the
respondents, where as only 3.2% identified as being from either Non-Hispanic White or Other descents.

The great majority of the respondents were tenth and eleventh graders (66.7%), while only 11.6% were ninth graders. Twelve graders represented about one-fifth of the total sample. Over one-half (55.3%) of the respondents were ages fifteen and sixteen, while about one-third (32.8%) were age seventeen.

Table 1. Demographics of the Respondents

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (N = 66)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td>71.2</td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>28.8</td>
</tr>
<tr>
<td>Race/Ethnicity (N = 63)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>21</td>
<td>33.3</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>Hispanic/Latina(o)</td>
<td>38</td>
<td>60.3</td>
</tr>
<tr>
<td>Non-Hispanic White</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Grade (N = 69)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>8</td>
<td>11.6</td>
</tr>
<tr>
<td>10th</td>
<td>20</td>
<td>29.0</td>
</tr>
<tr>
<td>11th</td>
<td>26</td>
<td>37.7</td>
</tr>
<tr>
<td>12th</td>
<td>15</td>
<td>21.7</td>
</tr>
<tr>
<td>Age (N = 67)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 or younger</td>
<td>4</td>
<td>6.0</td>
</tr>
<tr>
<td>15</td>
<td>19</td>
<td>28.4</td>
</tr>
<tr>
<td>16</td>
<td>18</td>
<td>26.9</td>
</tr>
<tr>
<td>17</td>
<td>22</td>
<td>32.8</td>
</tr>
<tr>
<td>18 or older</td>
<td>4</td>
<td>6.0</td>
</tr>
</tbody>
</table>
Table 2 presents additional information on the dating history and habits of the participants in the study. Over 37% of the respondents reported having had zero dating partners. Close to one-third (34.3%) reported having had one to three dating partners, while 28.5% reported having had between four and twelve dating partners. Currently, the majority of participants reported not being in a steady relationship (71.4%). Out of those currently in steady and non-steady relationships, about one-half (48%) reported being in the same relationship for more than eight months. For respondents who were in dating relationships, about two-thirds (65%) reported spending time alone with their partner almost daily to about once a week.
Table 2. Additional Information Related to Dating

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of dating partners (N = 70)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>26</td>
<td>37.1</td>
</tr>
<tr>
<td>1-3</td>
<td>24</td>
<td>34.3</td>
</tr>
<tr>
<td>4-7</td>
<td>19</td>
<td>27.1</td>
</tr>
<tr>
<td>8-12</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>In a current steady relationship (N = 70)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>20</td>
<td>28.6</td>
</tr>
<tr>
<td>No</td>
<td>50</td>
<td>71.4</td>
</tr>
<tr>
<td>Length of current relationship (N = 70)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currently not dating</td>
<td>43</td>
<td>61.4</td>
</tr>
<tr>
<td>Less than 1 month</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>1 to 3 months</td>
<td>6</td>
<td>8.6</td>
</tr>
<tr>
<td>3 to 8 months</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>More than 8 months</td>
<td>13</td>
<td>18.6</td>
</tr>
<tr>
<td>Time spent alone (w/ partner) (N = 70)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currently not dating</td>
<td>44</td>
<td>62.9</td>
</tr>
<tr>
<td>Rarely, we’re usually w/ others</td>
<td>5</td>
<td>7.1</td>
</tr>
<tr>
<td>About once a month</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>About once a week</td>
<td>9</td>
<td>12.9</td>
</tr>
<tr>
<td>Almost daily</td>
<td>8</td>
<td>11.4</td>
</tr>
</tbody>
</table>

Tables 3 through 5 describe the mean scores for the Conflict Tactics Scale (CTS) for the mothers and fathers of the respondents. Table 3 describes mean scores for reasoning conflict tactics. The most frequently reported reasoning tactic to have been used for both parents was “Tried to discuss the issue relatively calmly.” The least used reasoning tactic for both parents was “Brought in someone else to help settle things (or tried to).” There was a slight gender difference between the mothers’ scores (1.41) and fathers’ scores (1.10).
Table 3. Conflict Tactics: Reasoning

<table>
<thead>
<tr>
<th>Item</th>
<th>MEAN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tried to discuss issue relatively</td>
<td>2.90</td>
<td>2.83</td>
</tr>
<tr>
<td>calmly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did discuss issue relatively calmly</td>
<td>2.72</td>
<td>2.78</td>
</tr>
<tr>
<td>Got information to back up their side</td>
<td>2.74</td>
<td>2.34</td>
</tr>
<tr>
<td>Brought someone else to help settle things</td>
<td>1.41</td>
<td>1.10</td>
</tr>
</tbody>
</table>

Table 4 illustrates the mean scores for the use of verbal aggression conflict tactics. The most commonly used tactic by both parents was “Argued heatedly but short of yelling.” The least commonly used tactic by both parents was “Threw something (but not at each other) or smashed something.”

Table 4. Conflict Tactics: Verbal Aggression

<table>
<thead>
<tr>
<th>Item</th>
<th>MEAN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argued heatedly but short of yelling</td>
<td>2.07</td>
<td>1.87</td>
</tr>
<tr>
<td>Yelled and/or insulted one another</td>
<td>1.96</td>
<td>1.51</td>
</tr>
<tr>
<td>Sulked and/or refused to discuss it</td>
<td>1.13</td>
<td>1.32</td>
</tr>
<tr>
<td>Threw/smashed something but not at each other</td>
<td>0.81</td>
<td>0.82</td>
</tr>
<tr>
<td>Stomped out of the room</td>
<td>1.00</td>
<td>1.05</td>
</tr>
</tbody>
</table>

Table 5 presents the mean scores for the use of physical aggression. “Hitting or attempting to hit each
other, but not with anything" was the most commonly used physical aggression tactic by both parents. The parents' least commonly utilized tactic was "Hitting or attempting to hit each other with something hard."

Table 5. Conflict Tactics: Physical Aggression

<table>
<thead>
<tr>
<th>Item</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threw something at each one another</td>
<td></td>
</tr>
<tr>
<td>Pushed, grabbed, or shoved each other</td>
<td></td>
</tr>
<tr>
<td>Hit or attempted to but without anything</td>
<td></td>
</tr>
<tr>
<td>Hit or attempted to with something hard</td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td>0.51</td>
</tr>
<tr>
<td>Mother</td>
<td>0.50</td>
</tr>
<tr>
<td>Mother</td>
<td>0.64</td>
</tr>
<tr>
<td>Mother</td>
<td>0.39</td>
</tr>
</tbody>
</table>

Tables 6 and 7 depict the mean scores of adolescents' positive and negative conflict behaviors. Table 6 illustrates that the most commonly employed positive conflict behavior was to "offer a solution that would make you both happy" with a mean score of 4.23. Conversely, "using 'I' statements to tell him/her how upset you are" was least used by adolescents (mean = 3.50).
Table 6. Adolescents Positive Conflict Behaviors

<table>
<thead>
<tr>
<th>Item</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell him/her that you were partly to fault</td>
<td>3.53</td>
</tr>
<tr>
<td>Explain your feelings rather than accusing</td>
<td>4.01</td>
</tr>
<tr>
<td>Offer a solution that would benefit both of you</td>
<td>4.23</td>
</tr>
<tr>
<td>Use &quot;I&quot; statements to tell him/her you are upset</td>
<td>3.50</td>
</tr>
<tr>
<td>Leave the room to cool down</td>
<td>3.77</td>
</tr>
</tbody>
</table>

Table 7 presents the mean scores for the use of negative conflict behaviors. The negative conflict behavior most engaged in by the respondents was to “give him/her ‘silent treatment’ or refuse to talk (mean = 3.40), followed by “bringing up other things about him/her that bothers you” (mean = 2.90). The least engaged negative conflict behavior was to “destroy something he/she valued” (mean = 1.41), followed by “deliberately trying to frighten him or her” (mean = 1.45).
Table 7. Adolescents Negative Conflict Behaviors

<table>
<thead>
<tr>
<th>Item</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give him/her “silent treatment” or refuse to talk</td>
<td>3.40</td>
</tr>
<tr>
<td>Do something to make him/her feel jealous</td>
<td>2.34</td>
</tr>
<tr>
<td>Destroy something he/she valued</td>
<td>1.41</td>
</tr>
<tr>
<td>Make fun of him or her in front of others</td>
<td>1.66</td>
</tr>
<tr>
<td>Blame him or her for all of your problems</td>
<td>1.86</td>
</tr>
<tr>
<td>Hit, kick, or throw something at him or her</td>
<td>1.59</td>
</tr>
<tr>
<td>Threaten to hit, kick, or throw something at him/her</td>
<td>1.57</td>
</tr>
<tr>
<td>Hit, kick, or punch something else, like a wall/table</td>
<td>1.71</td>
</tr>
<tr>
<td>Deliberately try to frighten him or her</td>
<td>1.45</td>
</tr>
<tr>
<td>Bring up other things about him/her that bother you</td>
<td>2.90</td>
</tr>
<tr>
<td>Threaten to break up or stop loving him or her</td>
<td>2.14</td>
</tr>
<tr>
<td>Push, shove, or shake him or her</td>
<td>1.60</td>
</tr>
<tr>
<td>Yell or scream at him or her</td>
<td>2.14</td>
</tr>
</tbody>
</table>

Mean scores of the justification for dating violence items are presented in Table 8. The situation reported as the most justifiable cause for violence (i.e. pushing, shoving, slapping or hitting a dating partner) was one where the adolescent was “hit or pushed” by their dating partner (mean = 3.30). “Broke up with you” was the least justifiable situation for engaging in the above violent behaviors (mean = 1.49).
Table 8. Justification for Violence

<table>
<thead>
<tr>
<th>Item</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Called you nasty names</td>
<td>2.51</td>
</tr>
<tr>
<td>Wouldn’t leave you alone</td>
<td>2.40</td>
</tr>
<tr>
<td>Yelled at you</td>
<td>2.40</td>
</tr>
<tr>
<td>Followed you around when you told him/her not to</td>
<td>2.19</td>
</tr>
<tr>
<td>Ignored you</td>
<td>2.14</td>
</tr>
<tr>
<td>Flirted with your best friend</td>
<td>2.86</td>
</tr>
<tr>
<td>Teased you in front of your friends</td>
<td>2.79</td>
</tr>
<tr>
<td>Hit or pushed you</td>
<td>3.30</td>
</tr>
<tr>
<td>Broke up with you</td>
<td>1.49</td>
</tr>
<tr>
<td>Wouldn’t shut up</td>
<td>1.89</td>
</tr>
</tbody>
</table>

Table 9 describes the respondents' likelihood for engaging in help-seeking behaviors if they were to experience physical violence in their dating (See Table 9). When asked if your boyfriend or girlfriend were to ever grab, shove, slap, kick, or punch you at some time in the future, the most common help-seeking behavior reported was to "talk to a friend about it" (mean = 4.13). The second most common behavior was to "break up" with a mean of 4.06. The least likely help-seeking behavior to be exhibited by the respondents was to "call the police" (mean = 2.79).
Table 9. Help-Seeking Behaviors

<table>
<thead>
<tr>
<th>Item</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Break up</td>
<td>4.06</td>
</tr>
<tr>
<td>Talk to a friend about it</td>
<td>4.13</td>
</tr>
<tr>
<td>Talk to a family member or pastor</td>
<td>3.77</td>
</tr>
<tr>
<td>Talk to a teacher, doctor, pastor, or counselor</td>
<td>3.06</td>
</tr>
<tr>
<td>Call the police</td>
<td>2.79</td>
</tr>
<tr>
<td>Call a dating/domestic violence hotline for help</td>
<td>2.90</td>
</tr>
</tbody>
</table>

The aggression subscales (reasoning, verbal aggression and physical aggression) of the Conflict Tactics Scale (CTS) were used to measure the independent variable, exposure to domestic violence. Adolescents’ conflict behaviors in dating relationships, justified situations for violence and help-seeking behaviors were the dependent variables in the study.

The Pearson’s r was calculated to assess a relationship between the exposure to domestic violence and the likelihood for adolescents to engage in conflict behaviors. More specifically, there was a significant correlation between mothers’ verbal aggression and adolescents’ negative conflict behaviors ($r = .452$, $p < .05$). In addition, there was also a strong relationship between fathers’ verbal aggression and adolescents’ negative conflict behaviors ($r = .552$, $p < .05$). Similarly, it was found that there was also a
significant correlation between the exposure to physical aggression by the mothers \( (r = 0.576, \ p < 0.05) \) and the fathers \( (r = 0.519, \ p < 0.05) \) and the likelihood of adolescents engaging in negative conflict behaviors.

There was no significant relationship between the conflict tactic of reasoning or verbal aggression and justification of dating violence. However, there was a strong correlation between mothers’ physical aggression and adolescents’ justification for violence \( (r = 0.300, \ p < 0.05) \). In addition, there was also an evident relationship between negative conflict behaviors of teens and their justification for violence \( (r = 0.577, \ p < 0.05) \).

There was no statistically significant linkage between exposure to domestic violence and the likelihood of engaging in help-seeking behaviors. Nevertheless, there was a significant relationship between positive conflict behaviors of adolescents and their help-seeking behaviors \( (r = 0.329, \ p < 0.05) \).

**Summary**

Chapter Four reviewed the data extracted from the questionnaires gathered by the researchers. Seventy adolescents in the CSU Fresno Upward Bound Program
participated in the study. Analysis of the data indicated a significant relationship between exposure to domestic violence and the likelihood for adolescents to engage in conflict behaviors. There was also a strong correlation between mothers' physical aggression and adolescents' justification for violence. Conversely, there was no statistically significant relationship between exposure to domestic violence and the probability of adolescents engaging in help-seeking behaviors. The implications of these results are further discussed in Chapter Five.
CHAPTER FIVE

DISCUSSION

Introduction

Chapter Five consists of a brief description of the sample and a general discussion regarding the major findings of this study. Furthermore, limitations of this study, implications for further research and recommendations for future social work policy and practice are discussed. Finally, this section concludes with a summary of the Chapter’s contents.

Discussion

The participants in this study consisted of high school students in the CSU Fresno, Upward Bound (UB) Program. This program targets low-income, first generation college bound students, who could potentially succeed in college, but lack additional assistance and resources. Due to the Central Valley’s economic dependence on agriculture, there is a substantial need for farm laborers. A majority of these workers are immigrants, from Latin American and Southeast Asian countries. Consequently, the students served by UB reflect this ethnic representation. The sample size in
this study also parallels this ethnic representation of
the community, since the majority of the participants
were of Latina(o) descent and from working class
households. Most of the respondents were female, between
15 and 17 years of age, and in the 10th and 11th grades.

This of this study found that reasoning tactics were
the most commonly utilized by parents when dealing with
conjugal conflict. It was also found that adolescents
tend to report a higher likelihood of engaging in
positive conflict behaviors than negative conflict
behaviors. In addition, the research hypothesis was
supported, since data from this study found a
relationship between exposure to parental verbal and
physical aggression and the likelihood of adolescents
engaging in negative conflict behaviors.

This study also found that children who are exposed
to domestic violence have a higher likelihood of
experiencing violence in future romantic relationships.
Such a study finding is consistent with the findings of
previous studies. For example, Respet (1998) concluded
that children's experience with violence was positively
correlated with both, tendencies to rate tactics as
abusive, and to experience violence in future
relationships. In addition, Respet (1998) reported that sex-role orientations, coupled with childhood experiences, ultimately contribute to the predictability of violence in future relationships. Another study found that females and males who were exposed to interparental aggression had higher likelihoods of experiencing anger and aggressive behaviors (Kingsfogel, 2002). Furthermore, males had more tolerant attitudes toward aggression and normative perceptions of dating aggression; which in turn, resulted in greater aggression towards dating partners (Kingsfogel, 2002).

Another study that sampled unmarried undergraduate students, who had experience with heterosexual dating relationships, found that a combination of several factors, such as exposure to interparental violence, gender-role attitudes, acceptance of aggression as a response to conflict, and partners use of aggression showed a significant relationship to the perpetration of dating violence (Moagi-Gulubane, 2003). This study’s findings also suggest that youth who are exposed to domestic violence early in their lives can be influenced into using negative conflict tactics in romantic relationships.
Although no significant correlation was found between parental use of reasoning or verbal aggression tactics and adolescents' justification of violence, a key finding was the relationship between mothers' use of physical aggression as a conflict tactic and the justification of violence by adolescents. In support of this finding, empirical data demonstrates that adolescents exposed to marital violence during childhood are more likely to justify the use of violence in their own dating relationships (Lichter, 2004).

The hypothesis that "adolescents who report higher degrees of exposure to domestic violence will report a lower likelihood in demonstrating help-seeking behaviors" was not found to be statistically significant. However, there was a significant relationship between the likelihood of engaging in help-seeking behaviors and positive conflict behaviors. It is speculated that the hypothesis was not supported due to high reports of parental reasoning tactics compared to the use of verbal or physical aggression tactics. In addition, it makes perfect sense that adolescents who are able to deal with conflicts positively are more likely to seek help from different sources as positive coping strategy. Since
exposure to domestic violence (in the form of verbal and physical aggression) was not highly reported, this could have contributed to an insufficient amount of data to comparatively analyze with help-seeking behaviors. The number of reports of exposure to violence could have been greater with a larger sample size.

Limitations

The limitations of study include a lack of generalizability, due to a small sample size. The Upward Bound Program student membership is small to begin with, therefore limiting the researchers’ ability to gain a larger sample size. Using a convenience sample design led to a lack of representation of adolescents of various ethnicities, male respondents, adolescents from two-parent households and respondents with significant dating experience. In addition, more balanced findings could have resulted from a more diverse sample, consisting of students whom were not as focused on activities pertaining to college admission and preparation. This was a special population because in order for them to be admitted into the program, they had to demonstrate a commitment and dedication to pursuing
higher education. Such commitment requires students to engage in academically driven extracurricular activities rather than social interactions (i.e. dating or courting experiences).

The participants in the study might not have all fully understood the wording used in the questionnaires. Students’ varying levels of English proficiency and individual misinterpretations of the questions might have led to confusion and reports of inaccurate data. Furthermore, the responses regarding exposure to domestic violence were based solely on adolescents’ recollections and interpretations of domestic violence, which may have resulted in faulty data.

Recommendations for Social Work Practice, Policy and Research

Based on the relationship found between exposure to domestic violence and adolescents’ negative conflict behaviors, child welfare social workers should consider these factors when planning preventative interventions for at-risk families. In particular, child welfare social workers need to assess families for domestic violence and offer services that realistically address and treat the whole family system in order to stop intergenerational
patterns of family violence. Punitive, reactive interventions should be replaced with strength-based education for parents. This would consist of educating parents about the impact of exposure to domestic violence on children, modeling of positive conflict tactics and behaviors, and linking them to appropriate community resources. This would also raise awareness of the impact of abuse (e.g. verbal, physical and emotional) and possibly stop the generational cycles of violence.

In terms of social work policy, this study’s findings illustrate the need for a more realistic shift in child welfare services from victim blaming to a more supportive family preservation approach, when dealing with domestic violence. Although the safety of children is essential, intake workers are currently trained to solely hold the child’s immediate safety as top priority.

Consequently, either because of high caseloads or limited knowledge of the complexity of domestic violence (or both), many workers solely remove children from hostile situations without first providing the parents with adequate tools for dealing with the causes of violence. Some of these causes include generational patterns of violence and psychological underpinnings.
Changing policy to support a reasonable, pro-preservation protocol when dealing with these multifaceted issues may lead to better outcomes when measuring children’s safety, permanence and well being. A reduction in caseloads, along with education on intergenerational patterns of domestic violence, may allow social workers to practice advanced case management and the ability to provide the necessary in-depth services for families who struggle with these issues.

Ultimately, changing policy can result in social workers having the capacity to intercede and break the cycle of intergenerational violence, before children become part of the system. Raising awareness among policy makers about multigenerational issues, the effects of domestic violence and the potential for prevention is crucial in order to gain support and funding for early preventative programs.

It is recommended for more social work research to be focused on the relationship between exposure to domestic violence and adolescents’ dating relationships. In addition, it is recommended that further research be conducted to study the short-term and long-term effects of domestic violence in relation to other facets, such as
coping strategies, self-esteem, parenting styles, and overall psychological and emotional well being.

Future studies should include a sample that is more representative of an adolescent population. Perhaps, a sample derived from various geographical locations, socio-economic backgrounds, diverse ethnicities and different levels of educational and/or professional aspirations would paint a better picture of how exposure to domestic violence impacts youth.

Conclusions

This study found a direct correlation between their exposure to domestic violence and their likelihood of engaging in negative conflict behaviors. In addition, the findings suggested that adolescents' justification of violence was more likely to occur when exposed to mothers' use of physical aggression as a conflict tactic. Further research is needed to investigate the relationship between adolescents' exposure to domestic violence and its multifaceted effects on adolescents' overall well-being. Suggestions for policy makers were made in regards to supporting needed changes in the child welfare system. This would in turn enable social workers
to provide holistic interventions for families dealing with multigenerational issues of violence.
APPENDIX A

QUESTIONNAIRE
**Parent & Teen Relationship Survey (Part I)**

These questions are about the kind of family fighting you may have seen or heard during the past year. Please answer these questions about the arguments or disagreements between the parent you mainly live with and the person they lived with or dated. Example: Mother, Father, Boyfriend, Girlfriend, Stepmother, Stepfather, etc. Please circle one of these people for your “Parent” and one for their “Partner,” without using names.

This is a list of some of the things your parents, or your parents and their partner, might have done during disagreements or conflicts. Thinking about all of the disagreements (not just the most serious ones), how often did they do the things listed at any time during the past year for the last year they were together? Using this scale, circle the number that fits the statement best.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Parent: Mother, Girlfriend, Stepmother, Other:</th>
<th>Her Partner: Father, Boyfriend, Stepfather, Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tried to discuss the issue relatively calmly</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>2. Did discuss the issue relatively calmly</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>3. Got information to back up their side of things</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>4. Brought in someone else to help settle things (or tried to)</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>5. Argued heatedly but short of yelling</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>6. Yelled and/or insulted</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>7. Sulked and/or refused to talk about it</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>8. Stomped out of the room</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>9. Threw something (but not at each other) or smashed something</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>10. Threatened to hit or throw something at partner</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>11. Threw something at the other</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>12. Pushed, grabbed, or shoved each other</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>13. Hit (or tried to hit) each other but not with anything</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>14. Hit (or tried to hit) each other with something hard</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>15. Threatened to break up or divorce</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
<tr>
<td>16. Other: Please describe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parent & Teen Relationship Survey (Part II)

For this section, we want you to think about what you would do if you had a boyfriend or girlfriend and were angry at them. Please circle your choice for each question.

<table>
<thead>
<tr>
<th>If you were upset or angry at your boyfriend or girlfriend, would you...</th>
<th>Definitely wouldn't</th>
<th>Probably wouldn't</th>
<th>Not sure</th>
<th>Probably would</th>
<th>Definitely would</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. give him or her the &quot;silent treatment&quot; or refuse to talk to him or her for a while?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. do something to make her or him feel jealous?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. destroy something she or he valued?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. tell her or him that you were partly at fault?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. explain your feelings rather than just accuse him or her of being wrong?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. offer a solution that would make you both happy?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. make fun of her or him in front of others?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. use &quot;I statements&quot; to tell her or him how upset you are?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. blame him or her for all of your problems?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. hit, kick, or throw something at her or him?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. threaten to hit, kick, or throw something at him or her?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. hit, kick, or punch something else, like a wall or a table?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. leave the room to cool down?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. deliberately try to frighten her or him?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. bring up other things about him or her that bother you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. threaten to break up or stop loving him or her?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. push, shove, or shake her or him?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. yell or scream at him or her?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
In the following situations, would you push, shove, slap, or hit your girlfriend or boyfriend? Please circle your choice for each question.

<table>
<thead>
<tr>
<th>Would you push, shove, slap, or hit your girlfriend or boyfriend if she or he...</th>
<th>Definitely wouldn’t</th>
<th>Probably wouldn’t</th>
<th>Not sure</th>
<th>Probably would</th>
<th>Definitely would</th>
</tr>
</thead>
<tbody>
<tr>
<td>called you nasty names?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>wouldn’t leave you alone?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yelled at you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>followed you around when you told him/her not to?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ignored you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>flirted with your best friend?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>teased you in front of your friends?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>hit or pushed you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>broke up with you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>wouldn’t shut up?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

If your boyfriend or girlfriend were to ever grab, shove, slap, kick, or punch you at some time in the future, what would you honestly do? Please circle your choice for each question.

<table>
<thead>
<tr>
<th>If your girl/boyfriend were to ever grab, shove, slap, kick, or punch you would you...</th>
<th>Definitely wouldn’t</th>
<th>Probably wouldn’t</th>
<th>Not sure</th>
<th>Probably would</th>
<th>Definitely would</th>
</tr>
</thead>
<tbody>
<tr>
<td>Break up?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Talk to a friend about it?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Talk to a family member or pastor?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Talk to a teacher, doctor, pastor or counselor?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Call the police?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Call a dating or domestic violence hotline to ask for advice?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### Personal Information

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. How many girlfriends or boyfriends have you had?</td>
<td>0, 1-3, 4-7, 8-12, More than 12</td>
</tr>
<tr>
<td>36. Do you currently have a steady boyfriend or girlfriend?</td>
<td>Yes, No</td>
</tr>
<tr>
<td>37. How long have you been dating this person?</td>
<td>Currently not dating, Less than 1 month, 1 to 3 months, 3 to 8 months, More than 8 months</td>
</tr>
<tr>
<td>38. How often do you and your partner spend time together all alone?</td>
<td>Currently not dating, Rarely, we're usually with others, About once a month, About once a week, Almost daily</td>
</tr>
<tr>
<td>39. Gender?</td>
<td>Female, Male</td>
</tr>
<tr>
<td>40. Race/Ethnicity?</td>
<td>Asian, Black or African American, Hispanic or Latino, Non-Hispanic White, Other, Decline to state</td>
</tr>
<tr>
<td>41. What is your grade level?</td>
<td>9th grade, 10th grade, 11th grade, 12th grade, Decline to state</td>
</tr>
<tr>
<td>42. What is your age?</td>
<td>14 or younger, 15, 16, 17, 18 and older, Decline to state</td>
</tr>
</tbody>
</table>
APPENDIX B

INFORMED CONSENT
Study of Domestic Violence Exposure on Adolescents
Adolescent’s Assent Form

The study in which you are being asked to participate will ask you questions about domestic violence you might have seen in your life. Karina Sicairos and Leah Campos are conducting the study. They are graduate students, being supervised by Dr. Janet Chang, Professor of Social Work at California State University, San Bernardino (CSUSB). The Institutional Review Board at CSUSB has approved this study.

You will be asked questions about domestic violence you have been around and your own views and ideas on how you think you would handle violence in your own current or future dating relationships. The survey should take about twenty to thirty minutes to complete. Please complete this survey when you feel comfortable, in a safe private and quiet place. Answer the questions as honest as possible. All of your responses will be confidential by the researchers. Your name will not be written on the surveys. All data will be reported in group form only, which means no one will know your individual answers to the questions. The study will be completed by June 2006 and the results will be available in September 2006, at the Pfau Library on the CSUSB campus.

You can participate only if you want to. You are free to not answer every question and can stop answering the survey at any time. The Upward Bound staff will not know whether you participated or not, or whether you completed the whole survey, since you will be returning them in sealed envelopes, without your name on them. For the questions that ask about your race/ethnicity, age and grade level, you may choose to not answer by circling the “decline to state” option. When you have completed the survey, you will receive a debriefing statement. This document will describe the study in more detail to you. In order to make sure the study’s findings are accurate, we ask that you do not talk about this study with other students or participants.

It is not likely that students who participate in this study will be put at risk. Through this study, the researchers hope to learn more about domestic violence and about how adolescents deal with violence in their own relationships. If you have any questions or concerns about this study, please feel free to contact Dr. Janet Chang at 909-537-5184.

☐ By placing a check in the box, I am stating that I have been informed of and understand the reasons for this study, and I am agreeing to freely participate.

Participant’s Signature ___________________________________________ Today’s Date __________________________

Please Print Your Name Here
Study of Domestic Violence Exposure on Adolescents
Parent’s Informed Consent

The study in which your daughter/son is being asked to participate will ask them questions about domestic violence they might have seen in their life. Karina Sicairos and Leah Campos are conducting the study. They are graduate students, being supervised by Dr. Janet Chang, Professor of Social Work at California State University, San Bernardino (CSUSB). The Institutional Review Board at CSUSB has approved this study.

Your daughter/son will be asked questions about domestic violence they have been around and their own views and ideas on how they think they would handle violence in their own current or future dating relationships. The survey should take about twenty to thirty minutes to complete. All of their responses will be confidential by the researchers. Their names will not be written on the surveys. All data will be reported in group form only, which means no one will know individual answers to the questions. In compliance with the California Education Code 51513, a copy of these questions will be available in the Upward Bound Office, if parents wish to review them. The study will be completed by June 2006 and the results will be available in September 2006, at the Pfau Library on the CSUSB campus.

Your daughter/son can participate only if she or he wants to. She or he is free to not answer every question and can stop answering the survey at any time. The Upward Bound staff will not know whether they participated or not, or whether they completed the whole survey, since they will be returning them in sealed envelopes without their name on them. For the questions that ask about their race/ethnicity, age and grade level, they may choose to not answer by circling the “decline to state” option. When they have completed the survey, they will receive a debriefing statement. This document will describe the study in more detail to your daughter or son. In order to make sure the study’s findings are accurate, we ask that your daughter or son does not talk about this study with other students or participants.

It is not likely that students who participate in this study will be put at risk. Through this study, the researchers hope to learn more about domestic violence and about how adolescents deal with violence in their own relationships. If you have any questions or concerns about this study, please feel free to contact Dr. Janet Chang at 909-537-5184.

☐ By placing a check in the box, I am stating that I have been informed of and understand the reasons for this study, and I am agreeing to freely participate.

Parent’s Signature ___________________________ Today’s Date ___________________________

Please Print Your Name Here
Encuesta Para Adolescentes Sobre la Exposición de Violencia Domestica
Forma de Consentimiento Para los Padres

Este estudio, en el cual su adolescente esta invitado a participar, es una encuesta con preguntas acerca de violencia domestica que quizás hayan visto en sus vidas. Karina Sicairos y Leah Campos, estarán conducido este estudio. Ellas son estudiantes graduadas, bajo la supervisión de la Doctora Janet Chang, profesora de estudios de Trabajo Social, en la Universidad Estatal de California, San Bernardino (CSUSB). Este estudio ha sido aprobado por el Comité Examinador Institucional de CSUSB (CSUSB Institutional Review Board).

Le harán preguntas a su adolescente acerca de la violencia domestica, y sus propios pensamientos y opiniones hacia situaciones del pasado y el futuro. Los cuestionarios duraran aproximadamente veinte a treinta minutos para terminar. Todas las respuestas serán tomadas de una manera confidencial por las investigadoras. El nombre del adolescente no será divulgado con sus respuestas. Todos los datos serán reportados solamente en forma de grupo, lo cual quiere decir que nadie sabrá respuestas a las preguntas de cada estudiante. Habrá una copia de la encuesta disponible in la oficina de Upward Bound para los padres que gusten leerlo. Este estudio será terminado antes de junio 2006 y los resultados estarán disponibles el mes de septiembre del mismo año, en la biblioteca Pfau, localizada en la Universidad Estatal de California, San Bernardino.

La participación de su adolescente en este estudio es totalmente voluntaria. Su adolescente tiene la libertad de no contestar cualquiera de las preguntas, y puede dejar de tomar parte en el estudio, en cualquier momento, sin ninguna consecuencia. El personal de Upward Bound no sabrá si su hija/o participo o no, ni tampoco si respondieron a solo unas preguntas, porque las encuestas las entregaran en sobres sellados. Para las preguntas acerca de su origen, su edad y grado escolar, tienen las opción de no contestar. Cuando los adolescentes terminen la encuesta, ellos recibirán mas datos y explicaciones acerca del estudio. Para asegurar la validez del estudio, pedimos que su adolescente no hable al respecto con otros estudiantes o participantes.

No es probable que los estudiantes que participen en este estudio corran algún riesgo. Por medio de este estudio, las investigadoras esperan aprender mas acerca de las violencia domestica y sobre como adolescentes manejarian violencia en sus propias relaciones. Si usted tiene cualquier pregunta o preocupación acerca de este estudio, por favor de llamar a la Doctora Janet Chang al numero 909-537-5184.

☐ Marcando la caja, reconozco que he sido informado, entiendo la naturaleza y el propósito de este estudio, y doy mi consentimiento para que mi hija/o participe.

Firma del Padre o Guardián

Fecha de Hoy

Imprima Por Favor su Nombre

75
TSHAWB NRHIAV HAIS TXOG KEV TSIS SIB HAUM XEEB THIAB TEEB MEEM HAUV TSEV NEEG

TXOJ KEV KAWN TXOG NTAWM KOJ TUS TUB LOS YOG TUS NTXHAIS, THIAB KEV KOOM TES NROG QHOV TSHAWB NRHIAV HAIS TXOG KEV TSIS SIB HAUM XEEB THIAB TEEB MEEM HAUV TSEV NEEG, TUS MUAB COV LUS NUG NO NSW YOG, KARINA SICAIROS THIAB LEAH CAMPOS TUS SAIB XYUAS NKAWD TXOJ KEV TSHAWB NRHIAV NO YOG DV JANET CHANG YOG IB TUG XIB HWB SOCIAL WORK HAUV CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO QHOVKEVTSHAWB NRHIAV NO TAV TSO CAI LOS NTAWM INSTITUTIONAL REVIEW BOARD OF CSUSB.

LAWV YUAV NUG KOJ TUS TUB LOS SISTUS NTXHAIS RAWS LI QHOV NSW PAUB THIAB POM TXOG TXOJ KEV TSIS SIB HAUM XEEB THIAB TEEB MEEM YAV DHAU LOD THIAB YAV TOM NTEJ, QHOV KEV NUG NO YUAV SIV SIJ HAWN LI NTAWM 20 MUS RAU 30 FEEB, COV LUS TEB THIAB NSW LUB NPE YUAV TSIS MUAB QHIA TAWM RAU LEEJ TWG LI, QHOV KEV TSHAWB NRHIAV NO YUAV TAS RAU LUB GHLI XYOO 2006, THIAB YUAV MUAB TAWN RAV LUB 9 HLIS XYOO 2006, NYOB RAU PEM LUB PFAU LIBRARY CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO.

QHOV KEV TSHAWB NRHIAVNO YUAV TSIS YUAM KOJ TUS ME NYUAM, NYOB NTAWM NSW SIAB XWB, THAUM NWS TSIS XAV UA LAWM NWS YUAV TAWM LOS TAU, THAUM NWS TEB COV LUS NUG NO TAS LAWM MAS YUAV MUAJ IB QHO KEV QHIA TXOG TXOJ KEV TUHAWB NRHIAV NO, TOM QAB NTAWD PEB TXWVCOV TUB COV TXHAIS KOM TSIS PUB NWS QHIA COV TXHAIS KOM TSIS PUB NWS QHIA COV LUS NUG NO RAU LWNTUS TUB LOS NTXHAIS.

YOG KOJMUAJ LUS NUG TXOG QHOV KEV TSHAWB NRHIAV NO THOU HU RAU DR. JANET CHANG NTAWM 909-537-5184

☐ YOG KOJ KOS LUB BOX NO, NO CES TXHAIS TAUTIAB KOJ PAU TXOG THIAB CIA KOJ TUS ME NYUAM.
APPENDIX C

DEBRIEFING STATEMENT
Adolescents' Exposure to Domestic Violence
Debriefing Statement

The study you have just completed was designed to investigate whether domestic violence has an effect on youths’ dating relationships. We are particularly interested if there is a relationship between witnessing domestic violence and youths’ tendencies for engaging in conflict behaviors, justifying violence in relationships and help seeking behaviors.

All of the information used in this study will be kept confidential by the researchers. We would like to reassure you that all of your responses will be held strictly confidential by the researchers. Your name will not be reported with your responses. No one will be able to find out about you or your answers to the questionnaire. Thank you for your participation in this study and for not discussing your responses with anyone, including other students who also participated in this study.

If any of the questions brought up bad memories for you or simply caused you to feel uncomfortable, please speak to a school counselor about these feelings. If you are unsure as to who you can talk to about these feelings, please talk to an Upward Bound staff member so that they can guide you to resources. Please feel free to direct any questions regarding this study to Leah Campos (909-630-3556), Karina Sicairos (714-585-0077) or Dr. Janet Chang at California State University, San Bernardino, 909-537-5184.

Thank you for your help and contributions to this study.
REFERENCES


This was a two-person project where authors collaborated throughout. However, for each phase of the project, certain authors took primary responsibility. These responsibilities were assigned in the manner listed below.

1. Data Collection:
   Assigned Leader: Karina Sicairos
   Assisted By: Upward Bound Program Staff

2. Data Entry and Analysis:
   Team Effort: Karina Sicairos & Leah Campos

3. Writing Report and Presentation of Findings:
   a. Introduction and Literature
      Team Effort: Karina Sicairos & Leah Campos
   b. Methods
      Team Effort: Karina Sicairos & Leah Campos
   c. Results
      Team Effort: Karina Sicairos & Leah Campos
   d. Discussion
      Team Effort: Karina Sicairos & Leah Campos