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   (DAVILA) Study**

**Author(s):                    Chiara Sabina, Ph.D., Carlos A. Cuevas, Ph.D.,  
   Kristin A. Bell, M.A.**

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**FINAL REPORT:**  
**DATING VIOLENCE AMONG LATINO ADOLESCENTS (DAVILA) STUDY**  
**GRANT NO: 2009-W9-BX-0001**

**SUBMITTED BY:**

**Chiara Sabina, Ph.D.<sup>1</sup>, Principal Investigator**  
**Carlos A. Cuevas, Ph.D.<sup>2</sup>, Co-Principal Investigator**  
**and**  
**Kristin A. Bell, M.A.<sup>3</sup>**

<sup>1</sup> **School of Behavioral Sciences and Education**  
**Penn State Harrisburg**  
**777 West Harrisburg Pike**  
**Olmsted Building W-311**  
**Middletown, PA 17057**  
**717-948-6066 Phone, 717-948-6519 Fax**  
**[sabina@psu.edu](mailto:sabina@psu.edu)**

<sup>2</sup> **School of Criminology and Criminal Justice**  
**Northeastern University**  
**204 Churchill Hall**  
**360 Huntington Avenue**  
**Boston, MA 02115**  
**617-373-7462 Phone, 617-373-8998 Fax**  
**[c.cuevas@neu.edu](mailto:c.cuevas@neu.edu)**

<sup>3</sup> **School of Criminology and Criminal Justice**  
**Northeastern University**  
**[bell.kr@husky.neu.edu](mailto:bell.kr@husky.neu.edu)**

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## **ABSTRACT**

The Dating Violence among Latino Adolescents (DAVILA) Study adds to the literature by using a national sample of Latino adolescents to examine various forms of dating violence victimization including physical, sexual, psychological, and stalking dating violence within the last year. The DAVILA study also provides an analysis of additional forms of victimization that adolescent victims of dating violence may experience, and analyzes the formal and informal help-seeking efforts of Latino youth, the effectiveness of services, barriers to help-seeking, and the importance of cultural factors for this population. This study also provides an assessment of psychosocial outcomes associated with victimization, including both psychological consequences and delinquency behaviors, and an evaluation the moderating effect of protective factors on the relationship between victimization and negative outcomes.

A national sample of 1,525 Latino adolescents primarily recruited using list-assisted random digit dialing was obtained. Trained professionals from an experienced survey research firm conducted interviews over the phone in either English or Spanish, from September 2011 through February 2012. Respondents were queried about dating violence and other forms of victimization, help-seeking efforts, social support, acculturation, familism, psychological symptomatology, delinquent behavior, and school performance and involvement. Respondents were on average 14.85 years of age and largely second-generation residents (60.2%).

The past year rate of any dating violence victimization was 19.5%, with 6.6% of the sample having experienced physical dating violence, 5.6% having experienced sexual dating violence, 1.0% having experienced stalking by a dating partner, and 14.8% having experienced psychological dating violence. Most dating violence victims (70.8%) experienced another form of victimization (conventional crime, child maltreatment, peer/sibling victimization, sexual

victimization, and stalking victimization) in the past year. Dating violence victimization most commonly occurred with peer/sibling victimization (57.3%), followed by conventional crime (37.4%).

The rate of formal help-seeking was 15.6% and the rate of informal help-seeking was 60.7% among those who had been victimized. The most common source of formal help was from school personnel (9.2%), followed by social services (4.7%). The most common sources of informal help were friends (42.9%). When examining cultural factors, being more Latino oriented was associated with decreased odds of experiencing any dating violence. In relation to help-seeking, a one-unit increase in familism was associated with higher odds of formal help-seeking than not seeking formal help.

While depression, anxiety, and hostility were associated with various forms of dating violence victimization, they were best explained by the count of all victimizations. In regards to school outcomes, experiencing physical dating violence was related to receiving special education services. Experiencing victimization also generally increased the odds of engaging in delinquency. Social support was related to decreased odds of all types of dating violence. In some cases, it also moderated the effects of dating violence on certain outcomes (e.g., hostility).

Overall, results suggest that Latino youth have significant comorbid victimization and are most likely to seek informal help from friends rather than formal outlets. However, when formal resources are used, schools appear to be the primary point of contact. The use of informal help-seeking as a gateway to formal help is recommended. In addition, the role of Latino orientation and social support appears to be important in diminishing victimization risk and the negative impact of interpersonal violence among these youth.

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## **EXECUTIVE SUMMARY**

### **STATEMENT OF THE PROBLEM**

Latinos currently represent the largest and one of the fastest growing minority groups in the United States. Notably, Latino youth accounted for 17.1% of children under the age of 18 (Pew Research Center, 2011), indicating a need to study this growing population. While the literature on intimate partner violence is substantial, it has only recently moved beyond the study of married or cohabitating couples to examine younger groups in dating relationships (Foshee & Matthew, 2007) and research on Latino adolescents remains scant.

Research focusing on lifetime prevalence rates of adolescent dating violence victimization has found results ranging from 15% to 41% (Banyard & Cross, 2008; Lewis & Fremouw, 2001; Marquart, Nannini, Edwards, Stanley, & Wayman, 2007; Raiford, Wingood, & Diclemente, 2007; Sears, Byers, & Price, 2007; Swahn, Simon, et al., 2008). The Youth Risk Behavior Survey (YRBS) found that Latino adolescents reported a past year physical dating violence victimization incidence rate of 11.4%, which was lower than the rate reported by African American youth (12.2%), but higher than the rate reported by Caucasian youth (7.6%) (Centers for Disease Control and Prevention, 2012). Latino boys in the YRBS reported a higher incidence rate of physical dating violence (12.1%) than Latino girls (10.6%). The Dating Violence among Latino Adolescents (DAVILA) Study queried a range of dating violence victimization experiences in the past year including physical, sexual, stalking, and psychological.

While recent research has indicated that youth frequently endure multiple forms of victimization (Finkelhor, Ormrod, & Turner, 2007b; Higgins & McCabe, 2000, 2001b), little research, on dating violence in general, and Latinos in particular, has focused on the co-occurrence of dating violence with other types of victimization. This is important given that

polyvictimization is highly predictive of psychological functioning—more so than specific victimizations (Finkelhor, Ormrod, & Turner, 2007a). Therefore, DAVILA included a range of victimization experiences including conventional crime, peer/sibling victimization, child maltreatment, and sexual victimization.

Dating violence has been found to have a number of negative consequences for its victims, including depression, hopelessness, violent behavior, delinquency, binge drinking, and substance abuse, and impaired school performance (Eaton, Davis, Barrios, Brener, & Noonan, 2007; Howard, Wang, & Yan, 2008; Raiford et al., 2007; Roberts, Klein, & Fisher, 2003), but this has not been widely studied among Latino youth. DAVILA measured depression, anxiety, hostility, delinquency and school performance.

An important consideration in the study of dating violence in this population is the role of cultural factors, such as familism (Comas-Diaz & Fontes, 1995; Marin, 1993) and acculturation (Berry, Phinney, Sam, & Vedder, 2006). Such factors may impact both psychological outcomes for victims, and the likelihood and patterns of seeking help. Familism refers to attitudes, behaviors, and family structures operating within an extended family system that emphasize the importance of maintaining a strong extended kinship network (Coohey, 2001) and is associated with positive functioning and potentially protects against dating violence (Howard, Beck, Kerr, & Shattuck, 2005). Research on adults indicates that Anglo acculturation is associated with higher levels of intimate partner violence (Caetano, Schafer, Clark, Cunradi, & Raspberry, 2000; Garcia, Hurwitz, & Kraus, 2005; Harris, Firestone, & Vega, 2005; Jasinski, 1998), yet there is little research exploring acculturation among victimized Latino youth and the majority has used language as a proxy for acculturation. Studies have also failed to include the related construct of Latino cultural maintenance, which captures the enculturation process, and is measured here by

the Latino orientation subscale of the acculturation scale. DAVILA overcomes these limitations by measuring familism, immigrant status, Anglo orientation and Latino orientation.

Research has indicated that informal help-seeking, such as going to family or friends, is much more common than formal help-seeking for both Latino and non-Latino adolescents (Ocampo, Shelley, & Jaycox, 2007; Watson, Cascardi, Avery-Leaf, & O' Leary, 2001). It is possible, however, that immigrant Latino youth may be especially unlikely to seek help, due to their limited English proficiency (Stanton-Salazar, 2001). DAVILA queried formal and informal help-seeking in response to dating violence.

Not all at-risk youth manifest the problems associated with dating violence victimization. Understanding the influence of potential protective factors is an important policy and prevention/intervention strategy (Masten, 2001). Social resources, including friends (Bolger & Patterson, 2003) and extended family (Flores, Cicchetti, & Rogosch, 2005), may serve a protective function among victimized adolescents and this was included in DAVILA.

Specifically, the goals of DAVILA were:

**Goal 1:** Determine extent of dating violence in a sample of male and female Latino adolescents.

**Goal 2:** Determine the coexistence of other forms of victimization among those who experienced dating violence.

**Goal 3:** Examine formal service utilization among Latino adolescents who experienced dating violence.

**Goal 4:** Examine informal help-seeking among Latino adolescents who experienced dating violence.

**Goal 5:** Examine culturally-relevant factors associated with the experience of and responses to dating violence.

**Goal 6:** Determine the psychosocial impact of dating violence on Latino adolescents.

**Goal 7:** Evaluate the role of social resources on victimization and psychosocial functioning among victimized Latino adolescents.

## **METHODS**

### **Participants**

The DAVILA study assessed the victimization experiences of a national sample of 1,525 Latino adolescents living in the United States. Professionals from an experienced survey research firm conducted phone interviews in either English or Spanish. Eligibility for the study was restricted to Latino households with children between 12 and 18 years of age currently living in the home. The overall response rate for the sample was 36% while the minimum cooperation rate (i.e., ratio of completed and partial interviews to all interviews, refusals, and break-offs) was 55%. In evaluating our response rate, it is lower than what is generally found in surveys of this type (e.g., Turner, Finkelhor, & Ormrod, 2010), however, this is consistent with other research focusing on ethno-racial minorities (Groves & Couper, 1998; Knight, Roosa, & Umana-Taylor, 2009) which appear to be more difficult to recruit.

The average age of adolescent participants was 14.85 years ( $SD = 1.88$ ). Males (49.3%) and females (50.7%) were almost equally represented in the sample. Approximately three-fourths of the adolescents were born in the United States (76.1%). Most of the interviews with the adolescent participants were conducted in English (70.3%). More than half of caregivers were married (69.2%) and the mode educational attainment for caregivers was less than high school (35.2%). Household incomes ranged from under \$9,999 to over \$80,000, with 61% of caregivers reporting a household income of less than \$29,999.

In comparing our sample to Census data on Latinos under the age of 18, a notably higher proportion of our sample (23.9% vs. 7.3%) is foreign born (U.S. Census Bureau, 2011). Otherwise our sample matches on gender breakdown, proportion of intact families, and parent educational attainment (U.S. Census Bureau, 2000, 2010).

### **Measures**

Appendix II provides a complete version of the survey. A brief parent/caretaker interview prior to interviewing the adolescent provided information about child's age, parent's age, country of origin and/or decedence, immigration status, parent's educational level, employment status, household income, household makeup, and parental relationship status. The adolescent participants were asked about grade level, employment, sexual orientation, past-year dating history.

Victimization in the past year was measured by the Juvenile Victimization Questionnaire (JVQ) and the Conflict Tactics Scales (CTS2S). The JVQ was developed by Hamby, Finkelhor, Ormrod, and Turner (2005) and allows for a comprehensive evaluation of childhood victimization. DAVILA included screeners on conventional crime, child maltreatment, peer and sibling victimization, and sexual assault. Additionally, one screener on stalking was added. Endorsed screeners were followed up with questions inquiring about the perpetrator(s), weapon use, injury, and whether it was in conjunction with one of the other events asked about in the survey. DAVILA used 12 of the 20 CTS2S (Straus & Douglas, 2004) items due to time constraints, and it was only administered for participants that indicated having a boyfriend/girlfriend or dating partner in the past year. To calculate dating violence victimization rates, affirmative responses from the CTS were combined with any JVQ items committed by a boyfriend/girlfriend (statutory rape was only included if the victim was younger than 17). If

dating violence was identified from JVQ, the CTS, or both, then that participant was considered to have been a victim of dating violence.

Finkelhor and colleagues provide two general rules for categorizing someone as a polyvictim. The first method involves categorizing any individual who has above the mean number of victimizations on the JVQ for the victimized subsample (Finkelhor et al., 2007a), whereas the second method involves categorizing those individuals whose victimization levels fell in the top 10% of the sample (Finkelhor, Ormrod, & Turner, 2009). DAVILA presents both calculations.

Psychological functioning was measured by the Brief Symptom Inventory (BSI) - a 53-item self-report symptom inventory (Derogatis, 1993). In this study, only the depression, anxiety, and hostility scales were utilized. Delinquency was measured by the Frequency of Delinquency Behavior (Loeber & Dishion, 1983), which is a measure of self-reported delinquent behavior. School involvement was evaluated with the Brown School Connectedness Scale that measures elements of school connection from the categories of commitment, power, belonging, and belief (R. A. Brown, 1999). School performance questions were asked of the parent/caregiver.

We developed a help-seeking questionnaire drawn from two large-scale studies that assessed both formal and informal help-seeking (Block, 2000; Gelles & Straus, 1988), and which was successfully adapted and used in the Sexual Assault Among Latinas (SALAS) Study (Cuevas & Sabina, 2007). Help-seeking questions were asked only of adolescents who reported certain types of physical, sexual, and/or stalking dating violence victimization in the past year. Questions covered help-seeking from various sources including police, the courts, social service agencies, therapists, lawyers, relatives, friends, and religious leaders. Follow-up questions ask

about the effectiveness and satisfaction with these help sources. In addition, school-specific types of help-seeking were added for the DAVILA study given the adolescent sample. These sources of help include teachers, guidance counselors, coaches, and other school personnel.

Acculturation was measured using the Brief Acculturation Rating Scale for Mexican-Americans- II (Brief ARSMA-II). The Brief ARSMA-II includes items from the complete ARSMA-II (Cuéllar, Arnold, & Maldonado, 1995) and assesses both minority and majority cultural identity (Bauman, 2005). The diverse resources of youth were measured using the Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet, Dahlem, Zimet, & Farley, 1988). The MSPSS assesses social support from significant others, family, and friends. The cultural value of familism was measured using the familism support subscale of the Mexican American Cultural Values Scale for Adolescents and Adults (Knight et al., 2010) that aimed to tap values associated with Mexican ethnic culture.

### **Procedures**

Telephone numbers were drawn from two sampling frames to represent a national sample of Hispanic families with children. Initially, probability samples of households with telephones were generated from a national RDD sample of high density (80% or higher) “Hispanic blocks”. This methodology seeks to draw a random sample of numbers using Census-based hundred-blocks and yielded 111 interviews. In the second sampling frame, telephone numbers were selected at random from a list sample of Hispanic surnames to represent a national sample. The sampling frame was modified from the original to improve productivity of the sample given the constraints of the project budget. This method yielded 1,414 interviews.

Both consent from the primary caregiver and assent from the youth was obtained. All participants were given the contact information for the National Child Abuse Hotline.

Additionally, a Privacy Certificate was obtained for all data thus protecting forced disclosure. Interviews lasted on average 12 minutes for caregivers and 33 minutes for adolescents. Upon completion of the survey, adolescent participants were paid \$10 for their participation and parent participants were paid \$5 for their participation.

## **KEY FINDINGS**

### *Dating Violence*

- Using the combined CTS2S and JVQ measures, the weighted rate of any dating violence victimization for the sample was 19.5% ( $n = 256$ ). This rate was computed on the whole sample that included daters and non-daters.
- For male adolescents, the any dating violence weighted rate was 26.3% ( $n = 138$ ), and for female adolescents, the any dating violence weighted rate was 13.4% ( $n = 118$ ,  $p < .001$ ).
- When the weighted rates were broken down by type of dating violence victimization, 6.6% ( $n = 78$ ) of the sample experienced physical dating violence, 5.6% ( $n = 74$ ) experienced sexual dating violence, 1.0% ( $n = 10$ ) experienced stalking by a dating partner, and 14.8% ( $n = 200$ ) experienced psychological dating violence.
- Approximately 11.8% of males and 1.9% of females experienced physical dating violence ( $p < .001$ ), 8.8% of males and 2.7% of females experienced sexual dating violence ( $p < .01$ ), 0.9% of males and 1.1% of females experienced stalking by a dating partner, and 20.3% of males and 9.9% of females experienced psychological dating violence ( $p < .01$ ).

### *Coexistence of Other Forms of Victimization*

- 70.8% of the adolescents who experienced any dating violence also experienced at least one other form of victimization (e.g., dating violence and conventional crime) in the past year.

- The most frequent overlapping form of victimization was peer/sibling victimization (67.4%) while the least frequent was stalking victimization (16.8%).
- The average number of JVQ screener questions endorsed for the overall sample was 1.17 ( $SD = 1.80$ ) while the victimized subsample (any individual who endorsed at least one JVQ screener), had an average 2.53 ( $SD = 1.90$ ).
- 16.1% ( $n = 246$ , above the mean calculation) or 10.7% ( $n = 162$ , top 10% calculation) of the sample could be considered polyvictims.
- For those who have experienced any type of dating violence, the relative risk for experiencing conventional crime, peer/sibling victimization, and sexual victimization is 2.74, 2.32, and 5.15, respectively (all  $p < .001$ ) compared to those who have not experienced any type of dating violence.

#### *Help-seeking*

- Help-seeking responses were obtained from victims of particular forms of physical, sexual and stalking dating violence (not psychological dating violence).
- 15.6% ( $n = 90$ ) of Latino dating violence victims in our sample sought help from a formal source.
- The most common source of formal help was from school personnel (9.2%;  $n = 87$ ), followed by social services (4.7%;  $n = 85$ ) and police (4.5%;  $n = 88$ ).
- Male and female dating violence victims varied on the rates of help-seeking with only 5.1% ( $n = 3$ ) of boys seeking formal help, compared to 35.5% ( $n = 11$ ) of girls,  $X^2 = 14.30$ ,  $p < .01$ .
- For all forms of help-seeking the main reason participants did not seek help was they “didn’t think of it”.

- 60.7% ( $n = 51$ ) of Latino adolescent victims of dating violence sought help from informal sources.
- When examining sources of informal help, dating violence victims in our sample were most likely to seek help from a friend (42.9%;  $n = 36$ ).
- Adolescents also sought help from their family members, including parents (8.3%;  $n = 7$ ) and siblings (3.6%;  $n = 3$ ).
- While similar proportions of male victims (43.6%;  $n = 24$ ) and female victims (41.4%;  $n = 12$ ) sought help from friends, a higher proportion of females (17.2%;  $n = 5$ ) spoke to parents about their victimization than males (3.6%;  $n = 2$ ),  $X^2 = 4.60, p < .05$ .
- Also of note, 36.9% ( $n = 11$ ) of dating violence victims sought neither formal nor informal help.
- When examining reasons for not seeking formal help, not thinking of it (46.5%;  $n = 182$ ) and a desire to keep it private (20.4%;  $n = 80$ ) were the most common reasons offered by dating violence victims.
- When examining reasons for not seeking informal help, not thinking of it (35.5%;  $n = 11$ ) and a desire to keep it private (25.8%;  $n = 8$ ) were the most common reasons offered by dating violence victims.

#### *Culturally-relevant Factors Associated with Dating Violence*

- Being more Latino oriented was associated with decreased odds of experiencing any dating violence ( $AOR = 0.72, p < .01$ ).
- When predicting psychological dating violence, higher Latino orientation was associated with decreased odds of victimization ( $AOR = 0.75, p < .01$ ).

- For physical dating violence, a higher Latino orientation was associated with decreased odds of victimization ( $AOR = 0.62, p < .01$ ).
- A one-unit increase in familism was associated with a 5.18 times higher odds of formal help-seeking than not seeking formal help.

### *Psychosocial Impact of Dating Violence*

- Sexual dating violence significantly was associated with clinical depression in the model without victimization count ( $AOR = 3.69, p < .01$ ), and once victimization count was added, it remained significantly associated with clinical depression ( $AOR = 1.38, p < .001$ ).
- None of the individual types of dating violence were associated with clinical anxiety; however, victimization count was significantly associated with anxiety ( $AOR = 1.44, p < .001$ ) once it was added into the model.
- Both sexual dating violence ( $AOR = 3.50, p < .05$ ) and psychological dating violence ( $AOR = 6.89, p < .001$ ) were related with clinical scores on hostility. When the total count of victimizations was added into the model, psychological dating violence ( $AOR = 4.64, p < .001$ ) remained significantly associated with hostility, in addition to total screener count ( $AOR = 1.29, p < .001$ ).
- None of the types of dating violence, nor polyvictimization, were significantly related to dropping out of school.
- Physical dating violence was significantly associated with receiving special education services both with ( $AOR = 2.73, p < 0.01$ ) and without ( $AOR = 2.68, p < .001$ ) victimization count in the model.
- None of the types of dating violence were related to school performance, but victimization count ( $AOR = 0.87, p < .001$ ) was significantly associated with school performance.

- Psychological dating violence ( $AOR = 3.37, p < .001$ ) was the only variable significantly associated with any delinquency ( $AOR = 1.48, p < .001$ ). Even when controlling for total victimization, psychological dating violence ( $AOR = 2.45, p < .001$ ) remained significantly associated with delinquency.

### *Role of Social Resources*

- Social support was related to decreased odds of all types of dating violence ( $AORs$  from .73 to .81), except stalking.
- Social support was related to decreased odds of being a polyvictim ( $AOR = .60, p < .001$ ).
- Social support was significantly related to depression  $t$ -scores ( $\beta = -2.61, p < .001$ ), anxiety  $t$ -scores ( $\beta = -2.20, p < .001$ ), and hostility  $t$ -scores ( $\beta = -2.06, p < .001$ ).
- Social support moderated the relationship between dating violence and hostility. Probing of the interaction revealed that when dating violence was present, the protective effect of social support on hostility was diminished.
- Social support was associated with decreased odds of total delinquency ( $AOR = .64, p < .001$ ), physical delinquency ( $AOR = .70, p < .001$ ), property delinquency ( $AOR = .72, p < .001$ ), and drug delinquency ( $AOR = .82, p < .01$ ).
- Social support was not significantly related to special education services or dropping out. Social support was significantly related to an increase in academic performance. Log odds of academic performance increased by .18 for each increase in social support.
- The interaction effect for academic performance showed that when dating violence was present social support did not exert as much of an influence on academic performance than when dating violence was not present. In other words, social support was not associated with better academic performance when dating violence was present.

## CONCLUSIONS

The overall past year dating violence rate for this sample of Latino youth was 19.5%, a figure that is notably higher than that of many other studies (Eaton et al., 2007; Eaton et al., 2008; Howard & Wang, 2003a, 2003b; Howard et al., 2008). However, a large proportion of this rate is driven by psychological dating violence (14.8%), which has not always been evaluated by other researchers. Most notable, boys were significantly more likely to be victimized than girls overall and across each form of dating violence victimization.

A notable percentage of the sample fit the criteria for polyvictims (16.1%, which represents the percentage of participants who reported a total number of victimizations above the mean number of victimizations), which is consistent with prior work using this instrument with a national representative sample of youth (Finkelhor et al., 2007b; Turner et al., 2010). Our results show that any dating violence, physical dating violence, sexual dating violence, and psychological dating violence in particular are associated with experiencing conventional crime, peer/sibling violence, and non-partner sexual violence. This suggests that victims of dating violence are likely to be suffering victimization at the hands of their other peers, potentially making dating violence one form of victimization in a cascade of peer and sibling perpetrated aggression.

The results surrounding help-seeking indicate that this problem is woefully underreported to formal outlets, with only 15.6% of children getting any formal help. The disconnect is even more striking when you see that boys are more likely to be victimized but seek formal help at a rate that is 1/7<sup>th</sup> that of their female counterparts. Although these are discouraging figures, the results indicate that school personnel are likely to be the first line of defense in tackling this problem, as they are the most likely to be sought out within formal outlets. In contrast to the

results of formal help-seeking, the majority of dating violence victims disclosed their victimization to informal outlets, most commonly friends, which is consistent with prior research on who adolescents seek out for social support (Ocampo et al., 2007).

The reasons adolescents gave for not seeking help brings to light potential intervention points. “I didn’t think of it” was the most common reason given for not seeking out help across all formal outlets, followed by wanting to “keep the event private” and seeing it as “too minor”. This brings into question to what degree Latino adolescents are educated about or understand the dynamics of dating violence. This perhaps indicates that behaviors that objectively would be seen as dating violence are not being identified or labeled by Latino adolescents as dating violence.

For dating violence in general and physical dating violence victimization specifically, Latino orientation was associated with a decreased odds of experiencing victimization, although it is unclear what underlying mechanisms might explain this phenomenon. Perhaps traditional Latino qualities like family cohesiveness might help prevent victimization, whereas acculturation and running contrary to traditional norms might illicit a backlash that manifests itself in the form of violence. A sense of familial support appears to be crucial in seeking formal help and indicates that having a strong family support system may help ease barriers to getting formal help.

We found that sexual and psychological dating violence victimization was associated with depression and hostility symptoms. Even including the full victimization count, psychological dating violence remains significant in its association to hostility. This finding indicates that psychological partner aggression, such as insulting or swearing, might have a particularly deleterious impact on mental health, more so than physical or sexual aggression.

Collectively the results on school performance show that the relationship between dating violence, overall victimization, and school outcomes does not follow the pattern that it does for mental health outcomes, with one only one significant association between physical dating violence and special education services being found. However, psychological dating violence appears to be a key variable in its association with any and all forms of delinquent behavior. It is possible that this effect is in part explained by the connection between being a victim of psychological dating violence and hostility, which can be connected to aggressive behavior. Finally, the role of social support appears to be crucial in decreasing the risk of victimization as well as decreasing the negative sequelae associated with victimization, which supports its role as an important piece of prevention and intervention.

Programs such as Safe Dates (2013), Break the Cycle (Break the Cycle, nd), and Dating Matters (VetoViolence, nd) have made inroads along these lines and expansion and refinement of these programs is needed. Findings regarding the dynamics of dating violence indicate a need to address the commonality of psychological dating violence. However, most prevention programs are focused on physical dating violence (Shorey et al., 2012) and do not explicitly focus on psychological dating violence. Prevention efforts should focus on this form of dating violence and equip youth to identify and confront controlling actions such as put-downs and jealousy.

Additionally, girls need to acknowledge and talk about the use of violence in relationships and boys need to be equipped to talk about victimization as they were 6 times more likely to experience physical dating violence, 3 times more likely to experience sexual dating violence and 2 times more likely to experience psychological dating violence than girls.

Specifically, boys were more often slapped or hit by a dating partner, pushed or shoved, beat up, threatened, had something destroyed by their boyfriend/girlfriend, and had partners insist on sex. Girls, however, tended to report more attempted rape (*ns*). Such conversations make service providers and students uncomfortable as it runs counter to gender norms and assumptions in anti-violence work. Gender-specific programs may encourage teens to disclose these experiences. Programs along these lines should work to discuss Latino gender roles, gender role changes due to immigration of children or families, dating norms and the possible protective role of elders.

It is imperative that school personnel are trained in how to respond to cases of dating violence. Trainings that cover the dynamics of abuse, barriers to leaving relationships, descriptions of healthy and unhealthy relationships, and special populations should be provided for school personnel. We also emphasize the need for cultural awareness and cultural sensitivity of school personnel. This can include understanding of Latino customs and norms regarding dating, the role of families in lives of Latino teens, and barriers that may prevent Latino adolescents from speaking openly about dating violence.

Latino boys were especially unlikely to seek formal services, help from school personnel, social services, medical services or a restraining order. From these findings, it would be prudent for all prevention and intervention efforts to stress that services are also available for boys and to express that masculinity is not jeopardized by seeking help. There is a clear need to raise awareness of male victims and ensure that services are gender-inclusive. Additionally, adult male survivors, especially Latino, could serve as role models for young survivors and promote help-seeking behavior. Programs including survivor narratives may be especially powerful.

A prevention initiative that includes the strengths in Latino culture (e.g., family cohesion, *respeto*, *personalismo*, ethnic pride) may be more beneficial for Latino students than one that

treats all ethnic groups equally. Intervention and prevention efforts need to be aware of teens bicultural identities, parental expectations that influence the dating lives of Latino youth, acculturation discrepancies between parents and children, gender roles, discrimination towards Latinos and commonly held stereotypes (Haglund, Belknap, & Garcia, 2012). An additional prevention strategy would be to foster parent-child communication on dating, family life, and gender roles (Haglund et al., 2012).

Awareness of dating violence, the behaviors that characterize dating violence, and the availability of services can help reduce the reasons for not seeking help. Given that friends are the main help source, educational programs can also include a section on what to do should a friend be a victim of dating violence. Bystander prevention efforts can be tailored for high school students. Indeed, support from friends and other plays an important role in psychological and academic functioning of Latino teens.

Social support appears to be a very robust and powerful protective factor. This should be exploited for prevention and intervention efforts. Preventions that include fostering relationships among students, engagement in prosocial activities and behavior, and reducing social isolation and/or bullying would serve to foster a healthy atmosphere that is less susceptible to dating violence. Community-based programs focused on awareness of dating violence and potential sources of help could have ripple effects as social networks become alert of the signs of dating violence and ways to safely confront it.

The results from DAVILA provide some insight as to future research directions in this area of study. First, our results clearly suggest that dating violence victimization needs to be evaluated within the context of a comprehensive evaluation of victimization. Additionally, the role that psychological aggression plays in dating violence is not well understood. At this

developmental age, teens may be poorly equipped to deal with this form of aggression and it may have even more detrimental effects than in adulthood. Longitudinal work in this area would be especially important to mark the possible beginnings of a trajectory of victimization and to understand what factors deter such a trajectory.

Violence research that focuses on Latinos needs to continue to understand the role of cultural factors. The evaluation of variables such as immigration and documentation status, cultural orientation (e.g., acculturation), familism, and acculturative stress with psychometrically sound instruments provides the opportunity to gain a better understanding of the heterogeneity of the Latino population and how that impacts violence, consequences, and help-seeking behaviors among these individuals. Again here, qualitative work can uncover the ways in which cultural adaptation shifts dating relationships and norms for those relationships. It is also important to understand how cultural clashes with parents may inhibit the disclosure of boyfriends/girlfriends and problems within the relationship.

## **I. INTRODUCTION**

### **Statement of the Problem**

Latinos currently represent the largest and one of the fastest growing minority group in the United States. According to the 2010 U.S. Census, 50.5 million Latinos accounted for 16.3% of the total population resulting in a 43% growth since 2000 (Pew Research Center, 2011). Notably, Latino youth accounted for 17.1% of children under the age of 18 (Pew Research Center, 2011). These demographic trends indicate the importance of studying the Latino adolescent population, and as is the focus of this study, to gain a more comprehensive view of dating violence.

While the literature on intimate partner violence is substantial, it has only recently moved beyond the study of married or cohabitating couples to examine younger groups in dating relationships (Foshee & Matthew, 2007). Research on intimate partner violence more generally has begun to include examinations of Latinos (Cuevas, Sabina, & Milloshi, 2012; Hazen & Soriano, 2007; Kalof, 2000; Murdaugh, Hunt, Sowell, & Santana, 2004); however, the dating violence literature still lacks an understanding of dating violence among Latino adolescents.

A notable gap in the literature on this topic is the issue of multiple victimization experiences. A growing body of literature indicates that it is important to consider the entire range of victimization experiences to which an individual is exposed, as experiencing more than one type of victimization has been found to be an important predictor of psychological outcomes for victims (Finkelhor et al., 2007b; Higgins & McCabe, 2001a; Sabina & Straus, 2008; Turner et al., 2010). Some research in the general dating violence literature has focused on comorbid victimization, finding that there is a substantial overlap between peer violence and dating violence (Swahn, Bossarte, & Sullivent, 2008; Williams, Connolly, Pepler, Craig, & Laporte,

2008). This relationship appears to be consistent for Latino youth (Howard & Wang, 2003a, 2003b, 2005). However, little research, on dating violence in general, and Latinos in particular, has focused on the co-occurrence of dating violence with other types of victimization, including childhood maltreatment, witnessing violence, and other types of interpersonal violence, such as stalking and assaults.

Consistent with the literature on other types of victimization, dating violence has been found to have a number of negative consequences for its victims, including depression, hopelessness, violent behavior, binge drinking, and substance abuse (Eaton et al., 2007; Howard et al., 2008; Raiford et al., 2007; Roberts et al., 2003). Only a small amount of research has focused on the sequelae of dating violence among Latino youth (Edelson, Hokoda, & Ramos-Lira, 2007; Howard et al., 2005). An important consideration in the study of dating violence in this population is the role of cultural factors, such as familism (Comas-Diaz & Fontes, 1995; Marin, 1993) and acculturation (Berry et al., 2006). Such factors may impact both psychological outcomes for victims, but also their likelihood and patterns of seeking help. Research has indicated that informal help-seeking, such as going to family or friends, is much more common than formal help-seeking for both Latino and non-Latino adolescents (Ocampo et al., 2007; Watson et al., 2001). It is possible, however, that immigrant Latino youth may be especially unlikely to seek help, due to their limited English proficiency (Stanton-Salazar, 2001).

The DAVILA study sought to fill a number of gaps in the literature. The strengths of this study include (1) an examination of various forms of dating violence victimization including physical, sexual, psychological, and stalking victimization, (2) an analysis of the other forms of victimization that adolescent victims of dating violence may experience, (3) a thorough analysis of the help-seeking efforts of Latino youth that addresses both formal and (4) informal help-

seeking, effectiveness of services, and help-seeking barriers, (5) measurement of particular cultural factors that effect Latino youth who are victims of dating violence, (6) an assessment of current psychosocial outcomes associated with victimization, including psychological factors and delinquency behaviors, and (7) an evaluation of protective factors that may moderate the relationship between victimization and negative outcomes.

## **Literature Citation and Review**

### ***Dating Violence Rates Among Adolescents***

Research focusing on lifetime prevalence rates of adolescent dating violence has found results ranging from 15% to 41% (Banyard & Cross, 2008; Lewis & Fremouw, 2001; Marquart et al., 2007; Raiford et al., 2007; Sears et al., 2007; Swahn, Bossarte, et al., 2008). Through a review of the literature, Lewis and Fremouw (2001) found that epidemiological research estimates the prevalence rate to be between 25% and 35%. Boys have reported higher victimization rates than girls (Lewis & Fremouw, 2001; Sears et al., 2007), which may indicate reciprocity in dating violence and higher rates of perpetration among female adolescents.

When 12-month incidence rate is examined, most rates of adolescent dating violence cluster around the 8-10% mark. Recent research by the Center for Disease Control (CDC) has found rates between 8.7% and 9.9% when using data from the Youth Risk Behavior Survey (YRBS) (Eaton et al., 2007; Eaton et al., 2008). Studies using other waves of the YRBS have reported comparable dating violence rates between 9% and 10% (Howard & Wang, 2003a, 2003b; Howard et al., 2008). Research using the National Longitudinal Study of Adolescent Health (ADD Health) found similar incidence rates of 11% for both boys and girls (S. L. Brown & Bulanda, 2008) and 8% physical partner abuse by males and 9% physical partner abuse by females (Roberts, Auinger, & Klein, 2006). Studies that have used other national samples

similarly report 12-month incidence rates between 9% and 12% (Lewis & Fremouw, 2001; Raiford et al., 2007; Wekerle & Wolfe, 1999). It is important to note, however, that some research has found notably lower rates, generally below 5% (Coker et al., 2000; Finkelhor, Ormrod, Turner, & Hamby, 2005; Wolitzky-Taylor et al., 2008).

One reason that there may be so much variation in the estimation of rates of this phenomenon is that definitions of dating violence differ across studies. Most studies have focused on minor forms of physical violence (i.e., throwing something; pushing, grabbing, and shoving), while others include both more serious (i.e., forced sexual relations) and non-physical (i.e., verbal threats) forms of aggression. As might be expected, those studies that take a more comprehensive view of dating violence are more likely to report higher rates (Raiford et al., 2007; Roberts et al., 2006; Swahn, Bossarte, et al., 2008).

### ***Dating Violence Rates Among Latino Adolescents***

A major limitation of the existing dating violence literature is that it has largely underrepresented minority groups (Lewis & Fremouw, 2001). The sparse research that has focused on minority populations has presented mixed results. Silverman and colleagues (2007) reported a lifetime prevalence rate of 10% for Latinos, which was the lowest rate of all ethnic groups in the sample. Studies examining lifetime prevalence of perpetration have found higher rates between 31% to 34% among predominantly African-American and Latino samples (Gorman-Smith, Tolan, Sheidow, & Henry, 2001; Schnurr & Lohman, 2008).

When examining 12-month incidence rates, research by the CDC found that Latino youth reported lower rates of dating violence than African American youth (11.1% vs. 14.2%), but reported higher rates of dating violence than Caucasian adolescents (8.4%) (Eaton et al., 2008). Additional research with the YRBS has similarly found that Latino adolescents report incidence

rates between 9% and 11%, which are lower rates than those reported by African American youth, but higher rates than those reported by Caucasian youth (Howard & Wang, 2003a, 2003b; Howard, Wang, & Yan, 2007; Howard et al., 2008). As with the general dating violence literature, some studies have found notably lower rates. In a national sample of adolescents, Wolitzky-Taylor and colleagues (Wolitzky-Taylor et al., 2008) found that Latino adolescents experienced higher (1.9%) rates of dating violence than both African-American (1.7%) and White (1.4%) youth, which is consistent with results found by Swahn and colleagues (2008).

### ***Comorbid Violence***

An expanding body of literature indicates that it is important to consider the entire range of victimization experiences to which an individual is exposed. Polyvictimization (Finkelhor et al., 2007b) or multi-type maltreatment (Higgins & McCabe, 2000), defined as experiencing more than one type of victimization in a given time period, has been found to be an important predictor of psychological outcomes for victims (Finkelhor et al., 2007b; Higgins & McCabe, 2001a; Sabina & Straus, 2008; Turner et al., 2010). Recent research has indicated that youth frequently endure multiple forms of victimization (Finkelhor et al., 2007b; Higgins & McCabe, 2000, 2001b), yet most of the dating violence literature has not been expanded to include the entire spectrum of adolescents' victimization experiences.

Some research has examined the coexistence of various forms of dating violence. Consistent with some of the adult literature on interpersonal violence, research on adolescents has shown that physical dating violence is also associated with sexual dating violence (Cyr, McDuff, & Wright, 2006; Howard et al., 2007). One study examining physical violence, psychological maltreatment, and sexual violence found that as many as 19% of boys and 26% of girls experienced more than one type of dating violence (Sears et al., 2007).

Some studies have also expanded their area of inquiry to examine the comorbidity of dating violence with violence outside of dating relationships. This research suggests that there is substantial overlap between non-partner peer violence and dating violence (Swahn, Bossarte, et al., 2008; Williams et al., 2008), a relationship which appears to hold across genders, as well as for Latino adolescents (Howard & Wang, 2003a, 2003b, 2005). A recent study indicates that there is also consistency in victimization across family and dating relationships. Laporte and colleagues (2011) found that in both a high-risk population and a comparison population, childhood victimization was associated with dating violence victimization.

Strikingly absent from much of this research is an examination of the comorbidity of dating violence with a broader spectrum of victimization experiences, including other types of interpersonal violence (e.g., stalking, assaults) and witnessed violence. To our knowledge, only one study has examined the comorbidity between childhood victimization and dating victimization (Laporte et al., 2011). Furthermore, with a few exceptions, this research has not specifically examined these experiences among Latino adolescents.

### ***Sequelae of Dating Violence Victimization***

Consistent with the literature on other forms of victimization, there are a multitude of negative consequences to being a victim of dating violence. Research has shown that dating violence victimization is associated with depressed mood, hopelessness, violent behavior, binge drinking, and substance abuse (Eaton et al., 2007; Howard et al., 2008; Raiford et al., 2007; Roberts et al., 2003). These mental health symptoms have been shown to mediate negative school-related outcomes, such as drop out and decreased grade averages (Banyard & Cross, 2008). Dating violence is also associated with suicidal thoughts and suicide attempts (Howard & Wang, 2003a, 2003b), which is important given that suicide is the third leading cause of death

among adolescents and young adults (National Center for Injury Prevention and Control, 2006).

Substantial research has found a connection between victimization and delinquent behavior among adolescents (Lauritsen & Laub, 2007). This link appears to be present for both dating violence victimization and perpetration as well as general delinquency. For example, Swahn and colleagues (2008) found considerable overlap between dating violence perpetration and victimization, with rates of co-occurrence between 56.4% and 69.8%. They also found significant overlap between dating violence and peer violence perpetration. Other studies corroborate these results, finding a connection among dating violence victimization, peer violence perpetration, and delinquent behavior (Bossarte, Simon, & Swahn, 2008; Williams et al., 2008). Research has also illustrated that those who are both victims and perpetrators tend to experience increased levels of psychological distress (Cuevas, Finkelhor, Turner, & Ormrod, 2007).

There has been limited research that examines the sequelae of dating violence among Latino youth specifically (Edelson et al., 2007; Howard et al., 2005). Consistent with some of the general dating violence literature above, Howard and associates (2005) found links between peer violence (including carrying a gun) and dating violence and between suicidal thoughts and dating violence. For Latino youth, it is particularly important to take into consideration potential cultural influences that may play a role in the impact of dating violence on victims.

### ***Cultural Factors***

Researchers have highlighted the need to examine risk and resiliency among adolescent victims from a culture-specific perspective. For Latinos, one of the most important cultural factors to consider is the emphasis placed on family, or familism (Comas-Diaz & Fontes, 1995;

Marin, 1993). Other factors that may be important when studying Latino youth are issues related to immigration and the acculturation process of adapting to a new culture (Berry et al., 2006).

*Familism.* Familism refers to attitudes, behaviors, and family structures operating within an extended family system that emphasize the importance of maintaining a strong extended kinship network (Coohey, 2001), stressing interdependence, affiliation, and cooperation (Comas-Diaz & Fontes, 1995). Familism is additionally utilized as a coping mechanism to the difficulties of life after immigration (Bacallao & Smokowski, 2007). Familism has been identified as the most important factor influencing the lives of Latinos (Coohey, 2001).

Research on familism also indicates that it corresponds to dimensions of social support (Coohey, 2001). The support offered by family members has been linked to a number of positive outcomes for Latino youth, including academic success (DeGarmo & Martinez, 2006; Zalaquett, 2006), less engagement in risky behaviors (Romero & Ruiz, 2007), fewer deviant peer affiliations (Germán, Gonzales, & Dumka, 2009), physical health ratings (Mulvaney-Day, Alegria, & Sribney, 2007), and reduced stress and pregnancy anxiety (Campos, Schetter, & Abdou, 2008). Low levels of familism were found to predict the use of paternal physical punishment (Ferrari, 2002), as well as female sexual risk behaviors (Guilamo-Ramos et al., 2009). The research by Guilamo-Ramos and colleagues (Guilamo-Ramos et al., 2009) is particularly suggestive that this cultural factor may function differently across genders, an important aspect to be explored when studying Latino youth. Some evidence demonstrates that family connectedness serves as a protective factor against dating violence victimization among Latino adolescents (Howard et al., 2005) and violent behavior among Latino boys living in high risk neighborhoods (Walker, Maxson, & Newcomb, 2007).

Although familism is often associated with positive outcomes, it should not be cast in a uniformly positive light. Research has indicated that social support does not mitigate against depression and anxiety at substantial levels of stress (Osborne & Rhodes, 2001). Research has well documented many victimization experiences occur within the family (Finkelhor et al., 2005; Straus, 2001), indicating that Latino adolescents may experience added conflict when coping with victimization. In other words, victimized Latinos can experience a strong, cultural closeness and respect for family while simultaneously experiencing rejection by abusive family members. However, the relationship between familism and dating violence has yet to be tested.

*Immigration.* In 2000, a full forty percent of the Latino population was foreign born, an upward trend that has been developing since the 1970s (Ramirez, 2004). Despite this fact, we know relatively little about the vulnerabilities or strengths of this immigrant population in relation to victimization. Immigrant families face additional acculturative stressors in comparison to non-immigrant families born within the United States (Dettlaff, Earner, & Phillips, 2009).

One study compared three groups of adolescents (native born Latinos, immigrant Latinos, and native non-Hispanic whites) on risk behaviors and found no significant differences on violence (Brindis, Wolfe, McCarter, Ball, & Starbuck-Morales, 1995). While rates for violence were similar for both the native born and immigrant Latino groups, they were higher among Latinos than non-Hispanic whites. Another study also found no differences of intimate partner violence rates among first, second, and third immigrant generations of Hispanic adolescents (Jennings, Reingle, Staras, & Maldonado-Molina, 2012). Although immigration status did not add a significant effect beyond ethnicity in these studies, other studies have found some conflicting results. For example, second-generation Hispanic adolescents were more likely to

report victimization experiences than first-generation Hispanic adolescents (Gibson & Miller, 2012). Immigrant adolescents from later generations were also more likely to have an intimate partner with frequent substance abuse issues (Minnis et al., 2010). This may also increase the risk for intimate partner abuse.

The little research that has been done specifically on immigration status and victimization tends to focus on Latino girls. Research using the Massachusetts Risk Behavior Survey examined immigration status and adolescent victimization experiences among Latino females. Studies using this data found that immigrant status was protective of prior sexual victimization of Hispanic girls (Decker, Raj, & Silverman, 2007) and lifetime experiences of dating violence (Silverman et al., 2007). However, when examining recurring sexual victimization, Decker (Decker et al., 2007) found that immigrant girls were about twice as likely to experience sexual re-victimization than native-born girls. These conflicting results might be understood to indicate a risk associated with sexual activity among Latino immigrants. It is possible that the stress incumbent upon immigrants, along with potential social isolation, may partially explain this heightened risk for this subsample of Latino immigrants. Nonetheless, these findings have not been replicated on other samples and do not simultaneously explore the other forms of victimization that often overlap.

Differences appear within immigrants, as Latinas whose dominant language spoken at home was not English had one-fourth the risk for dating violence in comparison to Latinas whose dominant home language spoken at home was English (Ramos, Green, Booker, & Nelson, 2011). In contrast to the apparent risk illustrated above, research has indicated that parental birthplace outside of the US reduced the likelihood of physical dating violence victimization by 41% for 9<sup>th</sup> grade Latino girls. This study also found that speaking Spanish at home was related

to a 48% decrease in dating violence victimization. However, neither of these factors significantly altered the likelihood of dating violence victimization among Latino adolescent boys (Sanderson, Coker, Roberts, Tortolero, & Reininger, 2004).

*Acculturation.* While the immigrant experience and acculturation are closely tied, they are conceptually distinct. We should not assume that being born in the US results in acculturation, nor that all immigrants are non-acculturated. Whether they arrived in the past year or several generations ago, the importance that families place on traditional Latino values differs. In addition, level of acculturation may reflect the extent that US born Latinos live and function in ethnic enclaves.

The violence against women literature suggests that Anglo acculturation is associated with higher levels of intimate partner violence (Caetano et al., 2000; Garcia et al., 2005; Harris et al., 2005; Jasinski, 1998), yet there is little research exploring acculturation among victimized Latino youth. The Decker study (2007) did not find an effect for acculturation in predicting sexual victimization or recurring victimization. However, the authors note that their measure of acculturation is limited: they used a single item assuming congruity between language spoken at home and acculturation. In Sanderson's study (2004) on physical dating violence, a similar measure of acculturation was associated with a decrease in dating violence victimization. Hokoda et al. (2007) also measured acculturation by language preference, but examined dating violence perpetration and attitudes toward dating violence. Although there were no differences among groups in dating violence perpetration, this study found that the medium acculturated group (spoke both English and Spanish) had significantly less tolerant attitudes toward dating violence than both the high and low acculturation groups. Factors influencing dating violence

knowledge may be relevant as adolescents with low levels of acculturation were more likely to report less knowledge of dating violence (Ulloa, Jaycox, Skinner, & Orsburn, 2008).

Over 75% of the Latino population does not speak English at home (Ramirez, 2004). This may indicate a great need to examine the importance of acculturation when studying the Latino population. In addition, research investigating prevention programs have demonstrated that Latino adolescents stress the importance of bicultural interventions (Haglund et al., 2012), and adolescents with lower levels of acculturation were more impacted by an implemented dating violence prevention program (Jaycox et al., 2006).

Acculturation should be examined as a multidimensional process rather than unidimensionally, where one simultaneously maintains aspects of their culture of origin while adopting views and practices of the new culture (Berry, 1997; Cabassa, 2003; Coatsworth, Maldonado-Molina, Pantin, & Szapocznik, 2005; Rogler, Cortes, & Malgady, 1991), as well as developing acculturation across various domains including behavioral practices, values, and identification (Schwartz, Unger, Zamboanga, & Szapocznik, 2010). While the limited evidence presented above seems to indicate that acculturation may not function in the same way for adolescents as it does for adults, it is also clear that more comprehensive measures of acculturation should be used in this body of research.

### ***Help-Seeking***

Because Latinos face additional barriers associated with immigration and acculturation, it is important to examine their help-seeking strategies in the face of victimization experiences. Many studies focus on adults rather than adolescents, and in one such study Latino immigrants were less likely to utilize help from formal resources (Ingram, 2007). One study conducted on a large predominantly Latino sample of high school students in Los Angeles asked participants

who they would talk to about violence in their relationship in a hypothetical situation, as well as who they actually spoke to if they had experienced dating violence (Ocampo et al., 2007). Consistent with the dating violence literature more generally, participants in this study indicated that they would be more likely to turn to friends than to adults if they experienced dating violence. Although the amount of help-seeking overall was low, results from those adolescents who had experienced dating violence show that informal help-seeking from parents, friends, or siblings was, in fact, a more common strategy than formal help-seeking. This study also examined gender differences and found that boys were more likely to seek help from a health professional, minister, or police officer than girls.

Other studies also point to low levels of help-seeking and a pattern of seeking help from informal sources. A study by Watson and colleagues (2001) using a mixed racial/ethnic sample found that out of a total of 15 help-seeking behaviors, girls engaged in an average of 2.68 behaviors, while boys engaged in an average of 1.89 behaviors (a marginally significant difference). The most common behaviors utilized in this sample were informal help-seeking, aggressive responses, or doing nothing. Students were not likely to seek formal help from adults. Among a sample of Hispanic adolescent girls, Rew (1997) also found that informal help-seeking was more commonly engaged in than formal help-seeking in the face of physical or sexual abuse. The reluctance to seek help that is illustrated by these studies is concerning, and with the additional barriers that they face, immigrant Latino youth may be even less likely to seek help (Stanton-Salazar, 2001).

### ***Resiliency***

Not all at-risk youth manifest the problems associated with dating violence victimization. Understanding the influence of potential protective factors is an important policy and

prevention/intervention strategy (Masten, 2001). It is therefore important to study resilience among youth, which is defined as “good outcomes in spite of serious threats to adaptation or development” (Masten, 2001) and is also measured by the absence of psychopathology (Meltzer, Marquart, & Mullings, 2005).

Resilience among dating violence victims in the general population, and in the Latino population, requires further attention. As previously mentioned, social resources, including friends (Bolger & Patterson, 2003) and extended family (Flores et al., 2005), may serve a protective function among victimized adolescents. One study reports that maltreated children with a reciprocal friendship were three times more likely to show evidence of resilience than those without a reciprocal friendship (Bolger & Patterson, 2003).

Latino adolescents living in disadvantaged neighborhoods with high levels of social support exhibit lower levels of symptomatology and higher school competencies than those with lower levels of support (Crean, 2004). The current study adds to the literature by examining which factors among victimized youth relate to positive psychological functioning, less delinquency, and higher school performance.

### ***Conclusions***

In summary, the current literature leaves many unanswered questions regarding the scope and consequences of dating violence for Latino youth. While there are some estimates of the overall victimization rates for this population, a national study specific to Latino adolescents was not previously undertaken. The current study included adolescents ranging in age from 12 to 18, both males and females, and included a wide spectrum of victimization experiences. While it focuses on dating violence, this study also examines sexual violence, peer victimization, child maltreatment, and stalking. Given recent literature pointing to the importance of multiple

victimization experiences, the attention to dating violence, in its various forms, and its overlap with other forms of victimization among Latino adolescents is an important contribution of this study.

The focus of the current study on Latinos specifically adds further merit, as often there are not enough Latino participants in mixed ethnicity samples to draw meaningful conclusions about the group as a whole. Differences between ethnic groups in victimization, psychological sequelae, and responses are consistent findings, yet questions still remain regarding the specific factors that influence these differences. Moreover, studies that deal with diversity by drawing comparisons between groups compromise a culture-specific investigation of dating violence. For Latinos, this includes characteristics that are unique to this population such as immigrant status, acculturation, and familism. Research has not adequately addressed the role that cultural variables plays in the rates of dating violence or the sequelae and responses of victimization. The common absence of these variables in studying dating violence among Latino youth is a significant gap that this study sought to fill.

Lastly, this study evaluated the social resources available to Latino adolescents. It is important to know what positive influences matter in the lives of victimized Latino adolescents. Social support across various domains may mitigate some negative consequences of victimization. To address these questions, we examined the role of social support on the relationship between dating violence and psychological functioning and school performance, as well as help-seeking behaviors.

### **Statement of Hypotheses/Research Rationale**

Given the presented literature, we present the following analyses for our study goals:

**Goal 1:** Determine extent of dating violence in a sample of male and female Latino adolescents.

*Objective 1:* Determine the rate of physical dating violence, sexual dating violence and verbal dating violence among Latino adolescents.

*Objective 2:* Compare the rates of physical dating violence, sexual dating violence, and verbal dating violence of male and female Latino adolescents.

**Goal 2:** Determine the coexistence of other forms of victimization among those who experienced dating violence.

*Objective 1:* Determine the level of co-occurring victimization between dating violence and non-partner peer victimization; dating violence and child maltreatment; dating violence and stalking; and dating violence and non-partner sexual victimization.

*Objective 2:* Determine the percentage of participants who experienced multiple forms of victimization (i.e., dating violence, conventional crime, child maltreatment, peer/sibling victimization, sexual violence, and stalking).

**Goal 3:** Examine formal service utilization among Latino adolescents who experienced dating violence.

*Objective 1:* Determine rate and factors associated with reporting victimization to police or seeking legal counsel and how helpful participants found this support to be.

*Objective 2:* Determine rate and factors associated with the use of therapeutic or medical services and how helpful participants found this support to be.

*Objective 3:* Determine rate and factors associated with seeking help from religious figures, school teachers, counselors, and other school personnel and how helpful participants found this support to be.

**Goal 4:** Examine informal help-seeking among Latino adolescents who experienced dating violence.

*Objective 1:* Determine rate and factors associated with disclosure to and support from friends/peers, family, and extended family and how helpful participants found this support to be.

**Goal 5:** Examine culturally-relevant factors associated with experience and responses to dating violence.

*Objective 1:* Examine the influence of familism, acculturation, and immigration on the impact and response to dating violence.

*Objective 2:* Compare males and females on the influence of cultural factors on the impact and response to dating violence.

**Goal 6:** Determine the psychosocial impact of dating violence on Latino adolescents.

*Objective 1:* Examine the relationship between different forms of dating violence, polyvictimization and psychological functioning (i.e., depression, anxiety, and hostility).

*Objective 2:* Examine the relationship between dating violence and academic functioning (i.e., school drop-out, receipt of special educational services, and academic performance).

*Objective 3:* Examine the relationship between dating violence and delinquency (i.e., violent, property, and drug delinquency).

**Goal 7:** Evaluate the role of social resources on victimization and psychosocial functioning among victimized Latino adolescents.

*Objective 1:* Examine the relationship between social resources and physical dating violence, sexual dating violence, and verbal dating violence, as well as polyvictimization, among victimized Latino adolescents.

*Objective 2:* Examine the relationship between social resources and psychological functioning, delinquency, and academic performance among victimized Latino

adolescents.

## **II. METHODS**

### **Participants**

The DAVILA study assessed the victimization experiences of a national sample of 1,525 Latino adolescents living in the United States. Trained professionals from an experienced survey research firm conducted the interviews over the phone in either English or Spanish, from September 2011 through February 2012.

Eligibility for the study was restricted to Latino households with children between 12 and 18 years of age currently living in the home. The total sample consisted of 1,525 households. The overall response rate (i.e., ratio of completed and partial interviews to all interviews, non-interviews, and a proportion of cases of unknown eligibility) for the sample was 36% while the minimum cooperation rate (i.e., ratio of completed and partial interviews to all interviews, refusals, and break-offs) was 55%. The refusal rate (i.e., ratio of refusal or break-offs to completes, partial interviews, refusals, break-offs, no contact, and other) for the sample was 45%. The SRBI methods report (see Appendix II) provides detailed response rate calculation formulas and density area data. These response rates formulas are based on standard definitions established by the American Association for Public Opinion Research (American Association for Public Opinion Research, 2009).

The average age of adolescent participants was 14.85 years ( $SD = 1.88$ ). Males (49.3%) and females (50.7%) were almost equally represented in the sample. Over 75% of the adolescents had been born in the United States (76.1%). Most of the interviews with the adolescent participants were conducted in English (70.3%). More than half of caregivers were married (69.2%) and the mode educational attainment for caregivers was less than high school

(35.2%). Although household incomes ranged from under \$9,999 to over \$80,000, 61% of caregivers reported a household income less than \$29,999. Detailed demographic information can be viewed in Table 1.

Table 1

*Sample Descriptives (N = 1,525)*

	Mean/ <i>n</i>	SD/%	Range
<b>Adolescent Demographics</b>			
Age	14.85	1.88	12 – 18
12	206	13.5	
13	226	14.8	
14	267	17.5	
15	228	15.0	
16	219	14.4	
17	247	16.2	
18	132	8.7	
Female	773	50.7	
<b>Grade</b>			
5th	8	0.5	
6th	68	4.6	
7th	190	12.7	
8th	230	15.4	
9th	261	17.5	
10th	237	15.9	

11th	206	3.8
12 <sup>th</sup>	216	14.5
H.S. Graduate	65	4.4
Home Schooled	4	0.3
Not in School	8	0.5
Other	2	0.1
<b>Birth Country</b>		
U.S. born citizen	1,139	76.1
Mexico	268	17.9
Other	90	6.0
<b>Generational Status<sup>1</sup></b>		
Immigrant	358	23.9
2nd Generation	900	60.2
3rd Generation	135	9.0
4th Generation	103	6.9
<b>Interview Language</b>		
English	1,055	70.3
Spanish	445	29.7
<b>Past Year Relationship Status</b>		
Had boyfriend/girlfriend	738	48.4
Went on a date (only if no bf/gf)	119	7.8
Neither bf/gf nor date	666	43.7
<b>Sexual Orientation</b>		

Straight/Heterosexual	1,395	93.1
Gay/ Lesbian	10	0.7
Bisexual	26	1.7
Not sure/in transition	68	4.5
Employment Status		
Employed full-time	14	0.9
Employed part-time	99	6.5
Seasonal employment (e.g., summer)	11	0.7
Not working	1,400	91.9
<hr/>		
Household/Parent Demographics		
<hr/>		
Household Income <sup>2</sup>		
Under \$9,999	156	12.3
\$10,000 – \$19,999	340	26.8
\$20,000 – \$29,999	277	21.8
\$30,000 – \$39,999	174	13.7
\$40,000 – \$49,999	111	8.7
\$50,000 – \$59,999	71	5.6
\$60,000 – \$69,999	33	2.6
\$70,000 – \$79,999	26	2.1
\$80,000 or more	83	6.5
Parent Educational Level		
Less than high school	534	35.3
High School Graduate	520	34.3

Some college/trade school	187	12.3
Two-year college graduate	88	5.8
Four-year college graduate	109	7.2
Some graduate school	17	1.1
Graduate Degree	60	4.0
Parent Relationship Status		
Single (never married)	181	12.1
Married	1038	69.20
Cohabiting/committed relationship	126	8.40
Divorced	63	4.20
Separated	63	4.20
Widowed	25	1.67
Other	4	0.27

<sup>1</sup> Immigrant = child born abroad, 2<sup>nd</sup> generation = parent born abroad, 3<sup>rd</sup> generation = 1 or more grandparents born abroad, 4<sup>th</sup> generation = neither grandparent born abroad

<sup>2</sup> Household income and parent education obtained from parent interview

In comparing our sample to Census data on Latinos under the age of 18, a notably higher proportion of our sample (23.9% vs. 7.3%) is foreign born (U.S. Census Bureau, 2011).

Immigrants in our sample were largely from Mexico (75%), which is an over-representation of Mexican immigrants compared to the Census numbers (63% of Latino immigrants are Mexican) (Lopez & Dockterman, 2011). Our sample includes a similar proportion of male and female adolescents, a similar proportion of husband-wife families, and a similar proportion of parents with a high school education or above.

## Measures

The Appendix provides a complete version of the survey, as it was programmed into the CATI software, which presents all the survey questions (except for copyrighted instruments), response choices, and skip patterns for the interview. Prior to administering the survey, the instrument was reviewed by a focus group of first and second year college students due to their proximal age to the study participants and the difficulty of obtaining younger adolescents for the focus group. The instruments that did not have an established Spanish version were translated by a translation service used by the survey firm and was then certified by an independent bilingual reviewer who vetted it for fidelity. The instrument translation was reviewed again in the process of programming it into the CATI system by bilingual survey firm staff and the study Co-PI. The translated instruments included consents, demographic questions, help-seeking questionnaire, the Brown School Connectedness Scale, and the Multidimensional Scale of Perceived Social Support.

*Demographic Information.* A brief parent/caretaker interview prior to interviewing the adolescent provided information about child's age, parent's age, country of origin and/or decedence, immigration status, parent's educational level, employment status, household income, household makeup, and parental relationship status. The adolescent participants were asked about grade level, employment, sexual orientation, past-year dating history.

*Juvenile Victimization Questionnaire (JVQ).* The JVQ is an instrument developed by Hamby, Finkelhor, Ormrod, and Turner (2005) that allows for a comprehensive evaluation of childhood victimization. The instrument contains 34 screener questions that cover five general areas of victimization: Conventional Crime, Child Maltreatment, Peer and Sibling Victimization, Sexual Assault, and Witnessing and Indirect Victimization. A modification was made to the

JVQ for the DAVILA study by adding a question about stalking victimization, which is not a form of victimization evaluated by the original JVQ, and not using all of the original questions due to time constraints. This resulted in a total of 17 screener questions.

Prior to administering the JVQ, “time bounding” was addressed to help participants define the past year and minimize the possibility of inappropriately including or excluding events within the prescribed time frame (Hamby et al., 2005). Next, screener questions asked about whether a particular victimization event occurred in the past year were followed up with questions inquiring about the perpetrator(s), weapon use, injury, and whether it was in conjunction with one of the other events asked about in the survey. The screener questions can be seen in Table 2 below.

Table 2

*Victimization Screener Questions*

Screener Question	Recoded Category
<b>Conventional Crime</b>	
1. Sometimes people are attacked WITH sticks, rocks, guns, knives, or other things that would hurt. In the last year, did anyone hit or attack you on purpose WITH an object or weapon? Somewhere like: at home, at school, at a store, in a car, on the street, or anywhere else?	Attacked with Weapon
2. In the last year, did anyone hit or attack you WITHOUT using an object or weapon?	Attacked without Weapon
3. In the last year, were you hit or attacked because of your skin color, religion, or where your family comes from? Because of a physical problem you have? Or because someone said you are gay?	Bias Attack
<b>Child Maltreatment</b>	
4. Not including spanking on your bottom, in the last year, did	Physical Abuse by

a grown-up in your life hit, beat, kick, or physically hurt you in any way?

Caregiver

5. In the last year, did you get scared or feel really bad because grown-ups in your life called you names, said mean things to you, or said they didn't want you?

Emotional Abuse

6. When someone is neglected, it means that the grown-ups in their life didn't take care of them the way they should. They might not get them enough food, take them to the doctor when they are sick, or make sure they have a safe place to stay. In the last year, did you get neglected?

Neglect

#### Peer and Sibling Victimization

7. Sometimes groups of kids or gangs attack people. In the last year, did a group of kids or a gang hit, jump, or attack you?

Group Attack

8. In the last year, did any kid, even a brother or sister, hit you? Somewhere like: at home, at school, out playing, in a store, or anywhere else?

Peer or Sibling Assault

9. In the last year, did any kids, even a brother or sister, pick on you by chasing you or grabbing your hair or clothes or by making you do something you didn't want to do?

Bullying

10. In the last year, did you get scared or feel really bad because kids were calling you names, saying mean things to you, or saying they didn't want you around?

Emotional Bullying

11. In the last year did a boyfriend or girlfriend or anyone you went on a date with slap or hit you?

Dating Violence

#### Sexual Victimization

12. In the last year, did a grown-up YOU KNOW touch your private parts when you didn't want it or make you touch their private parts? Or did a grown-up YOU KNOW force you to have sex?

Sexual Assault by Known Adult

13. In the last year, did a grown-up you did NOT KNOW touch your private parts when you didn't want it, make you touch their private parts or force you to have sex?

Nonspecific Sexual Assault

14. Now think about kids your age, like from school, a boyfriend or girlfriend, or even a brother or sister. In the

Sexual Assault by Peer

last year, did another child or teen make you do sexual things?

- |  |                                      |
|--|--------------------------------------|
| 15. In the last year, did anyone TRY to force you to have sex, that is sexual intercourse of any kind, even if it didn't happen? | Rape: Attempted or Completed         |
| 16. In the last year, did you do sexual things with anyone 18 or older, even things you both wanted?                             | Statutory Rape and Sexual Misconduct |

Stalking

- |   |          |
|---|----------|
| 17. In the last year, have you ever been STALKED by anyone?<br>For example, has anyone ever followed or spied on you and you were afraid or worried that they would hurt you? | Stalking |
|---|----------|
- 

*The Conflict Tactics Scale 2 Short Form (CTS2S).* The CTS2S was modeled after the CTS2, using only two items from each of the subscales, one focusing on severe behavior, the other on less severe behavior (Straus & Douglas, 2004). The short form was developed for use in survey research where phone interviews should last less than 30 minutes. The CTS2S includes 20 questions and can be administered in approximately three minutes, 12 of which were used in the DAVILA study due to time constraints. It has strong psychometric properties with high correlations with the full CTS2, ranging between .64 and .94 for victimization and perpetration behaviors (Straus & Douglas, 2004). The psychometric properties of the CTS2 upon which the CTS2S was based have also been found to be adequate for the assessment of domestic violence (Straus, Hamby, Boney-McCoy, & Sugarman, 1996). For this study, the CTS2S was only administered for any participant that indicated having had a boyfriend/girlfriend or dating partner in the past year.

*Brief Symptom Inventory (BSI).* The BSI is a 53-item self-report symptom inventory designed to reflect the psychological symptom patterns of psychiatric and medical patients as well as community non-patient respondents. It is essentially the brief form of the SCL-90-R and

has been most useful in clinical and research settings where time is a limiting variable (Derogatis, 1993). The BSI is scored in terms of nine primary symptom dimensions and three global indices of distress. In this study, only the depression, anxiety, and hostility scales were utilized. Respondents indicate how much a given problem (such as feeling lonely, nervousness or shakiness inside, or having urges to break or smash things) has distressed or bothered them during the past 7 days using a scale from 0 (not at all) to 4 (extremely). Scale scores were then converted to their published *t*-scores.

The depression, anxiety, and hostility scales of the original BSI have shown reliability coefficients of 0.85, 0.81, and 0.78, respectively (Derogatis, 1993). Adequate reliability has been shown to hold across several populations, including forensic psychiatric inpatients and outpatients (Boulet & Boss, 1991) and nonclinical populations, including adolescents (Schnurr & Lohman, 2008). The Spanish version of the BSI has also been shown to have adequate reliability in a nonclinical sample (Ruiperez, Ibanez, Lorente, Moro, & Ortet, 2001). In our sample, the overall reliabilities were 0.81, 0.73, and 0.75 for the depression, anxiety, and hostility scales. For each scale, we also determined reliabilities in both English and Spanish. The respective reliabilities were 0.82, 0.71, and 0.76 for the scales administered in English and 0.80, 0.76, and 0.71 for the scales administered in Spanish. Given that our sample includes 12 year olds, and the BSI scales have been normed on samples aged 13 and older, we also ran separate reliabilities for the 12 year olds. For the depression, anxiety, and hostility scales, these alphas were 0.71, 0.71, and 0.73, respectively. Although these reliabilities are lower than the alphas for the overall sample, they remain adequate.

*Frequency of Delinquency Behavior (FDB)*. The FDB, originally developed by Loeber and Dishion (1983), is a measure of self-reported delinquent behavior. The version of the scale used

here was adapted for this study from its most recently published format (Dahlberg, Toal, & Behrens, 1998). The revised version for our study asked participants about how many times in the past year they committed a delinquent act, rather than asking how many times participants have ever committed a delinquent act (as in the original FDB). Furthermore, the version used in the present study removed certain questions and combined others in order to diminish the participant burden, exclude very infrequent behaviors (e.g., arson), and gain information about the area of emphasis for this study (i.e., dating violence). Delinquent acts in our version of the FDB included acts such as physically assaulting peers or adults, school truancy, shoplifting, or cheating on tests among other items. The original FDB has shown adequate test-retest reliability of .71 (one year interval) and moderate correlations with peer-nominated aggression (Loeber & Stouthamer-Loeber, 1987). Reliability with the DAVILA sample was .58 (alpha), however, there is evidence that this may be a multidimensional scale.

*School Performance and Involvement.* School performance questions were asked of the parent/caregiver. School involvement questions were also asked of the adolescents. For these questions, we used items from the Brown School Connectedness scale that measures elements of school connection from the categories of commitment, power, belonging, and belief (R. A. Brown, 1999). Participants responded to 10 items on a Likert-type scale ranging from 1 (strongly disagree) to 4 (strongly agree). Examples of items include statements such as “It pays to follow the rules as my school”, “The principal at this school asks students about their ideas”, and “I am comfortable talking to teachers at this school about problems”. The original instrument has been shown to have an internal reliability of .86 (R. A. Brown & Evans, 2002). For our sample, the Cronbach’s alpha was 0.84. Again, we determined separate reliabilities for the English and Spanish versions of the scale, which were 0.84 and 0.72, respectively. This

instrument was only asked of the victims of dating violence and will be used in exploratory analyses going forward.

*Help-seeking Questionnaire.* We developed a help-seeking questionnaire drawn from two large-scale studies that assess both formal and informal help-seeking (Block, 2000; Gelles & Straus, 1988), which was successfully adapted and used in the Sexual Assault Among Latinas (SALAS) Study (Cuevas & Sabina, 2007). Help-seeking questions were asked only of adolescents who reported certain types of physical, sexual and/or stalking dating violence victimization in the past year. Questions covered help-seeking from various sources including police, the courts, social service agencies, therapists, lawyers, relatives, friends, and religious leaders. Follow-up questions ask about the effectiveness and satisfaction with these help sources. In addition, school-specific types of help-seeking were added for the DAVILA study given the adolescent sample. These sources of help include teachers, guidance counselors, coaches, and other school personnel.

*Brief Acculturation Rating Scale for Mexican-Americans- II (Brief ARSMA-II).* The Brief ARSMA-II includes items from the complete ARSMA-II (Cuéllar et al., 1995) and assesses both minority and majority cultural identity (Bauman, 2005). Both the Anglo and Mexican scales are composed of six non-overlapping items. The items include linguistic ability (e.g., “I speak Spanish”) and preference (e.g., “My thinking is done in the English language”), as well as personal associations (e.g., “I associate with Anglos”). Participants report the degree to which each statement accurately describes them on a scale of 1 (not at all) to 5 (almost always). Although the minority scale is titled “Mexican orientation scale”, the scale is regularly used with the Latino population in general (Cuéllar et al., 1995) and none of the items refer to Mexican culture in particular. In analyses, we refer to this subscale as Latino orientation.

Reported alpha coefficients for the Mexican orientation scale and the Anglo orientation scale were 0.91 and 0.73, respectively, among a sample of middle school and elementary school students (Bauman, 2005). The Cronbach's alpha for the Mexican orientation scale was 0.87 and for the Anglo orientation scale 0.62 for the current sample. For English speaking participants, the alpha for the Latino orientation scale was 0.87 and the alpha for the Anglo orientation scale was 0.61. For Spanish speaking participants, these coefficients were 0.82 and 0.58, respectively.

*Social Support.* The diverse resources of youth were measured using the Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet et al., 1988). The MSPSS includes 12 items assessing social support from significant others, family, and friends. Participants are asked to respond to each item on a Likert-type scale ranging from 1 (very strongly disagree) to 7 (very strongly agree). Example items include statements such as "There is a special person who is around when I am in need", "I get the emotional help and support I need from my family", and "My friends really try to help me". Zimet and colleagues (Zimet et al., 1988) found the MSPSS to have an overall reliability of .88, with reliabilities of 0.91, 0.87, 0.85 for the significant other, family, and friend sub-scales, respectively. The overall reliability coefficient for our sample was 0.90. The coefficient for English speaking participants was also 0.90, while the coefficient for Spanish speaking participants was 0.87.

*Familism.* The cultural value of familism was measured using the familism support subscale of the Mexican American Cultural Values Scale for Adolescents and Adults (Knight et al., 2010) that aimed to tap values associated with Mexican ethnic culture. Participants were asked how much they believe with each of 6 statements on a scale of 1 "not at all" to 5 "completely." An example item is "It is always important to be united as a family." Construct validity was demonstrated by familism support scores being correlated to ethnic pride, ethnic

socialization, and social support (Knight et al., 2010). For our sample, the alpha for the familism support subscale was 0.73. The alpha for English speaking participants was 0.75 and the alpha for Spanish speaking participants was 0.66. Due to needing to cut down the interview and a CATI programming error, this scale was only asked of dating violence victims. We therefore examine it in relationship to help-seeking.

A summary of the means, standard deviations, and ranges are presented in Table 3 below.

Table 3

*Descriptives for Primary Study Measures (N=1,525)*

Measure	Mean	SD	Range
Brief Symptom Inventory			
Depression	44.63	9.19	0.00 - 20.20
Anxiety	43.51	9.37	0.00 - 48.50
Hostility	44.27	8.84	0.00 – 24.75
Brown School Connectedness Scale <sup>1</sup>	2.85	0.52	1.00 – 3.80
Brief ARSMA-II			
Anglo Acculturation	4.06	0.64	1.00 – 5.00
Mexican Acculturation	3.36	0.99	1.00 – 5.00
Social Support			
Significant Other Support	6.11	1.23	1.00 – 7.00
Family Support	6.14	1.19	1.00 – 7.00
Friends Support	5.87	1.34	1.00 – 7.00
Familism <sup>1</sup>	4.28	0.64	2.17 – 5.00

<sup>1</sup> These scales were only administered to those who were victims of physical, sexual, or stalking dating violence, *n* = 91.

## Procedures

Telephone numbers were drawn from two sampling frames to represent a national sample of Hispanic families with children. Initially, probability samples of households with telephones were generated from a national RDD sample of high density (80% or higher) “Hispanic blocks”. This methodology seeks to draw a random sample of numbers using Census-based hundred-blocks and yielded 111 interviews. In the second sampling frame, telephone numbers were selected at random from a list sample of Hispanic surnames to represent a national sample. The sampling frame was modified from the original to improve productivity of the sample given the constraints of the project budget. This method yielded 1,414 interviews. The SRBI Methods Report in the Appendix contains more detailed information on the sampling procedures for this study. Prior research has shown that telephone interviews are comparable to in-person interviews in reliability and validity (Bajos, Spira, Ducot, & Messiah, 1992; Bermack, 1989; Czaja, 1987; Martin, Duncan, Powers, & Sawyer, 1989).

When a residential household was reached, the interviewer asked about the total number of age-eligible Latino adolescents in the household. If there was more than one eligible adolescent, the next/more recent birthday method was used to select the participant. When an eligible individual was identified and agreed to participate they were asked the various study instruments in their preferred language (either English or Spanish). Both consent from the primary caregiver and assent from the youth was obtained. All participants were given the contact information for the National Child Abuse Hotline. Additionally, a Privacy Certificate was obtained for all data thus protecting forced disclosure. Upon completing the survey, participants were asked if they felt distressed and were offered a follow-up call for referrals. None of the distressed participants requested a call back following the completion of the

interview. Interviews lasted on average 12 minutes for caregivers and 33 minutes for adolescents. Upon completion of the survey, adolescent participants were paid \$10 for their participation and parent participants were paid \$5 for their participation.

An experienced survey research firm with specialization in doing surveys that ask about sensitive subjects (e.g., interpersonal violence) conducted the interviews using a Computer Assisted Telephone Interview (CATI) system. The interviewers, all female, were specifically trained on the DAVILA survey and closely supervised during the data collection process. The Institutional Review Board (IRB) of The Pennsylvania State University authorized all study procedures. Northeastern University IRB also reviewed the protocol and completed an IRB Authorization Agreement with The Pennsylvania State University.

### **III. RESULTS**

**Goal 1:** Determine extent of dating violence in a sample of male and female Latino adolescents.

In calculating victimization rates, both unweighted and weighted figures are presented, with the weighted rates being discussed in the text. The weighting plan for DAVILA used a three stage weighting procedure, which corrected for neighborhood Latino density and number of children in the household. Detailed calculation procedures for sample weighing are provided in the SRBI Methods Report in the Appendix.

To calculate dating violence victimization rates, affirmative responses from the CTS were combined with any JVQ items committed by a boyfriend/girlfriend (statutory rape was only included if the victim was younger than 17). If dating violence was identified from JVQ, the CTS, or both, then that participant was considered to have been a victim of dating violence. Using the combined CTS2S and JVQ measures, the rate of dating violence victimization for the sample was 19.5%. For male adolescents, the dating violence rate was 26.3%, and for female

adolescents, the dating violence rate was 13.4% ( $p < .001$ ). When broken down by type of dating violence victimization, 6.6% of the sample experienced physical dating violence, 5.6% experienced sexual dating violence, 1.0% experienced stalking by a dating partner, and 14.8% experienced psychological dating violence. We also examined type of dating violence by gender. Approximately 11.8% of males and 1.9% of females experienced physical dating violence ( $p < .001$ ), 8.8% of males and 2.7% of females experienced sexual dating violence ( $p < .01$ ), 0.9% of males and 1.1% of females experienced stalking by a dating partner, and 20.3% of males and 9.9% of females experienced psychological dating violence ( $p < .01$ ). Table 4 presents dating violence victimization rates from the combined CTS2S and JVQ measures (with Table 5 presenting the rates for those who dated in the past year, which accounts for 56.2% of the sample), while Figure 1 illustrates the trajectory of dating violence victimization across age cohorts, also highlighting that psychological dating violence accounts for the bulk of the dating violence rate. Table 6 presents the rates for each individual screener for both the JVQ and CTS2S, showing victimization rates across each item regardless of perpetrator.

Table 4

*Rates of Dating Violence for Full Sample Based on the Combined CTS2S and JVQ Items (N = 1,525)*

Dating Violence	Total			Males			Females		
	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %
Any Dating Violence***	256	16.8	19.5	138	18.4	26.3	118	15.3	13.4
Physical Dating Violence***	78	5.1	6.6	60	8.0	11.8	18	2.3	1.9
Sexual Dating Violence**	74	4.9	5.6	41	5.5	8.8	33	4.3	2.7
Stalking Dating Violence	10	0.7	1.0	3	0.4	0.9	7	0.9	1.1
Psychological Dating Violence**	200	13.1	14.8	104	13.9	20.3	96	12.4	9.9

\* $p < .05$ , \*\*  $p < .01$ , \*\*\* $p < .001$

Note: Significance refers to differences between males and females on weighted rates.

Table 5

*Rates of Dating Violence for Daters Only Based on the Combined CTS2S and JVQ Items (N = 857)*

Dating Violence	Total			Males			Females		
	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %
Any Dating Violence*	252	29.4	33.5	136	28.9	38.9	116	30.1	26.9
Physical Dating Violence**	76	8.7	11.2	59	12.5	17.3	17	4.4	3.4
Sexual Dating Violence*	71	8.3	9.5	40	8.5	13.1	31	8.0	5.1
Stalking Dating Violence	10	1.2	1.8	3	0.6	1.3	7	1.8	2.3
Psychological Dating Violence*	200	23.3	25.7	104	22.1	30.2	96	24.9	20.2

\* $p < .05$ , \*\*  $p < .01$ , \*\*\* $p < .001$

Note: Significance refers to differences between males and females on weighted rates.

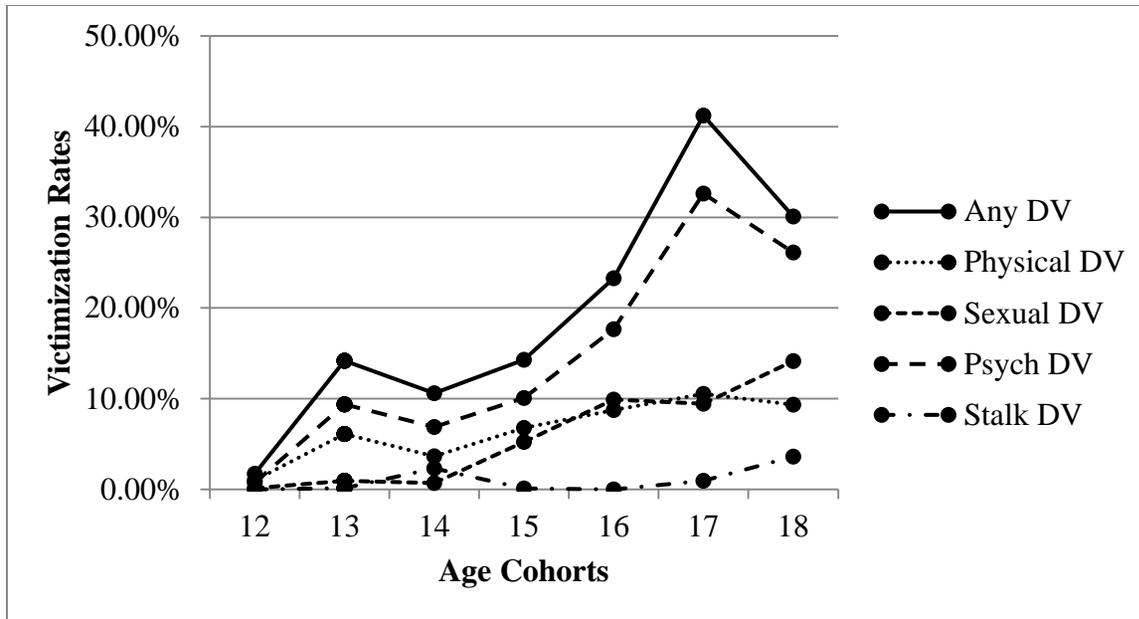


Figure 1. Dating victimization rates for full sample across age cohorts

Table 6

*Victimization Rates for Full Sample Based on Revised JVQ and CTS2S, All Perpetrators (N = 1,525)*

	Total			Males			Females		
	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %	<i>n</i>	Unweighted %	Weighted %
<b>JVQ</b>									
Any	704	46.2	50.3	347	46.1	52.5	357	46.2	48.4
Conventional Crime	265	17.4	18.2	167	22.2	21.5	98	12.7	15.3
Attacked with weapon***	91	6.0	8.9	64	8.5	11.9	27	3.5	6.1
Attack w/o weapon***	221	14.5	14.2	140	18.7	17.0	81	10.5	11.7
Bias attack**	58	3.8	3.9	42	5.6	5.3	16	2.1	2.6
Child Maltreatment	233	15.3	17.7	92	12.2	14.5	141	18.2	20.5
Physical abuse by caregiver	67	4.4	5.1	30	4.0	5.7	37	4.8	4.6
Emotional abuse*	186	12.2	13.9	65	8.6	10.3	121	15.7	17.2
Neglect	25	1.6	2.2	17	2.3	2.5	8	1.0	1.9
Peer & Sibling Victimization	513	33.6	37.4	250	33.2	39.4	263	34.0	35.6
Group attack*	72	4.7	6.1	59	7.9	9.6	13	1.7	3.0

Peer or sibling assault	327	21.5	23.5	159	21.2	22.8	168	21.8	24.2
Bullying	188	12.3	12.4	89	11.8	10.3	99	12.8	14.2
Emotional bullying	198	13.0	14.0	88	11.7	14.8	110	14.3	13.4
Dating violence*	36	2.4	2.7	29	3.9	4.6	7	0.9	1.0
Sexual Victimization	147	9.6	10.6	75	10.0	12.6	72	9.3	8.7
Sexual assault by known adult	5	0.3	0.2	2	0.3	0.1	3	0.4	0.2
Nonspecific sexual assault	5	0.3	0.3	1	0.1	0.3	4	0.5	0.3
Sexual assault by peer	23	1.5	2.4	17	2.3	3.2	6	0.8	1.8
Rape: Attempted or Completed	49	3.2	3.4	15	2.0	2.6	34	4.4	4.2
Statutory rape & sexual misconduct**	95	6.2	7.4	58	7.7	11.2	37	4.8	3.9
Stalking Victimization*	130	8.5	8.9	50	6.7	6.0	80	10.4	11.5
<b>CTS2S</b>									
Verbal Dating Violence*	191	22.3	25.4	100	21.2	30.0	91	23.6	19.9
Partner pushed, shoved, or slapped**	65	7.6	9.9	52	11.0	16.3	13	3.4	2.1

Partner punched, kicked, or beat up*	13	1.5	1.6	10	2.1	2.5	3	0.8	0.5
Partner destroyed belongings or threat***	29	3.4	5.0	20	4.3	8.3	9	2.3	0.8
Partner forced me to have sex	2	0.2	0.7	1	0.2	1.2	1	0.3	0.1
Partner insisted on sex when I didn't want to or without a condom***	52	6.1	7.5	34	7.2	12.1	18	4.7	1.8

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\* $p < .05$ , \*\*  $p < .01$ , \*\*\* $p < .001$

Note: Significance refers to differences between males and females on weighted rates.

**Goal 2:** Determine the coexistence of other forms of victimization among those who experienced dating violence.

In total, 70.8% of the adolescents who experienced dating violence also experienced at least one other form of victimization (e.g., dating violence and conventional crime) in the past year. The most frequent overlapping form of victimization was peer-sibling victimization (57.3%) while the least frequent was stalking victimization (5.7%). Table 7 presents detailed results on the overlap across the various forms of victimization.

Table 7

*Comorbid Victimization Percentages for Participants Victimized by Dating Violence*

	Victimization Type					
	Any Other Victimization [95% CI]	Conventional Crime [95% CI]	Child Maltreatment [95% CI]	Peer/Sibling Victimization [95% CI]	Sexual Victimization [95% CI]	Stalking Victimization [95% CI]
Dating Violence	70.8 [61.3, 80.3]	37.4 [27.0, 47.8]	23.7 [14.6, 32.8]	57.3 [46.9, 67.8]	12.5 [5.1, 19.9]	5.7 [1.5, 10.0]
Non-DV	43.1 [38.2, 47.9]	13.8 [10.3, 17.3]	16.2 [12.3, 20.4]	30.2 [26.7, 34.7]	4.6 [2.6, 6.6]	7.0 [4.4, 9.6]

The average number of JVQ screener questions endorsed for the overall sample was 1.17 ( $SD = 1.80$ ) while the victimized subsample (any individual who endorsed at least one JVQ screener), had an average 2.53 ( $SD = 1.90$ ). Finkelhor and colleagues provide two general rules for categorizing someone as a polyvictim. The first method involves categorizing any individual who has above the mean number of victimizations for the victimized subsample (Finkelhor et al., 2007a), whereas the second method involves categorizing those individuals whose victimization levels fell in the top 10% of the sample (Finkelhor et al., 2009). These results can be seen below in Table 8.

Table 8

*Screeners Endorsement Means and Polyvictimization Categorization*

Number of Screeners Endorsed	<i>M</i>	<i>SD</i>
Full Sample	1.17	1.80
Victimized Subsample	2.53	1.90
Dating Violence Victimized Subsample	2.76	2.50
Polyvictimization	<i>n</i>	%
PV – Mean Split Rule (3+)	246	16.1
PV – Top 10% Rule (4+)	162	10.7

In evaluating comorbid victimization risk, we calculated relative risk ratios for each of the different forms of dating violence and the JVQ victimization categories (Table 9) using the different types of dating violence. We can see the relative risk of different types of victimization for those who experience various types of dating violence. For those who have experienced any

type of dating violence, the relative risk for experiencing conventional crime, peer/sibling victimization, and sexual victimization is 2.74, 2.32, and 5.15, respectively (all  $p < .001$ ) compared to those who have not experienced any type of dating violence. Relative to those who have not experienced dating violence, those who have experienced physical dating violence are 2.97 ( $p < .001$ ) times more likely to experience conventional crime and 2.32 ( $p < .001$ ) times more likely to experience peer/sibling victimization. The relative risk for experiencing these types of victimization are 2.30 ( $p < .01$ ) and 1.76 ( $p < .01$ ), respectively, for individuals who have experienced sexual dating violence. Sexual dating violence also associated with an increased risk of experiencing other types of sexual victimization (Risk Ratio = 6.15,  $p < .001$ ). Experiencing psychological dating violence also associated with an increased risk of experiencing conventional crime, peer/sibling victimization, and sexual victimization relative to those who have not experienced psychological dating violence. Those risk ratios are 2.86, 2.23, and 6.67 (all  $p$ 's  $< .001$ ), respectively. Stalking dating violence does not significantly associated with the risk of experiencing any other type of victimization. A more detailed presentation of the risk ratios between dating violence and each JVQ screener is presented in Appendix I

Table 9

*Relative Risk Ratios for Comorbidity Between Dating Violence and JVQ Categories*

Type of Dating Violence	JVQ Victimization Categories				
	Conventional Crime	Child Maltreatment	Peer/Sibling Victimization	Sexual Victimization	Stalking Victimization
Any	2.74*** [1.88, 4.00]	1.46 [0.93, 2.29]	2.32*** [1.81, 2.97]	5.15*** [2.21, 11.97]	1.01 [0.43, 2.37]
Physical	2.97*** [1.91, 4.63]	1.26 [0.62, 2.56]	2.32*** [1.72, 3.13]	1.37 [0.52, 3.60]	1.93 [0.59, 6.30]
Sexual	2.30** [1.33, 3.97]	1.37 [0.64, 2.95]	1.76** [1.16, 2.66]	6.15*** [2.35, 16.13]	2.00 [0.56, 7.20]
Stalking	0.70 [0.13, 3.75]	2.46 [0.69, 8.80]	1.68 [0.59, 4.76]	-- <sup>a</sup>	0.25 [0.03, 2.38]
Psych	2.86*** [1.96, 4.19]	1.45 [0.90, 2.34]	2.23*** [1.73, 2.88]	6.67*** [2.91, 15.30]	1.22 [0.49, 3.02]

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ ; <sup>a</sup> Could not be calculated due to zero cell counts.

*Note:* Numbers in brackets are the 95% confidence interval.

**Goal 3:** Examine formal service utilization among Latino adolescents who experienced dating violence.

Participants who experienced certain forms of dating violence were asked help-seeking questions. The screeners used for selection for the help-seeking questions ( $n = 95$ ) were:

- Hit or attacked by boyfriend/girlfriend with an object or weapon
- Hit or attacked by boyfriend/girlfriend hit or attacked without an object or weapon
- Hit by boyfriend/girlfriend
- Slapped or hit by boyfriend or girlfriend or anyone you went on a date with
- Made to do sexual things by boyfriend/girlfriend
- Boyfriend/girlfriend tried to force sex
- Stalked by your boyfriend/girlfriend
- Boyfriend/girlfriend used force in order to have sex
- Pushed, shoved, or slapped by boyfriend/girlfriend
- Punched, kicked or beat-up by boyfriend/girlfriend

Overall, 15.6% of Latino adolescent victims of dating violence sought help from a formal source. While rates of formal help-seeking were low, the most common source of formal help was from school personnel (9.2%), followed by social services (4.7%), and police (4.5%). Boys and girls varied on the rates of help-seeking with only 5.1% of boys seeking formal help, compared to 35.5% of girls,  $X^2 = 14.30$ ,  $p < .01$ . These results can be seen in Table 10.

Table 10

*Help-seeking Rates for Dating Violence*

	<i>N</i>	Overall % ( <i>N</i> )	Male % ( <i>N</i> )	Female % ( <i>N</i> )	Satisfaction <i>M</i> ( <i>SD</i> )
Any Formal	90	15.6 (14)	5.1 (3)	35.5 (11) <sup>a****</sup>	
School	87	9.2 (8)	3.6 (2)	19.4 (6) <sup>a*</sup>	4.50 (0.53)
Social Services	85	4.7 (4)	0.0 (0)	13.3 (4) <sup>a*</sup>	5.00 (0.00)
Police	88	4.5 (4)	1.7 (1)	10.3 (3) <sup>a</sup>	4.75 (0.50)
Restraining Order	88	3.4 (3)	0.0 (0)	9.7 (3) <sup>a</sup>	5.00 (0.00)
Medical	84	2.4 (2)	0.0 (0)	6.9 (2) <sup>a</sup>	5.00 (0.00)
Court	88	0.0 (0)	0.0 (0)	0.0 (0)	--
Any Informal	84	60.7 (51)	56.4 (31)	69 (20)	
Friend	84	42.9 (36)	43.6 (24)	41.4 (12)	4.30 (0.97)
Parent	84	8.3 (7)	3.6 (2)	17.2 (5) <sup>a</sup>	5.00 (0.00)
Sibling	84	3.6 (3)	1.8 (1)	6.9 (2) <sup>a</sup>	4.00 (2.00)
Other Family Member	84	3.6 (3)	5.5 (3)	0.0 (0) <sup>a</sup>	5.00 (0.00)
	84				

Other Person		1.2 (1)	1.8 (1)	0.0 (0) <sup>a</sup>	5.00 (0.00)
Neighbor	84	0.0 (0)	0.0 (0)	0.0 (0)	--
Help-seeking Profile	84				
Informal Only		47.6 (40)	54.5 (30)	34.5 (10)	
Neither Formal nor Informal		36.9 (31)	40.0 (22)	31.0 (9)	
Formal Only		2.4 (2)	3.6 (2)	0.0 (0) <sup>a</sup>	
Both Formal and Informal		13.1 (11)	1.8 (1)	34.5 (10) <sup>a***</sup>	

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<sup>a</sup>Yates corrected values reported due to expected cell frequencies of less than 5.

For all forms of help-seeking the main reason participants did not seek help was they “didn’t think of it”. For example, 39.7% of participants who did not seek help from school personnel said they “didn’t think of it.” For police, restraining order, school personnel and informal help-seeking, the second most common reason for not seeking help was a desire to keep it private. For courts and medical help, the second most common reason was that it was too minor. Reasons for not seeking help from police, school personnel, courts, a medical provider or getting a restraining order were tallied in order to get an overview of the reasons participants did not seek formal help. The tally shows the “I didn’t think of it” and “wanted to keep it private” accounted for about 67% of the reasons given for not seeking help (see Table 11).

Table 12 presents reasons for not seeking help by gender. Overall, reasons for not seeking help are similar across genders. It can be noted that “I didn’t think of it” was more common among girls than boys for both courts and restraining orders. Boys also tended to say their victimization was too minor for medical attention more often than girls. Lastly, the only respondents who did not seek help because it was their fault were boys.

**Goal 4:** Examine informal help-seeking among Latino adolescents who experienced dating violence.

More Latino adolescents who had been victims of dating violence sought help from informal sources (60.7%) than formal sources (15.6%). When examining sources of informal help, adolescents in our sample were most likely to seek help from a friend (42.9%). Adolescents also sought help from their family members, including parents (8.3%) and siblings (3.6%). While similar proportions of males (43.6%) and females (41.4%) sought help from friends, a higher proportion of females (17.2%) spoke to parents about their victimization than males (3.6%),  $X^2 = 4.60, p < .05$ . Also of note 36.9% of participants sought neither formal nor

informal help. Table 11 also presents the rates of informal help-seeking.

Table 11

*Reasons for Not Seeking Help from Each Source*

	Police % (n) n = 76	Restraining Order % (n) n = 76	Court % (n) n = 78	School % (n) n = 73	Medical % (n) n = 76	Formal Tally % (n) n = 391	Informal % (n) n = 31
I didn't think of it	40.8 (31)	48.7 (37)	50 (39)	39.7 (29)	60.5 (46)	46.5 (182)	35.5 (11)
Wanted to keep it private	26.3 (20)	22.4 (17)	16.7 (13)	31.5 (23)	9.2 (7)	20.4 (80)	25.8 (8)
Too minor	14.5 (11)	15.8 (12)	19.2 (15)	16.4 (12)	21.1 (16)	16.9 (66)	19.4 (6)
Shame, embarrassment	5.3 (4)	1.3 (1)	3.8 (3)	6.8 (5)	2.6 (2)	3.8 (15)	9.7 (3)
It was my fault	5.3 (4)	1.3 (1)				1.3 (5)	
Worried about confidentiality	3.9 (3)		2.6 (2)	2.7 (2)	2.6 (2)	2.3 (9)	3.2 (1)
Didn't want/ need help	3.9 (3)	7.9 (6)	6.4 (5)	1.4 (1)		3.8 (15)	6.5 (2)
Other	2.6 (2)	1.3 (1)	1.3 (1)	2.7 (2)	5.3 (4)	2.6 (10)	3.2 (1)
Language barrier	1.3 (1)					.3 (1)	3.2 (1)
Wouldn't be believed	1.3 (1)					.3 (1)	
Fear of getting family in trouble	1.3 (1)					.3 (1)	
Fear of further abuse				1.4 (1)		.3 (1)	
Didn't want relationship to end		3.9 (3)	1.3 (1)	1.4 (1)		1.3 (5)	

Table 12

*Reason for Not Seeking Help by Gender*

	Police		Court		School		Medical		Restraining Order		Formal Tally		Informal	
	M% n=54	F% n=22	M% n=53	F% n=25	M% n=52	F% n=21	M% n=53	F% n=23	M% n=52	F% n=24	M% n=272	F% n=119	M% n=22	F% n=9
I didn't think of it	40.7	40.9	47.2	56.0	42.3	33.3	60.4	60.9	44.2	58.3	45.6	48.7	36.4	33.3
Wanted to keep it private	27.8	22.7	18.9	12.0	30.8	33.3	9.4	17.4	25.0	16.7	21.7	17.6	27.3	22.1
Too minor	14.8	13.6	20.8	16.0	17.3	14.3	22.6	8.7	15.4	16.7	17.6	15.1	22.7	11.1
Shame	3.7	9.1	1.9	8.0	7.7	4.8		8.7	1.9		2.9	5.9	9.1	11.1
It was my fault	7.4								1.9		1.8			
Worried about confidentiality	1.9	9.1	1.9	4.0	3.8		3.8				2.2	2.5	4.5	
Didn't want/need help	3.7	4.5	5.7	8.0		4.8			5.8	12.5	2.9	5.9		22.2
Other	3.7		1.9				9.5	3.8	8.7	1.9	2.2	3.4		
Language barrier	1.9										.4		4.5	
Wouldn't be believed	1.9										.4			
Fear of getting family in trouble	1.9										.4			
Fear of further abuse						4.8						.8		
Didn't want relationship to end			1.9		1.9					5.8	1.8			

When examining reasons for not seeking informal help, not thinking of it (35.5%) and a desire to keep it private (25.8%) were the most common reasons offered by participants. Again, other reasons for not seeking informal help included viewing the incident as too minor (19.4%) and shame or embarrassment (9.7%), among others. These results can be viewed in Table 11. Reasons for not seeking help did not appear to differ by gender (See Table 12).

**Goal 5:** Examine culturally-relevant factors associated with experience and responses to dating violence.

To examine the relationship between culturally-relevant factors and dating violence victimization, we ran logistic regression models with cultural factors predicting any dating violence victimization and predicting physical, sexual, and psychological dating violence victimization. This analysis was not run for stalking dating violence victimization due to low sample size for that particular victimization type. Descriptives of cultural variables included in the logistic regression models can be seen in Table 13. We included both Anglo and Latino orientation, whether the adolescent is an immigrant, and whether there is a mismatch in immigration status (e.g. child is U.S. born and parent is an immigrant (mismatch) as opposed to both child and parent being U.S. born (match)).

Table 13

*Descriptives of Cultural Variables*

	Full Sample	DV Victims	DV Non-Victims
<i>Acculturation Variables</i>	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>
Anglo Orientation	4.06 (0.64)	4.13 (0.60)	4.05 (0.64)
Latino Orientation	3.36 (0.99)	3.09 (1.04)	3.41 (0.97)
<i>Immigrant Status Variables</i>	<i>%(n)</i>	<i>%(n)</i>	<i>%(n)</i>
Adolescent Immigrant	19.6 (278)	15.2 (36)	20.5 (242)
Immigrant Mismatch	60.8 (910)	60.6 (149)	60.9 (761)

The results of the logistic regression models can be seen in Table 14. Age was significantly associated with dating violence victimization in all four of the models ( $p < .001$ ) with older adolescents being more likely to experience dating violence than their younger counterparts. When examining any type of dating violence victimization, in addition to age, Latino orientation was significant ( $AOR = 0.72, p < .001$ ). Being more Latino oriented was associated with decreased odds of experiencing any dating violence. When looking at psychological dating violence, higher Latino orientation was associated with reduced odds of victimization ( $AOR = 0.75, p < .01$ ). For physical dating violence, higher Latino orientation was also associated with decreased odds of victimization ( $AOR = 0.62, p < .01$ ), as did being female ( $AOR = 0.32, p < .001$ ). Beyond age, there were no variables significantly associated with sexual dating violence victimization.

Table 14

*Logistic Regression Models Predicting Dating Violence Victimization*

	Any Dating Violence <i>N</i> = 1,416			Physical Dating Violence <i>N</i> = 1,416			Sexual Dating Violence <i>N</i> = 1,415			Psychological Dating Violence <i>N</i> = 1,414		
	$\beta$	<i>SE</i> $\beta$	<i>AOR</i>	$\beta$	<i>SE</i> $\beta$	<i>AOR</i>	$\beta$	<i>SE</i> $\beta$	<i>AOR</i>	$\beta$	<i>SE</i> $\beta$	<i>AOR</i>
Age	0.42	0.04	1.52***	0.25	0.07	1.28***	0.44	0.08	1.56***	0.45	0.05	1.57***
SES	0.03	0.08	1.03	-0.32	0.22	0.72	0.13	0.11	1.14	0.06	0.08	1.06
Female	-0.14	0.15	0.87	-1.12	0.30	0.32***	-0.17	0.26	0.84	-0.03	0.17	0.97
Anglo Orientation	0.14	0.13	1.15	0.04	0.21	1.04	-0.16	0.21	0.85	0.15	0.14	1.16
Latino Orientation	-0.33	0.08	0.72***	-0.47	0.14	0.62**	-0.27	0.14	0.77	-0.29	0.09	0.75**
Immigrant	-0.34	0.28	0.71	-0.01	0.47	0.99	0.00	0.50	1.00	-0.26	0.31	0.77
Immigrant Mismatch	0.01	0.21	1.01	0.19	0.35	1.21	0.61	0.40	1.83	0.11	0.24	1.11

\**p* < .05, \*\**p* < .01, \*\*\**p* < .001

To examine the relationship between cultural factors and responses to dating violence, we performed logistic regression analyses which can be viewed in Table 15. Gender and familism significantly were associated with formal help-seeking. Being female was associated with 13.85 times higher odds of formal help-seeking than not seeking formal help. Likewise, a one-unit increase in familism was associated with a 5.18 times higher odds of formal help-seeking than not seeking formal help. None of the variables were associated with informal help-seeking.

Table 15

*Logistic Regression Analyses Predicting Help-Seeking*

	Formal (N = 78)				Informal (N = 77)			
	$\beta$	SE $\beta$	AOR	p	$\beta$	SE $\beta$	AOR	p
Female	2.63	0.90	13.85	0.00	0.18	0.54	1.20	0.74
Age	0.00	0.26	1.00	0.99	0.08	0.15	1.09	0.59
SES	1.25	0.70	3.51	0.07	-0.48	0.47	0.62	0.31
Immigrant	0.89	1.12	2.42	0.43	-0.69	0.71	0.50	0.33
Anglo Orientation	-0.55	0.65	0.58	0.40	0.33	0.42	1.39	0.43
Latino Orientation	0.10	0.38	1.10	0.79	0.24	0.26	1.28	0.36
Familism	1.64	0.84	5.18	0.05	-0.19	0.39	0.82	0.62

**Goal 6:** Determine the psychosocial impact of dating violence on Latino adolescents.

We examined the relationships between different forms of dating violence, polyvictimization and psychological functioning, academic functioning, and delinquency. To examine psychological symptomatology, we ran sequential logistic regression analyses using

each type of dating violence (except for stalking, which had low *n*) predicting clinical scores on depression, anxiety, and hostility (defined by a *t*-score  $\geq 65$  on the BSI). We then added the victimization count (total number of screener counts endorsed by a participant). Descriptives for the psychological distress variables are presented in Table 16.

Table 16

*Psychological Symptomatology*

	Depression	Anxiety	Hostility
Full Sample			
Mean ( <i>SD</i> )	44.63 (9.19)	43.51 (9.37)	44.27 (8.84)
% Above Clinical Cutoff ( <i>n</i> )	3.2% (49)	3.2% (48)	2.1% (32)
DV Victims			
Mean ( <i>SD</i> )	48.93 (9.47)	47.69 (9.71)	49.42 (9.25)
% Above Clinical Cutoff ( <i>n</i> )	5.5% (14)	5.1% (13)	5.9% (15)
DV Non-Victims			
Mean ( <i>SD</i> )	43.79 (8.89)	42.69 (9.08)	43.26 (8.40)
% Above Clinical Cutoff ( <i>n</i> )	2.8% (35)	2.8% (35)	1.3% (17)

In the logistic regression analysis, sexual dating violence was significantly related to clinical depression in the model without victimization count (*AOR* = 3.69, *p* < .01), but once total victimization count was added, it was significantly associated with clinical depression (*AOR* = 1.38, *p* < .001). None of the individual types of dating violence were related to clinical anxiety; however, total victimization count was significantly related to anxiety (*AOR* = 1.44, *p* < .001) once it was added into the model. Both sexual dating violence (*AOR* = 3.50, *p* < .05) and

psychological dating violence ( $AOR = 6.89, p < .001$ ) were significantly related to clinical scores on hostility. When the total count of victimizations was added into the model, psychological dating violence ( $AOR = 4.64, p < .001$ ) remained significantly associated with hostility, in addition to total screener count ( $AOR = 1.29, p < .001$ ). These results can be viewed in Table 17 which presents the coefficients for each victimization before and after then inclusion of the full victimization count in the regression models.

Table 17

*Logistic Regression Models Predicting Clinically Significant Psychological Symptoms*

	Depression <sup>a</sup> AOR [95% CI]	Anxiety <sup>a</sup> AOR [95% CI]	Hostility <sup>a</sup> AOR [95% CI]
Physical Dating Violence			
Model without victimization count	1.02 [0.31, 3.42]	1.16 [0.35, 3.82]	1.04 [0.29, 3.76]
Model with victimization count	0.46 [0.12, 1.67]	0.51 [0.14, 1.82]	0.57 [0.14, 2.31]
Sexual Dating Violence			
Model without victimization count	3.69** [1.39, 9.82]	1.34 [0.42, 4.27]	3.50* [1.15, 10.68]
Model with victimization count	2.25 [0.81, 6.26]	0.70 [0.20, 2.37]	2.43 [0.76, 7.81]
Psychological Dating Violence			
Model without victimization count	1.59 [0.66, 3.84]	2.03 [0.90, 4.59]	6.89*** [2.77, 17.12]
Model with victimization count	0.99 [0.41, 2.43]	1.18 [0.51, 2.74]	4.64** [1.82, 11.85]
Total Victimization Count	1.38*** [1.22, 1.56]	1.44*** [1.27, 1.62]	1.29** [1.10, 1.51]

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ ; Logistic regression odds ratios are from models controlling for age, SES, and gender.

For school related outcomes, we also ran logistic regression analyses using the three types of dating violence and victimization count to model school drop out and whether a child received special education services. We used ordinal logistic regression to analyze school performance. Descriptives of the school related variables can be seen in Table 18. None of the types of dating violence, nor victimization count were significantly associated with adolescents dropping out of school. Physical dating violence was significantly associated with receiving special education services both with ( $AOR = 2.73, p < 0.01$ ) and without ( $AOR = 2.68, p < .001$ ) victimization count in the model. Victimization count was not significantly associated with receiving special education services. In the ordinal logistic regression models, none of the types of dating violence were significantly associated with school performance, but victimization count ( $AOR = 0.87, p < .001$ ) was significant. For every screener questions endorsed (a one unit increase in victimization count,), the log odds of school performance decreased by 0.87. The school outcome results can be seen in Table 19.

Table 18

*Descriptives of School Related Outcomes*

	Full Sample	DV Victims	DV Non-victims
School Performance	% ( <i>n</i> )	% ( <i>n</i> )	% ( <i>n</i> )
Above average	63.9 (966)	56.5 (144)	65.3 (822)
Average	29.6 (448)	36.9 (94)	28.1 (354)
Below average	6.5 (99)	6.7 (17)	6.5 (82)
Dropped out of school	1.8 (28)	3.1 (8)	1.6 (20)
Special education services	11.6 (177)	14.6 (37)	11.2 (140)

Table 19

*Logistic Regression Models Predicting School Outcomes (N = 1,522)*

	School Drop Out <sup>a</sup> AOR [95% CI]	Special Ed. Services <sup>a</sup> AOR [95% CI]	School Performance <sup>b</sup> AOR [95% CI]
Physical Dating Violence			
Model without victimization count	1.52 [0.38, 6.03]	2.68** [1.46, 4.92]	0.92 [0.56, 1.49]
Model with victimization count	1.32 [0.31, 5.58]	2.73** [1.45, 5.14]	1.23 [0.74, 2.04]
Sexual Dating Violence			
Model without victimization count	0.67 [0.14, 3.24]	0.94 [0.45, 1.93]	0.84 [0.51, 1.38]
Model with victimization count	0.58 [0.11, 2.98]	0.95 [0.45, 1.99]	1.07 [0.64, 1.79]
Psychological Dating Violence			
Model without victimization count	1.15 [0.43, 3.06]	0.98 [0.59, 1.63]	0.77 [0.55, 1.07]
Model with victimization count	1.08 [0.40, 2.91]	0.99 [0.59, 1.67]	0.91 [0.64, 1.29]
Total Victimization Count	1.08 [0.87, 1.33]	0.99 [0.90, 1.09]	0.87*** [0.82, 0.93]

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ ; <sup>a</sup>Coded 0=No, 1=Yes; <sup>b</sup>Coded as 1=below average, 2=average, 3=above average

Note: Logistic regression odds ratios are from models controlling for age, SES, and gender.

We ran similar analyses to examine the relationship among dating violence, victimization count and delinquency. We ran logistic regression analyses using the three types of dating violence and victimization count, to predict whether adolescents engaged in any, physical, property, or drug delinquency. Descriptives of the delinquency variables can be seen in Table 20.

Table 20

*Descriptives for Delinquency Variables*

	Full Sample	DV Victims	DV Non-Victims
	% (n)	% (n)	% (n)
Overall Delinquency	46.2 (705)	73.4 (188)	40.7 (517)
Physical Delinquency	25.5 (389)	48.4 (124)	20.9 (265)
Property Delinquency	36.3 (553)	55.9 (143)	32.3 (410)
Drug Delinquency	13.5 (206)	35.9 (92)	9.0 (114)

Regression results for the delinquency analyses can be seen in Table 21. Experiencing victimization generally increases the odds of engaging in delinquency. Psychological dating violence ( $AOR = 3.37, p < .001$ ) was the only variable significantly associated with engaging in any delinquency ( $AOR = 1.48, p < .001$ ). Even when controlling for victimization count psychological dating violence ( $AOR = 2.45, p < .001$ ) remained significantly associated with engaging in delinquency. The results of the models predicting property delinquency parallel these findings. Psychological dating violence ( $AOR = 2.32, p < .001$ ) was the only variable significantly associated with property delinquency in the model without the JVQ screener count, and once victimization count ( $AOR = 1.33, p < .001$ ) was added in to the model, it remained significant ( $AOR = 1.75, p < .01$ ). For drug delinquency, psychological dating violence ( $AOR =$

3.30,  $p < .001$ ) and sexual dating violence ( $AOR = 2.32$ ,  $p < .01$ ) were both significantly associated with drug delinquency when victimization count, was not included in the model. Once victimization count ( $AOR = 1.31$ ,  $p < .001$ ) was added to the model, psychological dating violence ( $AOR = 2.51$ ,  $p < .001$ ) remained significantly associated with drug delinquency.

Experiencing sexual dating violence ( $AOR = 1.85$ ,  $p < .05$ ) and psychological dating violence ( $AOR = 3.50$ ,  $p < .001$ ) both predict violent delinquency when victimization count was not included in the model. When victimization count was included, sexual dating violence was no longer significant, but psychological dating violence remained significantly associated with violent delinquency ( $AOR = 2.40$ ,  $p < .001$ ), along with victimization count ( $AOR = 1.55$ ,  $p < .001$ ).

For all delinquency outcomes, experiencing victimization was associated with increased odds of engaging in delinquency. The only exception to this is occurred when examining violent delinquency: experiencing physical dating violence ( $AOR = 0.48$ ,  $p < .05$ ) appeared to be associated with decreased odds of engaging in violent delinquency when controlling for total victimization. Total victimization and psychological dating violence remained consistently significantly associated with delinquent behavior in this sample.

Table 21

*Logistic Regression and Models Predicting Delinquency*

	Any Delinquency AOR [95% CI]	Violent Delinquency <sup>a</sup> AOR [95% CI]	Property Delinquency <sup>a</sup> AOR [95% CI]	Drug Delinquency <sup>b</sup> AOR [95% CI]
<b>Physical Dating Violence</b>				
Model without victimization count	1.44 [0.81, 2.54]	1.12 [0.66, 1.91]	1.39 [0.83, 2.34]	1.15 [0.63, 2.09]
Model with victimization count	0.75 [0.40, 1.39]	0.48* [0.26, 0.88]	0.83 [0.48, 1.45]	0.67 [0.35, 1.28]
<b>Sexual Dating Violence</b>				
Model without victimization count	1.47 [0.84, 2.58]	1.85* [1.09, 3.14]	1.25 [0.75, 2.10]	2.32** [1.33, 4.09]
Model with victimization count	0.89 [0.48, 1.63]	1.01 [0.56, 1.82]	0.82 [0.47, 1.43]	1.54 [0.85, 2.80]
<b>Psychological Dating Violence</b>				
Model without victimization count	3.37*** [2.33, 4.89]	3.50*** [2.45, 4.98]	2.32*** [1.64, 3.27]	3.30*** [2.21, 4.91]
Model with victimization count	2.45*** [1.65, 3.63]	2.40*** [1.64, 3.53]	1.75** [1.22, 2.51]	2.51*** [1.66, 3.79]
<b>Total Victimization Count</b>	<b>1.48***</b> [1.36, 1.61]	<b>1.55***</b> [1.43, 1.67]	<b>1.33***</b> [1.24, 1.42]	<b>1.31***</b> [1.21, 1.42]

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ ; <sup>a</sup>Coded 0=No, 1=Yes; <sup>b</sup>Coded as 1=below average, 2=average, 3=above average

Note: Logistic regression odds ratios are from models controlling for age, SES, and gender

**Goal 7:** Evaluate the role of social resources on victimization and psychosocial functioning among victimized Latino adolescents.

First, the relationship between social support and physical dating violence, sexual dating violence, stalking dating violence, psychological dating violence, and polyvictimization (4+ victimizations) was examined via a series of logistic regressions. Regressions controlled for age, gender, and SES (see Table 22). Increases in age were associated with increased likelihoods of dating violence, physical dating violence, sexual dating violence, and psychological dating violence. Being female was associated with decreased odds of physical dating violence. As shown, social support was related to decreased odds of all types of dating violence (AORs from .73 to .81), except stalking. Social support was also related to decreased odds of polyvictimization (AOR = .60,  $p < .001$ ).

Table 22

*Logistic Regressions Predicting Dating Violence and Polyvictimization*

	DV AOR N = 1506	Physical DV AOR N = 1506	Sexual DV AOR N = 1505	Stalk DV AOR N = 1503	Psych DV AOR N = 1504	Polyvic. AOR N = 1506
Female	.89 [.66, 1.19]	.28*** [.16, .49]	.87 [.53, 1.43]	1.60 [.37, 6.84]	.99 [.72, 1.36]	.90 [.63, 1.27]
Age	1.48*** [1.37, 1.61]	1.23** [1.08, 1.40]	1.53*** [1.32, 1.78]	1.26 [.86, 1.86]	1.55*** [1.41, 1.71]	1.09 [1.00, 1.19]
SES	1.00 [.85, 1.16]	.74 [.50, 1.09]	1.11 [.89, 1.39]	.37 [.05, 2.64]	1.02 [.86, 1.20]	1.06 [.90, 1.24]
Social Support	.73*** [.64, .83]	.81* [.67, .98]	.73** [.61, .89]	1.08 [.52, 2.24]	.76*** [.66, .87]	.60*** [.52, .68]
Nag $R^2$	.14	.09	.10	.04	.14	.08

Next, the role of social support in the relationship between dating violence victimization and psychological functioning, delinquency, and academic performance was tested. Social support was examined as a moderator of the relationship between these facets of psychosocial functioning and dating violence using a series of sequential multiple regression models. In order to examine the interaction between dating violence and social support parsimoniously, any dating violence was used for the interactions, instead of each individual type of dating violence. Dating violence and social support scores were converted to *z*-scores. The two were then multiplied to produce the interaction term. The results show that in the first step dating violence was related to depression *t*-scores ( $\beta = .64, p < .01$ ), anxiety *t*-scores ( $\beta = .64, p < .05$ ), and hostility *t*-scores ( $\beta = 1.12, p < .001$ ). Social support was significantly related to depression *t*-scores ( $\beta = -2.61, p < .001$ ), anxiety *t*-scores ( $\beta = -2.20, p < .001$ ), and hostility *t*-scores ( $\beta = -2.06, p < .001$ ). These results show that depression, anxiety and hostility *t*-scores increase by .64, .64, and 1.12, respectively, for an increase in dating violence (from 0 to 1). A one-unit increase in social support, however, is related to a 2.61 decrease in depression *t*-scores, 2.20 decrease in anxiety *t*-scores, and 2.06 decrease in hostility *t*-scores. Additionally, being female was associated with an increase of 2.71 in depression, 1.46 in anxiety, and 2.49 in hostility showing an association between being female and heightened psychological distress. The second step added the interaction terms and showed that social support moderated the relationship between dating violence and hostility. In order to probe the interaction, the model was fitted for high and low (one standard deviation above and below the mean) dating violence and social support scores. The other variables were held at their means. This process revealed that when social support was low there was not much of a difference on hostility based on dating violence. However, when social support was high, dating violence influenced hostility scores

more. For those who are high on dating violence, high social support did not mitigate the effect of dating violence on social support. See Table 23 for results.

Results for delinquency are presented in Table 24. With regard to the control variables, being female was associated with a significant decrease in odds of all forms of delinquency and increases in victimization count were associated with increases in the odds of delinquency. Dating violence was associated with increased odds of total delinquency ( $AOR = 1.36, p < .001$ ), physical delinquency ( $AOR = 1.25, p < .01$ ), property delinquency ( $AOR = 1.18, p < .01$ ), and drug delinquency ( $AOR = 1.43, p < .01$ ). Social support was associated with decreased odds of total delinquency ( $AOR = .64, p < .001$ ), physical delinquency ( $AOR = .70, p < .001$ ), property delinquency ( $AOR = .72, p < .001$ ), and drug delinquency ( $AOR = .82, p < .01$ ). There were no significant interaction effects.

Lastly, the role of social support in the relationship between dating violence and school performance is shown in Table 25. Dating violence was associated with special education services ( $AOR = 1.19, p < .05$ ), but not dropping out or academic performance (*ns*). Social support was not significantly related to special education services or dropping out (*ns*). However, social support was significantly related to an increase in academic performance. Log odds of academic performance increased by .18 for each increase in social support. In addition, the log odds of academic performance are increased by .50 for females compared to males. The significant interaction in Step 2 (probed as described above) for academic performance showed that when dating violence was present social support did not exert as much of an influence on academic performance than when dating violence was not present. In other words, social support was not associated with better academic performance when dating violence was present.

Table 23

*Sequential Linear Regressions Predicting Psychological Functioning (N = 1,506)*

	Depression		Anxiety		Hostility	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
	$\beta$	$\beta$	$\beta$	$\beta$	$\beta$	$\beta$
Female	2.71*** [1.87, 3.54]	2.71*** [1.87, 3.55]	1.46** [.59, 2.34]	1.47** [.59, 2.34]	2.49*** [1.69, 3.29]	2.51*** [1.71, 3.31]
Age	.19 [-.03, .42]	.19 [-.04, .42]	.14 [-.10, .38]	.14 [-.10, .38]	-.02 [-.24, .20]	-.03 [-.25, .19]
SES	.31 [-.11, .72]	.31 [-.11, .72]	.13 [-.30, .56]	.13 [-.30, .56]	-.04 [-.44, .35]	-.04 [-.43, .36]
Vic Count	1.28*** [1.02, 1.54]	1.28*** [1.02, 1.54]	1.31*** [1.04, 1.59]	1.32*** [1.04, 1.59]	1.40*** [1.14, 1.65]	1.42*** [1.16, 1.67]
DV	.64** [.17, 1.11]	.64** [.16, 1.12]	.64* [.15, 1.13]	.66* [.16, 1.16]	1.12*** [.67, 1.57]	1.23*** [.78, 1.69]
Social Support	-2.61*** [-3.05, 02.18]	-2.61*** [-3.05, -2.18]	-2.20*** [-2.66, -1.75]	-2.21*** [-2.66, -1.75]	-2.06*** [-2.48, -1.65]	-2.10*** [-2.51, -1.68]
Soc Sup x DV		.00 [-.39, .39]		.08 [-.33, .49]		.49* [.12, .86]
$R^2$	.21	.21	.17	.17	.22	.22

Table 24

*Sequential Logistic Regressions Predicting Delinquency (N = 1,506)*

	Total Delinquency		Physical Delinquency		Property Delinquency		Drugs Delinquency	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
	<i>AOR</i>	<i>AOR</i>	<i>AOR</i>	<i>AOR</i>	<i>AOR</i>	<i>AOR</i>	<i>AOR</i>	<i>AOR</i>
Female	.73**	.73**	.77*	.77	.72**	.72**	.68*	.68*
	[.58, .91]	[.58, .92]	[.59, 1.00]	[.60, 1.00]	[.57, .90]	[.58, .91]	[.49, .94]	[.49, .94]
Age	1.08*	1.08*	1.01	1.00	1.06	1.05	1.39***	1.39***
	[1.02, 1.15]	[1.02, 1.15]	[.94, 1.08]	[.94, 1.08]	[.99, 1.12]	[.99, 1.12]	[1.26, 1.52]	[1.26, 1.53]
SES	.99	.99	1.04	1.04	.98	.98	.97	.97
	[.89, 1.11]	[.89, 1.11]	[.91, 1.18]	[.91, 1.18]	[.88, 1.10]	[.88, 1.10]	[.80, 1.17]	[.80, 1.17]
Vic Count	1.48***	1.48***	1.52***	1.52***	1.31***	1.31***	1.29***	1.29***
	[1.36, 1.62]	[1.36, 1.62]	[1.40, 1.64]	[1.40, 1.64]	[1.21, 1.41]	[1.22, 1.41]	[1.19, 1.40]	[1.19, 1.40]
DV	1.36***	1.36***	1.25**	1.27***	1.18**	1.21**	1.43***	1.42***
	[1.19, 1.55]	[1.19, 1.55]	[1.10, 1.43]	[1.12, 1.45]	[1.05, 1.33]	[1.07, 1.36]	[1.25, 1.65]	[1.23, 1.64]
Social Support	.64***	.64***	.70***	.69***	.72***	.72***	.82**	.83*
	[.56, .72]	[.56, .73]	[.62, .79]	[.61, .78]	[.64, .81]	[.64, .81]	[.70, .95]	[.71, .97]
Soc Sup x DV		1.06		1.08		1.11		.97
		[.92, 1.22]		[.96, 1.20]		[1.00, 1.23]		[.86, 1.09]
Nag R <sup>2</sup>	.24	.24	.25	.25	.15	.16	.24	.24

Table 25

*Sequential Regressions Predicting School Performance*

	Special Education Services <i>N</i> = 1,484		Dropped Out <i>N</i> = 1,504		Academic Performance <sup>a</sup> <i>N</i> = 1,494	
	Step 1 <i>AOR</i>	Step 2 <i>AOR</i>	Step 1 <i>AOR</i>	Step 2 <i>AOR</i>	Step 1 Coef.	Step 2 Coef.
Female	.74 [.54, 1.03]	.74 [.54, 1.03]	.81 [.37, 1.75]	.81 [.37, 1.75]	.58*** [-.79, -.37]	.50*** [-.72, -.29]
Age	.92 [.84, 1.00]	.92 [.84, 1.00]	1.60*** [1.25, 2.05]	1.60*** [1.25, 2.04]	-.05 [-.11, .01]	-.05 [-.10, .01]
SES	.94 [.78, 1.12]	.94 [.78, 1.12]	1.02 [.67, 1.56]	1.03 [.67, 1.56]	-.01 [-.12, .10]	-.01 [-.12, .10]
Vic Count	.98 [.89, 1.08]	.98 [.89, 1.08]	1.07 [.87, 1.32]	1.08 [.87, 1.33]	-.12*** [-.19, -.06]	-.13 [-.19, -.06]
DV	1.19* [1.01, 1.42]	1.19 [1.00, 1.42]	1.03 [.72, 1.47]	1.04 [.73, 1.50]	.06 <sup>b</sup> [-.26, .37]	-.03 <sup>b</sup> [-.35, .29]
Social Support	.92 [.79, 1.08]	.93 [.79, 1.09]	.92 [.65, 1.31]	.90 [.63, 1.30]	.18** [.07, .28]	.19*** [.08, .30]
Soc Sup x DV		.98 [.86, 1.12]		1.05 [.80, 1.40]		.12* [.03, .22]
Nag R <sup>2</sup>	.02	.02	.08	.08	.06	.06

<sup>a</sup> Run as an ordinal regression due to scale of the data. <sup>b</sup> Shows the effect of experiencing dating violence.

## **IV. CONCLUSION**

### **Discussion of Findings**

The overall past year dating violence rate for this sample of Latino youth was 19.5%, a figure that is notable higher than that of many other studies (Eaton et al., 2007; Eaton et al., 2008; Howard & Wang, 2003a, 2003b). However, a large proportion of this rate is driven by psychological dating violence (14.8%), which has not always been evaluated by other researchers. This includes acts such as insulting, swearing, shouting, yelling, threatening to hit, or destroying something (Straus & Douglas, 2004). When comparing to studies that only assessed physical or sexual dating violence, our rates are on the lower end of the spectrum for studies in the field (Eaton et al., 2007; Eaton et al., 2008). Most notable, although not inconsistent with other studies, boys were significantly more likely to be victimized than girls overall and across each form of dating violence victimization. The exception to this was stalking dating violence, which was an infrequently occurring event. The one unlikely aspect of this result is that boys were also more likely to be victims of sexual dating violence, which runs counter to most of the research focusing on the dynamics of partner violence and sexual assault (Black et al., 2011; Wolitzky-Taylor et al., 2008). However, this should not be thought of as an anomaly of sexual aggression by female Latina adolescents. A more detailed look at the data shows that this is primarily driven by statutory sexual behaviors, where underage boys are engaging in sexual behavior with adult females as the JVQ results suggest. Given how that question is asked, it is also likely that a significant proportion of this behavior is “consensual”. When focused on other sexual offenses, there were no significant differences, although girls reported a higher rate of experiencing attempted or completed rape. When examining age, the trajectory across cohorts also illustrates the importance of evaluating and intervening on the

dating violence early as the rates begin to precipitously climb once children enter into high school years (around age 14). This may be a function of the social environment (e.g., changes and transitions associated with starting high school) or developmental changes that take place around these ages (e.g., puberty, increased independence, etc.).

Expanding the recent research in the area of polyvictimization, our results show that victims of the differing forms of dating violence (i.e., physical, sexual, stalking, and psychological) are at significantly increased risk of experiencing other forms of victimization. Our results show that any dating violence, physical dating violence, sexual dating violence, and psychological dating violence in particular are associated with experiencing conventional crime, peer/sibling violence, and non-partner sexual violence. This suggests that victims of dating violence are likely to be suffering victimization at the hands of their other peers, potentially making dating violence one form of victimization in a cascade of peer and sibling perpetrated aggression. Given the social environment surrounding adolescence, this suggests that these individual may be seen as being particularly vulnerable targets by their peers. The largest risk ratios in examining these associations were between sexual dating violence and sexual victimization at the hands of a non-partner perpetrator. Perhaps sexual dating violence is unique in how it might function as particularly a potent risk factor. Given what has been found in the research on sexual revictimization (see Classen, Paresh, & Aggarwal, 2005), this finding appears to be consistent with some of the prior work in this area. Furthermore, there may be something unique about the nature of sexual violence among Latinos, especially given the degree to which the topic is taboo within this population (Espín, 2003). This dynamic may be in part what contributes to such elevated co-occurrence since it may interfere with prevention or protective efforts.

A notable percentage of the sample fit the criteria for polyvictims based on the “above the mean” rule (16.1%), a figure that is consistent with prior work using this instrument with a national representative sample of youth (Finkelhor et al., 2007b; Turner et al., 2010). This provides further support for the importance of evaluating the full spectrum of victimization within the context of dating violence. It is clear that although dating violence may come to the attention of school personnel or treatment providers, for a significant proportion of these children, this is likely one of multiple forms of victimization that they are experiencing.

While our results underscore the scope of dating violence among Latino youth, showing it is an important problem to tackle, the results surrounding help-seeking indicate that this problem is woefully underreported to formal outlets, with only 15.6% of children getting any formal help. The disconnect is even more striking when you see that boys are more likely to be victimized but seek formal help at a rate that is 1/7<sup>th</sup> that of their female counterparts. Although these are discouraging figures, the results indicate that school personnel are likely to be the first line of defense in tackling this problem, as they are the most likely to be sought out within formal outlets. Clearly, mechanisms that promote disclosure to formal outlets are lacking and should be a focal point of intervention and prevention efforts.

In contrast to the results of formal help-seeking, the majority of dating violence victims disclosed their victimization to informal outlets, most commonly friends, which is consistent with prior research on who adolescents seek out for social support (Ocampo et al., 2007). Although help-seeking from parents was a distant second, it was also a situation the case that girls were more likely to disclose than boys. These results are consistent with prior research on violence with Latinas (Sabina, Cuevas, & Schally, 2012c), and suggest that informal outlets may serve as a gateway to help Latinos obtain formal help. These results appear generally

discouraging as it leaves the majority of youth with no contact to formal outlets, which may be helpful in preventing or intervening on dating violence victimization.

The reasons adolescents gave for not seeking help brings to light potential intervention points. “I didn’t think of it” was the most common reason given for not seeking out help across all formal outlets, followed by wanting to “keep the event private” and seeing it as “too minor”. This brings into question to what degree Latino adolescents are educated or understand the dynamics of dating violence. This perhaps indicates that behaviors that objectively would be seen as dating violence are not being identified or labeled by Latino adolescents as being dating violence. An ability to identify the behavior as a problem is one of the first steps in the help-seeking process (Liang, Goodman, Tummala-Narra, & Weintraub, 2005), and may be part of the initial hindrance to formal help-seeking for these children.

When focusing on cultural factors, it would appear that the retention of Latino cultural norms may serve as a protective factor. For dating violence in general and physical dating violence victimization specifically, Latino orientation was associated with decreased odds of experiencing victimization. As has been seen in other work with Latinos (Caetano et al., 2000; Garcia et al., 2005; Harris et al., 2005; Jasinski, 1998; Sabina, Cuevas, & Schally, 2012b), retention of traditional Latino culture appears to serve as a protective quality in the experience of victimization, although it is still unclear what underlying mechanisms might explain this phenomenon. Perhaps traditional Latino qualities like family cohesiveness might help prevent victimization, whereas acculturation and running contrary to traditional norms might illicit a backlash that manifests itself in the form of violence. Moreover, perhaps children in Latino-oriented families are less likely to be involved in relationships or their families may be more involved in the dating life of their children—for example, by seeking to protect girls from early

dating relationships (Guilamo-Ramos et al., 2009). Those with high Latino orientation may also seek relationships that maintain cultural values of respeto and simpatía, which are likely associated with decreased levels of victimization. Also, those that adhere to more traditional norms may be more reluctant to disclose victimization experiences potentially under-reporting in a survey.

Looking at the connection between cultural factors and help-seeking, familism was associated with an increased likelihood of seeking help from formal outlets. While our results on disclosure suggest that school and friends are where individuals are more likely to go for help, and as such may serve as the gateways to services, a sense of familial support appears to be crucial in seeking formal help and indicates that having a strong family support system may help ease barriers to getting formal help.

When examining the psychological impact of dating violence, as we have argued before, we have chosen to determine the relationship between victimization and clinical levels of symptoms rather than simply the score on the various symptom scales (Cuevas, Sabina, & Picard, 2010). While this results in using a less statistically powerful analytic technique (logistic vs. linear regression), it provides a clinically more meaningful result. Using this approach we find that sexual and psychological dating violence victimization is associated with depression and hostility symptoms. Consistent with research on polyvictimization (Finkelhor et al., 2007b), once the full scope of victimization is accounted for, most of these effects cease to be significant, leaving only the total victimization count as the significant effect in association to the mental health outcomes. However, in our analysis, even when including the full victimization count, psychological dating violence remains significant in its association to hostility. This finding indicates that psychological partner aggression, such as insulting or swearing, might have a

particularly deleterious impact on mental health, more so than physical or sexual aggression. This points to a particularly unique sensitivity to psychological aggression among Latino youth, where shaming and verbal aggression appears to significantly foster hostility in these adolescents.

The results focusing on other psychosocial outcomes like school dropout, special education services, and school performance are not consistent with mental health outcomes. For parent-reported school performance, none of the dating violence forms were significantly associated these variables, leaving the total victimization count as the only significant variable associated with school performance. In contrast, none of the dating violence forms nor total victimization were associated with school drop-out and only physical dating violence was associated with special education services. Collectively these results show that the relationship between dating violence, overall victimization, and school outcomes does not follow the pattern that it does for mental health outcomes. In this case the school environment associated with these variables may attenuate the impact of victimization since there are other components that play a role in whether children receive special services or drop out from school.

Consistent with mental health outcomes, psychological dating violence appears to be a key variable in its association with any and all forms of delinquent behavior. The same cannot be said for physical or sexual dating violence where the only physical dating victimization is associated with violent delinquency, and in that case, it is associated with a decrease in the likelihood of engaging in violent delinquency. It is possible that this effect is in part explained by the connection between being a victim of psychological dating violence and hostility, which can be connected to aggressive behavior. The connection between overall victimization and delinquency is robust and has been found in other national surveys with adolescents (Cuevas et

al., 2007; Lauritsen & Laub, 2007), interestingly our results point to the unique role of psychological aggression in promoting delinquent behavior.

Finally, the role of social support appears to be crucial in decreasing the risk of victimization as well as decreasing the negative sequelae associated with victimization. This highlights a salient component of how to address the risk and consequences of violence. In practicality the social outlets and potential for parental supervision associated with social support provide a protective network that helps diminish both the risk (environmental or otherwise) and emotional distress related to dating and general victimization. As such, efforts to promote and bolster this resource is important for Latino youth.

Gender analyses were a limited component of this report, in part due to not being central to the outlined goals. However, there are a number of analysis that highlight gender differences beyond the reported victimization rates. Generally, the results provide evidence that girls have higher levels of psychological distress, including higher likelihood of clinically significant hostility. Additionally, the results also show that girls are likely to have higher parent-reported school performance. While theses cursory results suggest gender differences across various aspects of dating violence among Latino youth, subsequent analyses with the data can explore gender-specific mechanisms and interactions and how they impact dating violence and its consequences. For example, prior research has found cultural variables such as familism and acculturation to impact likelihood of dating and safe sexual practices (Guilamo-Ramos et al., 2009). As such, future work can address gender by cultural factors interactions to provide a more nuanced evaluation of how these variables interact to impact dating violence risk and associated consequences.

This study is not without its limitations. Self-reports, generally, are susceptible to memory deterioration and distortion as well as the possibility of identifying events that took place outside of the identified time period in spite of the use of time bounding. The fact that this is not a nationally representative sample may impact the generalizability of the results. However, post-stratification weights provide an estimate that can in part remedy this limitation. The study is cross-sectional in nature, and therefore limits our ability to make causal interpretations surrounding the observed relationships. The use of land-line phones may underrepresent certain populations (e.g., younger individuals and those who have more transient lifestyles), potentially missing particularly at-risk youth. However, given that we were contacting the parents of adolescents and are more likely to be land-line users (Dutwin, Keeter, & Kennedy, 2010), combined with the option to do follow-up calls to youth on mobile phones, the impact of this limitation is likely reduced. Furthermore, evidence suggest that land-line only surveys do not necessarily produce substantial bias (Dutwin et al., 2010). In evaluating our response rate, it is lower than what is generally found in surveys of this type (e.g., Turner et al., 2010), however, this is consistent with other research focusing on ethno-racial minorities (Groves & Couper, 1998; Knight et al., 2009) which appear to be more difficult to recruit. Finally, in evaluating the full scope of victimization, it was operationalized as the count of different forms of victimizations. This does not account for chronic victimization of one type (e.g., repeated acts of physical dating violence) which has also been found to be associate with negative outcomes. However, chronic victimization and polyvictimization have been found to be strongly associated (Finkelhor et al., 2005), suggesting that victimization severity is also likely to be represented in polyvictimization. Our analyses also do not take into account perpetration, and this may be linked to victimization and psychological distress.

## **Implications for Policy and Practice**

Dating violence is a pervasive problem during adolescence for all racial/ethnic groups, including Latino youth. The estimates from DAVILA indicate that about 1 in 5 Latino teens experience physical, sexual, stalking or psychological dating violence. This is alarming given the increased likelihood of those who experience dating violence in adolescent to also later experience dating violence (Smith, 2003). Additionally, current psychological functioning is compromised and delinquency is more common as shown by DAVILA. Clearly, the recent emphasis on dating violence prevention and intervention is warranted. Programs such as Safe Dates, Break the Cycle, and Dating Matters have made inroads along these lines and expansion and refinement of these programs is needed.

Findings regarding the dynamics of dating violence indicate a need to address the commonality of psychological dating violence. About 1 in 7 Latino youth experience psychological dating violence and it is more common than physical, sexual or stalking dating violence. However, most prevention programs are focused on physical dating violence (Shorey et al., 2012) and do not explicitly focus on psychological dating violence. Psychological IPV may be more detrimental to health than physical IPV and is strongly linked with physical aggression (Baker & Stith, 2008; Coker et al., 2002). In DAVILA, psychological dating violence was related to all forms of delinquency and well as hostility, underscoring the potential ramifications of experiencing psychological dating violence. Thus, prevention efforts should focus on this form of dating violence and equip youth to identify and confront controlling actions, put-downs and jealousy, for example. Shorey (2012) recommends a psychoeducational component focused on psychological aggression and communication skills be included in prevention efforts. These programs should be adapted to the Latino population including

language, idioms, how discrimination may play a role in dating violence, and the importance of family.

Additionally, girls need to acknowledge and talk about the use of violence in relationships. They more commonly used all forms of the violence measured in the current study. Conversely, boys need to be equipped to talk about victimization as they were 6 times more likely to experience physical dating violence, 3 times more likely to experience sexual dating violence and 2 times more likely to experience psychological dating violence than girls. Such conversations may well make both service providers and students uncomfortable as it runs counter to gender norms and assumptions in anti-violence work. However, responding to dating violence means responding to violence enacted by both genders. Discussions that frankly talk about use of violence and victimization by both genders may alert girls of their need to change aggressive behaviors and may signal to boys the need to inform others of violence in their relationships. Gender-specific programs may encourage teens to disclose these experiences. Programs along these lines should work to discuss Latino gender roles, gender role changes due to immigration of children or families, dating norms and the possible protective role of elders. Cultural components such as these should be central to dating violence discussions.

Service providers should also be cognizant of the likelihood of victimization beyond dating violence. As shown by DAVILA, those who experience dating violence are likely to be victimized in other ways. Specifically, they are more likely to be polyvictims and their odds of conventional crime, peer/sibling victimization, and sexual victimization are all elevated compared to those who do not experience dating violence. Thus, school counselors, teachers, program providers, and clinicians should probe adolescents for other victimization experiences and/or conduct a comprehensive assessment of victimization. As shown, psychological

functioning may be impacted largely because of the effect of multiple victimizations, over the unique influence of dating violence. Given the underreporting of victimization, it is imperative that once in dialogue with a trusted adult, teens should be asked about other victimizations and directed to appropriate resources.

Teens tend not to seek help for dating violence victimization. Only about 16% sought formal help and the most common help source was school personnel. Given the reliance on school personnel, it is imperative that they are trained in how to respond to cases of dating violence. The Safe Schools Model Policy for the District of Columbia schools includes yearly trainings for school employees including topics such as dynamics of dating violence, barriers to leaving relationships, description of healthy and unhealthy relationships, and special populations (Break the Cycle, nd). We emphasize the need for cultural awareness and cultural sensitivity of school personnel. This can include understanding of Latino customs and norms regarding dating, the role of families in lives of Latino teens, and barriers that may prevent Latino adolescents from speaking openly about dating violence.

Latino boys were especially unlikely to seek formal services, help from school personnel, social services, medical services or a restraining order. Gender norms that stress tough and resilient young men, likely limit the ability of young boys to express their vulnerability and to ask for help. Boys were also less likely to talk to parents about dating violence. From these findings, it would be prudent for all prevention and intervention efforts to stress that services are also available for boys and to express that masculinity is not jeopardized by seeking help. Service organizations that serve adult male victims shared that men are unwilling to seek service because of the perception that services are for women, shame and embarrassment, denial, stigma, and fear (Tsui, Cheung, & Leung, 2010). There is a clear need to raise awareness of male

victims and ensure that services are gender-inclusive (Tsui et al., 2010). Additionally, adult male survivors, especially Latino, could serve as role models for young survivors and promote help-seeking behavior. Programs including survivor narratives may be especially powerful.

Latino orientation was associated with decreased odds of any dating violence, physical dating violence, and psychological dating violence. Therefore, a prevention initiative that includes the strengths in Latino culture (e.g., family cohesion, *respeto*, *personalismo*, ethnic pride) may be more beneficial for Latino students than one that treats all ethnic groups equally. Intervention and prevention efforts need to be aware of teens bicultural identities, parental expectations that influence the dating lives of Latino youth, acculturation discrepancies between parents and children, gender roles, discrimination towards Latinos and commonly held stereotypes (Haglund et al., 2012). An additional prevention strategy would be to foster parent-child communication on dating, family life, and gender roles (Haglund et al., 2012). This proposed strategy appears viable for a several reasons. First, a family-based program is consistent with Latino cultural values. Second, parent-child communication and bond is important for several developmental outcomes. For example, in our study, we found that familism was associated with formal help-seeking for dating violence. Thus, efforts to foster strong family bonds and trust increase the likelihood that Latino teens who experience dating violence will seek formal services.

Awareness of dating violence, the behaviors that characterize dating violence, and the availability of services can help reduce the reasons for not seeking help. Given that friends are the main help source, educational programs can also include a section on what to do should a friend be a victim of dating violence. This may include confidentially reporting to school personnel, calling the police, or informing another adult. Bystander prevention efforts include

equipping students to speak up about sexual and dating violence, talk to friends about getting drunk, and get help for friends. A college program that teaches students about the antecedents of sexual violence, how to assess situation and appropriate ways to respond was found to increase these active bystander behaviors (Coker et al., 2011). Such programs can be tailored for high school students. Indeed, support from friends and other plays an important role in psychological and academic functioning of Latino teens.

Social support is related to decreased odds of overall dating violence, physical dating violence, sexual dating violence, psychological dating violence and polyvictimization. Additionally it is associated with decreased depression, anxiety, hostility, total delinquency, all individual forms of delinquency and increased academic performance. Thus, it is a very robust and powerful protective factor. This should be exploited for prevention and intervention efforts. Preventions that include fostering relationships among students, engagement in prosocial activities and behavior, and reducing social isolation and/or bullying would serve to foster a healthy atmosphere that is less susceptible to dating violence. Additionally, social support sources can include family, extended family, other adults, and significant others. Community-based programs focused on awareness of dating violence and potential sources of help could have ripple effects as social networks become alert of the signs of dating violence and ways to safely confront it.

### **Implications for Further Research**

The results from DAVILA provide some insight as to future research directions in this area of study. First, our results clearly suggest that dating violence victimization needs to be evaluated within the context of a comprehensive evaluation of victimization. Given our current results, our prior work (Cuevas et al., 2010), and the foundation set by other scholars (Finkelhor

et al., 2007b; Hamby & Grych, 2013; Higgins & McCabe, 2000), studying individual forms of victimization without evaluating comorbid and coexisting forms of violence misses a crucial component in understanding interpersonal violence and potentially provides results that are misleading or incomplete. This is particularly important when studying violence among Latinos, as historically research with this population has focused on partner violence or sexual assault without providing a comprehensive assessment of other forms of victimization.

Specifically focusing on dating violence, our study highlights the importance of incorporating all forms of partner violence, including psychological aggression, which has often been omitted in the study of dating violence. Psychological partner violence was particularly salient in explaining negative psychosocial outcomes as well as being the most frequently occurring form of dating violence victimization. As such, research going forward needs to be sure to incorporate this aspect of interpersonal aggression. While a substantial amount of research has focused on psychological aggression in IPV, the role psychological aggression plays in dating violence is not as well understood. At this developmental age, teens may be especially poorly equipped to deal with this form of aggression and it may impact even more detrimental effects than in adulthood. Qualitative work should probe the role of this form of violence and its overlap with other forms.

Work that focuses on violence among Latinos needs to evaluate victimization for both males and females given the results found in DAVILA on dating violence victimization among adolescent males. In this arena of study, there is little research examining the scope of victimization among Latino males, both youth and adults. Research going forward needs to understand the scope and impact of victimization on Latino males, and how the experience of interpersonal violence may be different between males and females. As others have argued,

although victimization rates suggest similar levels of violence, males and females may have qualitatively different experiences and may be differentially impacted (Hamby, Finkelhor, & Turner, 2012).

Violence research that focuses on Latinos needs to continue to understand the role of cultural factors. Results from DAVILA as well as prior work focusing on violence among Latino women has found evidence for the impact of cultural factors on victimization, mental health outcomes, and help-seeking behaviors (Cuevas, Sabina, & Bell, 2012; Sabina, Cuevas, & Schally, 2012a; Sabina et al., 2012b). The evaluation of variables such as immigration and documentation status, cultural orientation (e.g., acculturation), familism, notions of masculinity and machismo, and acculturative stress with psychometrically sound instruments provides the opportunity to gain a better understanding of the heterogeneity of the Latino population and how that impacts violence, consequences, and help-seeking behaviors among these individuals. Here, qualitative work can uncover the ways in which cultural adaptation shift dating relationships and norms for those relationships. It is also important to understand how cultural clashes with parents may inhibit the disclosure of boyfriends/girlfriends and problems within the relationship. This line of inquiry can also help understand the role of social support, which based on our results, appears to be key in ameliorating the impact of violence.

Finally, there is a growing need to engage in longitudinal research on interpersonal violence among Latinos, including Latino youth. Much of the research to date has been cross-sectional in nature, presenting limitations in our ability to make conclusions about possible causal factors or the impact of development on violence and victimization. Longitudinal studies, although more time consuming and costly, provide a significant methodological advantage in our ability to understand how violence functions and impacts victims. Furthermore, longitudinal

research, as well as studies that evaluate multi-level aspects, allow for the use of more advanced analytic techniques that can help answer complex questions about victimization.

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## **VI. DISSEMINATION OF FINDINGS**

### **Manuscripts**

- Cuevas, C. A., Sabina, C., Cudmore, R., & Ferreira-Fahlberg, A. (2012). The impact of polyvictimization and cultural variables on mental health outcomes among Latino youth. Manuscript in preparation.
- Cuevas, C. A., Sabina, C., & Bell, K. (2012). Dating violence and interpersonal victimization among a national sample of Latino youth. Manuscript in preparation.
- Perales, D. (2013). Overlap of family violence and dating violence among Latino adolescents. (Unpublished master's project). Penn State Harrisburg, Middletown, PA.
- Sabina, C., Cuevas, C. A., & Ho, L. (2012). Cultural influences on the victimization of Latino adolescents. Manuscript in preparation.
- Sabina, C., Cuevas, C. A., & Rodriguez, R. (2012). Who to turn to? Latino teens, dating violence, and help-seeking. Manuscript under review.
- Savage, S. (2013). Social support and school connectedness as moderating variables in psychological functioning and adolescent dating violence (Unpublished master's project). Penn State Harrisburg, Middletown, PA.

### **Report**

- Sabina, C. & Cuevas, C.A. (2013). The experience of dating violence by Latino adolescents. Middletown, PA: Penn State Harrisburg and Northeastern University.

### **Presentations**

- Conklin, E., Sabina, C., & Cuevas, C.A. (May, 2013). The effects of help-seeking on psychological distress in Latino adolescent victims of dating violence. Paper presented at Justice Studies Association Annual Conference, Glenside, PA.
- Sabina, C., & Cuevas, C. A. (2012, November). Cultural influences on the victimization of Latino adolescents. Paper presented at American Society of Criminology Annual Meeting, Chicago, IL.
- Sabina, C., & Cuevas, C. A. (2012, September). Help-seeking among Latino adolescent victims of dating violence. Paper presented at the International Conference on Violence, Abuse and Trauma, San Diego, CA.

Cuevas, C. A., & Sabina, C. (2012, August). Dating violence among Latino adolescents: Patterns and the role of polyvictimization on distress. Paper presented at American Psychological Association Annual Convention, Orlando, FL.

Cuevas, C. A., & Sabina, C. (2012, July). The impact of dating violence and polyvictimization on school and delinquency outcomes among Latino youth. Paper presented at International Family Violence and Child Victimization Research Conference, Durham, NH.

Sabina, C. & Cuevas, C. A. (2011, November). Dating violence among Latino adolescents. Paper presented at American Society of Criminology Annual Meeting, Washington, DC.

**APPENDIX I:**

**Table I: Relative Risk Ratios for Comorbidity Between Dating Violence and JVQ Screener  
Questions**

Table I

*Relative Risk Ratios for Comorbidity Between Dating Violence and JVQ Screener Questions*

Dating Violence and JVQ Victimization								
	1	2	3	4	5	6	7	8
Any Dating Violence	3.35*** [1.78, 6.32]	3.11*** [1.92, 5.50]	3.51** [1.41, 8.75]	1.91 [0.78, 4.65]	1.69* [1.02, 2.78]	1.35 [0.31, 5.92]	8.75*** [4.17, 18.35]	1.15 [0.70, 1.88]
DV Physical	4.69*** [2.40, 9.14]	3.02*** [1.64, 5.55]	5.92** [2.15, 16.26]	1.01 [0.37, 2.72]	1.48 [0.67, 3.19]	.08* [0.01, 0.69]	7.53*** [3.68, 15.39]	1.47 [0.73, 2.94]
DV Sexual	2.81* [1.19, 6.65]	3.14*** [1.81, 5.47]	3.04 [0.80, 11.53]	2.39 [0.68, 8.48]	1.66 [0.73, 3.76]	0.20* [0.04, 0.98]	5.67*** [2.58, 12.47]	1.01 [0.52, 1.95]
DV Stalking	1.46 [0.27, 7.96]	0.91 [0.17, 4.86]	0.44 [0.05, 4.19]	--- <sup>a</sup>	3.13 [0.87, 11.28]	--- <sup>a</sup>	1.84 [0.28, 11.87]	0.62 [0.13, 2.93]
DV Psych	4.32*** [2.33, 7.99]	2.98*** [1.92, 4.62]	4.60** [1.85, 11.44]	1.66 [0.64, 4.32]	1.62 [0.90, 2.91]	1.70 [0.36, 7.96]	7.02*** [3.46, 14.24]	1.42 [0.97, 2.08]
JVQ Victimization Only								
	1	2	3	4	5	6	7	8
1. Attack with Weapon	---	6.10*** [4.14, 8.98]	10.50*** [4.52, 24.40]	2.31 [0.90, 5.94]	2.92*** [1.69, 5.06]	3.50 [0.82, 14.90]	11.44*** [5.66, 23.12]	2.46*** [1.68, 3.59]
2. Attack without Weapon	8.92*** [4.81, 15.56]	---	21.03*** [7.11, 62.20]	3.56** [1.56, 8.12]	3.17*** [2.02, 4.98]	5.23* [1.38, 19.86]	12.42*** [5.72, 26.96]	3.25*** [2.43, 4.35]
3. Bias Attack	7.03*** [3.91, 12.62]	6.66*** [4.67, 9.50]	---	2.63 [0.67, 10.36]	4.75*** [3.02, 7.47]	7.24** [1.63, 32.16]	8.64*** [4.19, 17.81]	2.72*** [1.79, 4.13]
4. Physical Abuse (Caregiver)	2.19 [0.92, 5.21]	2.86** [1.57, 5.20]	2.69 [0.65, 11.11]	---	4.00*** [2.40, 6.66]	4.13 [0.73, 23.51]	3.89** [1.47, 10.26]	3.53*** [2.59, 4.82]
5. Emotional	3.32***	3.18*** [2.04, 4.98]	8.49*** [3.65, 19.74]	5.78*** [2.59, 12.91]	---	5.92** [1.56, 22.40]	3.32** [1.52, 7.27]	3.05*** [2.26, 4.11]

Abuse	[1.71, 6.48]							
6. Neglect	2.99 [0.94, 9.50]	3.45** [1.60, 7.44]	6.55** [1.75, 24.53]	3.78 [0.81, 17.70]	3.72*** [1.78, 7.78]	---	4.29* [1.28, 14.41]	2.21* [1.10, 4.42]
7. Group Attack	8.77*** [5.01, 15.35]	6.27*** [4.30, 9.14]	10.59*** [4.41, 25.44]	4.01** [1.46, 11.05]	2.78** [1.52, 5.09]	4.97* [1.15, 21.50]	---	2.56*** [1.73, 3.78]
8. Peer/Sibling Assault	3.40*** [1.80, 6.44]	4.48*** [2.88, 6.95]	4.89** [1.92, 12.44]	9.06*** [3.55, 23.17]	4.04*** [2.59, 6.30]	3.33 [0.87, 12.76]	3.96*** [1.89, 8.30]	---
9. Bullying	1.97 [0.94, 4.14]	2.37*** [1.48, 3.81]	2.35 [0.87, 6.29]	2.01 [0.87, 4.65]	2.79*** [1.75, 4.45]	2.59 [0.58, 11.65]	2.14 [0.91, 5.04]	3.23*** [2.41, 4.34]
10. Emotional Bullying	2.94** [1.51, 5.70]	4.33*** [2.88, 6.51]	9.61*** [4.19, 22.01]	2.18 [0.86, 5.50]	2.82*** [1.77, 4.51]	2.88 [0.72, 11.50]	4.23*** [1.99, 8.97]	2.28*** [1.63, 3.19]
11. Sexual Assault by Known Adult	3.64 [0.96, 13.83]	6.26*** [4.45, 8.82]	4.39 [0.64, 29.97]	4.03 [0.64, 25.33]	--- <sup>a</sup>	--- <sup>a</sup>	6.16** [1.76, 21.54]	2.65** [1.27, 5.53]
12. Nonspecific Sexual Assault	6.72*** [2.67, 16.93]	4.16** [1.71, 10.16]	--- <sup>a</sup>	2.53 [0.32, 19.73]	0.61 [0.07, 5.10]	--- <sup>a</sup>	9.80*** [3.81, 25.21]	2.19 [0.76, 6.31]
13. Sexual Assault by Peer	1.39 [0.44, 4.38]	2.53* [1.04, 6.15]	1.19 [0.31, 4.61]	4.40* [1.07, 18.16]	2.05 [0.71, 5.86]	0.24 [0.03, 2.06]	4.08* [1.12, 14.78]	2.19* [1.11, 4.32]
14. Rape: Attempted or Completed	3.22** [1.34, 7.79]	3.86*** [2.25, 6.62]	2.04 [0.69, 6.05]	2.86 [0.62, 13.15]	2.01 [0.90, 4.49]	0.36 [0.07, 1.80]	4.05** [1.46, 11.21]	1.54 [0.80, 2.94]
15. Statutory Rape	3.26** [1.58, 6.74]	2.97*** [1.78, 4.95]	3.42* [1.00, 11.69]	1.54 [0.42, 5.65]	2.16* [1.14, 4.09]	2.64 [0.43, 16.35]	3.04** [1.36, 6.79]	1.30 [0.76, 2.23]
16. Stalking	2.55* [1.18, 5.49]	3.04*** [1.88, 4.93]	7.90*** [3.25, 19.21]	2.20 [0.80, 6.03]	4.59*** [2.99, 7.03]	1.73 [0.55, 5.45]	1.83 [0.71, 4.76]	2.35*** [1.63, 3.39]

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ ; <sup>a</sup> Could not be calculated due to zero cell counts. Numbers in brackets are 95% CI.

Table I continued

*Relative Risk Ratios for Comorbidity Between Dating Violence and JVQ Screener Questions*

	Dating Violence with JVQ Victimization							
	9	10	11	12	13	14	15	16
Any Dating Violence	2.65** [1.38, 5.09]	2.36*** [1.48, 3.77]	4.21 [0.60, 29.73]	7.46 [0.88, 63.47]	60.12*** [14.13, 255.87]	9.88*** [3.63, 26.88]	8.52*** [4.34, 16.72]	2.41** [1.30, 4.45]
DV Physical	2.12 [0.80, 5.61]	2.73** [1.52, 4.91]	14.51** [2.02, 104.39]	25.72** [3.01, 219.89]	5.39* [1.35, 21.50]	3.78* [1.15, 12.42]	6.69*** [3.58, 12.50]	2.31 [0.98, 5.46]
DV Sexual	1.54 [0.68, 3.49]	2.53** [1.32, 4.86]	10.11* [1.45, 70.60]	24.15** [2.93, 198.96]	10.42* [1.29, 83.94]	6.49* [1.15, 36.74]	14.11*** [3.90, 51.14]	2.66* [1.13, 6.31]
DV Stalking	4.25** [1.44, 12.52]	0.12 [0.01, 1.11]	--- <sub>a</sub>	--- <sub>a</sub>	18.48*** [3.77, 90.67]	16.82*** [5.13, 55.12]	7.16** [2.32, 22.11]	0.25 [0.03, 2.38]
DV Psych	1.76* [1.00, 3.09]	2.84** [1.57, 5.16]	2.90 [0.43, 19.73]	10.36* [1.22, 88.20]	12.14*** [3.25, 45.39]	5.82*** [2.28, 14.86]	7.72*** [4.22, 14.14]	2.49** [1.32, 4.72]
	JVQ Victimization Only							
	9	10	11	12	13	14	15	16
1. Attack with Weapon	1.90 [0.96, 3.76]	2.65** [1.51, 4.64]	4.86 [0.70, 33.66]	14.68** [1.78, 121.00]	1.43 [0.41, 5.06]	3.72* [1.28, 10.84]	3.39** [1.59, 7.23]	2.55* [1.19, 5.46]
2. Attack without Weapon	2.45*** [1.49, 4.01]	4.36*** [2.87, 6.63]	45.87** [4.88, 431.32]	8.62* [1.05, 70.58]	3.21 [0.89, 11.61]	6.04*** [2.37, 15.36]	3.53*** [1.84, 6.75]	3.49*** [1.94, 6.27]
3. Bias Attack	2.10 [0.94, 4.68]	5.11*** [3.31, 7.88]	5.05 [0.51, 49.46]	--- <sub>a</sub>	1.19 [0.30, 4.73]	2.05 [0.68, 6.14]	3.15* [1.06, 9.33]	5.80*** [3.07, 10.97]
4. Physical Abuse (Caregiver)	1.87 [0.91, 3.82]	1.96 [0.92, 4.18]	4.79 [0.49, 46.96]	2.74 [0.26, 28.44]	4.87 [0.97, 24.50]	2.96 [0.59, 14.71]	1.52 [0.44, 5.32]	2.10 [0.83, 5.29]

5. Emotional Abuse	2.88*** [1.77, 4.68]	2.84*** [1.77, 4.55]	--- <sup>a</sup>	0.57 [0.06, 5.73]	2.38 [0.59, 9.57]	2.30 [0.82, 6.42]	2.37* [1.12, 5.03]	5.80*** [3.33, 10.11]
6. Neglect	2.23 [0.70, 7.05]	2.35 [0.87, 6.32]	--- <sup>a</sup>	--- <sup>a</sup>	0.24 [0.03, 2.06]	0.36 [0.07, 1.80]	2.43 [0.50, 11.90]	1.65 [0.60, 4.55]
7. Group Attack	1.99 [0.95, 4.17]	3.32*** [1.92, 5.75]	9.16* [1.32, 63.73]	21.88** [2.66, 180.01]	4.64* [1.01, 21.35]	4.44** [1.41, 13.93]	2.96** [1.37, 6.39]	1.79 [0.73, 4.41]
8. Peer/Sibling Assault	4.79*** [2.94, 7.78]	2.72*** [1.73, 4.26]	5.40 [0.79, 36.67]	3.44 [0.39, 29.95]	3.27 [0.90, 11.96]	1.79 [0.69, 4.65]	1.39 [0.69, 2.79]	3.17*** [1.77, 5.68]
9. Bullying	---	2.40*** [1.48, 3.88]	--- <sup>a</sup>	1.93 [0.27, 13.69]	3.00 [0.77, 11.71]	6.07*** [2.39, 15.41]	0.77 [0.25, 2.38]	5.22*** [2.99, 9.14]
10. Emotional Bullying	2.46*** [1.49, 4.06]	---	15.29** [2.32, 100.78]	16.52* [1.56, 175.39]	3.52* [0.98, 12.70]	3.09* [1.18, 8.10]	1.63 [0.69, 3.83]	3.00*** [1.62, 5.53]
11. Sexual Assault by Known Adult	--- <sup>a</sup>	5.11*** [2.85, 9.16]	---	87.95*** [10.07, 768.37]	--- <sup>a</sup>	11.12*** [3.06, 40.33]	5.12** [1.49, 17.63]	8.10*** [4.38, 14.97]
12. Nonspecific Sexual Assault	1.73 [0.37, 8.15]	5.24*** [2.66, 10.31]	96.30*** [9.67, 959.07]	---	19.84*** [4.88, 80.63]	20.69*** [8.71, 49.12]	8.13*** [3.23, 20.46]	3.04 [0.76, 12.26]
13. Sexual Assault by Peer	2.49 [0.91, 6.85]	2.71* [1.14, 6.43]	--- <sup>a</sup>	34.12** [3.48, 334.48]	---	17.64*** [6.99, 44.53]	6.68*** [2.89, 15.43]	4.39** [1.66, 11.64]
14. Rape: Attempted or Completed	4.12*** [2.30, 7.38]	2.51* [1.25, 5.05]	16.88** [2.39, 119.04]	58.32*** [6.57, 517.53]	21.30*** [6.62, 68.59]	---	5.73*** [2.67, 12.26]	3.61** [1.64, 7.94]
15. Statutory Rape	0.78 [0.27, 2.30]	1.56 [0.73, 3.33]	7.53* [1.09, 51.95]	17.99** [2.20, 147.35]	9.58*** [2.70, 34.07]	7.17*** [2.69, 19.11]	---	1.82 [0.71, 4.63]
16. Stalking	4.50*** [2.84, 7.13]	2.69*** [1.60, 4.54]	25.56** [3.86, 169.37]	3.78 [0.57, 24.90]	5.80** [1.46, 22.92]	4.28** [1.60, 11.49]	1.85 [0.70, 4.83]	---

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ ; <sup>a</sup> Could not be calculated due to zero cell counts. Numbers in brackets are 95% CI.

**APPENDIX II:**

**SRBI Methods Report**

**DATING VIOLENCE AMONG LATINO ADOLESCENTS:**  
***A SURVEY OF***  
***PARENTS AND CHILDREN AGE 12-18***

Methods Report

Submitted to:

Chiara Sabina, Ph.D.  
School of Behavioral Sciences and Education  
Penn State Harrisburg  
777 West Harrisburg Pike  
Middletown, PA 17057

Carlos A. Cuevas, Ph.D.  
School of Criminology and Criminal Justice  
Northeastern University  
360 Huntington Avenue  
Boston, MA 02115

**By**

**Abt SRBI Inc.**

8403 Colesville Road, Suite 820

Silver Spring, MD 20910

(301) 608-3883

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## INTRODUCTION TO THE SURVEY

The Dating Violence Among Latino Adolescents (DAVILA) study was conducted by the Pennsylvania State University and the Northeastern University under a grant from the National Institute of Justice. The study was designed to examine stressful events and victimizations among Latino adolescents with a specific focus on dating violence and how schools and various agencies may better protect adolescents from dangerous situations.

This study was conducted from September 9, 2011 to February 23, 2012. A national sample of 1,525 interviews was conducted with Hispanic families with children 12-18 years old. Telephone numbers were drawn from two sampling frames to represent a national sample of Hispanic families with children. Initially, telephone numbers were dialed from a national RDD sample of high density (80% or higher) “Hispanic blocks”. In the second sampling frame, telephone numbers were selected at random from a list sample of Hispanic surnames to represent a national sample. The sampling frame was modified from the original to improve productivity of the sample.

The parent portion of the interview was expected to run five minutes and the child interview was expected to run about 20 minutes. The telephone interview included questions about things that may have happened in a child’s school, neighborhood, or home. Some of the questions involved sensitive issues, such as whether the child had ever experienced unwanted sexual advances or any form of violence, including dating violence. The survey was conducted in either English or Spanish and the average time for a completed interview was 45 minutes, 20 minutes longer than anticipated.

After a brief parent interview, interviewers asked for permission to conduct the remainder of the study with the 12-17 year old child. If, however, the respondent was 18 years old, the youth consent was read and the respondent was asked if they would like to participate in the study. Callbacks were scheduled to reach children if permission to interview them was granted by the parent but the child wasn’t available at the time of the parent interview. If permission to interview a 12-17 year old child was refused, then the child was not re-contacted and the parent’s survey was counted as a partial (non-complete) interview.

A letter about the project from the Pennsylvania State University and the Northeastern University was sent to any parent or child who wanted more information about the study before they participated. This letter explained the purpose of the study, assured confidentiality, emphasized the voluntary nature of participation, and otherwise conformed to standards for the protection of human subjects. The letter to the respondent was written in both English and Spanish.

The interview was completely confidential. Parents who completed the parent portion of the interview received a \$5 check and the child received a \$10 check for completing the child portion of the interview. Name and address information was collected for two objectives. First, addresses were collected to send checks to respondents. Second, collected addresses will be used in the future to contact only those respondents who consented to participate in a follow-up study for DAVILA (DAVILA II).

## **SAMPLING PROCEDURES**

### **RDD Sampling Procedures**

The proposal design called for developing a national sample of telephone banks in high density Hispanic areas. Abt SRBI defined high density as 80% or more Hispanic.

Probability samples of households with telephones are typically generated using a random digit dial (RDD) method. In a RDD sample, a listing is constructed of all one hundred block numbers, or the first 8 digits of a 10 digit phone number (for example: 202-571-12XX) to which residential numbers are assigned. (Business numbers are generally segregated in different banks.) A random sample of these hundred blocks is drawn. This constitutes the first stage in the probability sample. The second stage involves creating the full ten digit telephone number by adding two randomly generated digits to the end of the hundred block prefix. RDD produces a probability sample because by including all residential hundreds blocks within a given area, each number has an equal chance of being selected.

The DAVILA survey called for a RDD stratified sample based on high density Hispanic households in these hundred blocks. Initially, 10,000 cases were drawn, 80% from high density Hispanic blocks (80%+) and 20% from lower density Hispanic density blocks (79% or lower). A stratified sample of telephone numbers was obtained from Survey Sampling (SSI).

For the past several decades, RDD landline telephone sampling has provided a cost-efficient strategy for conducting surveys of the U.S. household population and was deemed the best method when this proposal was submitted. However, as of 2009, more than 80 percent of adults had at least one wireless phone and a growing number of adults and households are replacing their landline telephone service with cell phone service. As the percentage of cell phone only households (households with no landline but accessible by cell phone) continues to grow, the validity of the basic RDD landline sampling model has come into question.

For the second half of 2010, the percentage of cell phone only households was 29.7 percent according to the National Health Interview Survey (NHIS) (Blumberg and Luke 2011). This trend will certainly continue as time passes. Moreover, the prevalence of cell-only households varies significantly by demographic attributes. As of 2009, the U.S. cell phone only population is more likely to be younger: 38 percent of 18- to 24-year-olds, 49 percent of 25- to 29-year-olds, and 37 percent of 30- to 35-year-olds live in wireless-only households (Blumberg and Luke, 2010). The cell phone only population also includes more renters, a higher proportion of non-whites (e.g., 30 percent of Hispanics), and has a lower income as compared to the entire U.S. landline population. Also, by the end of 2009, 40 percent of cell phone only adults were living with children, accounting for a large portion of the targeted population for this study (Blumberg and Luke, 2010).

Concurrently, the cost per DAVILA interview, as a result of lengthy introductions and informed consent scripts, further constrained the project budget. In order to stay within the desired timeline and improve productivity of the sample, we adopted a list-assisted Spanish surname sample during the course of the field period.

### **List Assisted Spanish Surname Sample Procedures**

Sample for the list assisted Spanish Surnames was obtained from SSI. SSI has the capacity to target certain ethnic groups based on surnames. Ethnic surname samples are based on lists of surnames commonly found in various ethnic groups. SSI matches these surnames to its Listed Household Database of U.S. households to produce surname samples. There is however, a

drawback to this type of sampling since not everyone with a given ethnic surname is of that ethnicity, and not all people who fit into a given ethnic type have identifiable ethnic surnames. Despite the caveats associated with list assisted surname samples, this is an effective method of targeting the Hispanic population.

### **Screening for Eligibility – RDD Landline Sample & List Assisted Surname Sample**

Both sample frames yielded a national population-based sample of telephone numbers. The systematic dialing of those numbers to obtain a residential contact yielded a national random sample of telephone households. Telephone numbers that yielded non-residential contacts such as businesses, churches, and college dormitories, were not included as working phone numbers. Only Latino or Hispanic households were eligible for inclusion in the sample.

Furthermore, eligibility was restricted to households with children between 12 to 18 years of age currently living in the home. If the household did not include children or if there were no adult members of the household, the interview was terminated and the contact was counted as a screen-out. Once an eligible household was identified, the interviewer asked to speak with a parent or guardian living in the household who was familiar with the everyday activities of the child/children.

In order to complete the interview, a designated child was selected from all children in the household. If there were more than one child in the household, the child with the most recent birthday was selected. First, a short interview was conducted with the parent and then permission was requested to conduct the remainder of the study with the 12-17 years old child. If the designated child was a young adult of 18 years old, the youth consent was read and the 18 year old was asked to participate in the study.

The specific questions used to screen respondents can be found in Appendix 1, initial screening questions starting at S1a-S4, parent consent and interview at P1- P2, parent consent for child interview at PC1-PC3, and youth consent at Y1-Y2.

## **QUESTIONNAIRE DESIGN, PRETESTING AND PROGRAMMING**

### **Instrument Design**

In collaboration with Abt SRBI, staff at Pennsylvania State University and Northeastern University developed the 25-minute telephone interview. Abt SRBI also assisted with fine-tuning the instrument for this assessment, including making sure questions were asked in a way that makes sense to respondents; the question order and wording was non-biased and maintained respondent interest; and the interview minimized respondent time and burden while collecting information in an accurate and efficient manner. Abt SRBI also added sectional timing to estimate the length of each section.

This study was conducted by using computer-assisted telephone interviewing (CATI). In principle, CATI provides a number of benefits over traditional telephone interviewing including a smoother flowing interview when the questionnaire contains interview branching to different questions, because the computer program moves the interviewer to the next appropriate question automatically. In addition, the use of CATI helps minimize recording error because the acceptable range of responses can be programmed into the data entry program, which will not permit the interviewer to accidentally enter an out-of-range punch. Since the interviewer actually records each response to survey questions through the on-line data entry program, the risk of data processing errors arising from key punch errors is eliminated in CATI interviews.

The CATI system also provides some important quality control benefits. It automatically records the day and time of dialing, the number dialed, and the connect time in minutes. Since each interviewer signs on and off the system, the performance of each interviewer on the project, as well as the progress of the study overall, is monitored.

### **CATI Programming of Questionnaire**

The Abt SRBI staff programmed the questionnaire for CATI administration. The CATI program involved 1) sample entry and updating procedures; 2) question and response series; 3) skip patterns; 4) section and question rotation; 5) interviewer probes and instructions; 6) range checks; 7) consistency checks; and 8) special edit procedures.

The CATI program was developed by Abt SRBI's data processing staff. The program was reviewed by Abt SRBI's project manager for consistency of question wording, response categories, interviewer instructions and skip patterns with the UNH approved hard copy.

The full survey questionnaire is at Appendix 3, as a separate attachment.

## **INTERVIEWER SELECTION, TRAINING AND MONITORING**

After finalization of the instrument, questionnaires were printed in sufficient quantities for the training session. The training session for telephone interviewers for the survey was held on September 9, 2011 and again on November 16<sup>th</sup>, 2011 after making changes to the interview script at the client's request. The field period for the survey commenced immediately following training.

The general interview protocol and procedures for conducting the survey data collection are described below.

### **Abt SRBI Interviewers**

All interviewers who work for Abt SRBI are thoroughly trained and closely supervised. Special training sessions are undertaken for each new project to help ensure quality control over the collection of survey data. All new interviewers are thoroughly screened, their references checked and their interviewing abilities tested before being hired as an Abt SRBI telephone interviewer. New interviewers receive extensive instruction in the methods and procedures expected at Abt SRBI before they perform their first interview. New Abt SRBI interviewers are monitored closely during the first two weeks of their employment. Subsequent to this test period their performance is monitored regularly, as are all of Abt SRBI's interviewers, twice per shift.

Many of Abt SRBI's telephone interviewers bring to their work a tremendous ability to repeat survey items flawlessly and with an enthusiasm that does not convey the repetitiveness of the task at hand. Abt SRBI's location and reputation as a constant employer as well as the flexibility of scheduling telephone interviewers makes it a prime resource for this uniquely gifted group of telephone interviewers.

The quality of the interviewing staff used on a survey is one of the most important factors affecting the validity, reliability and timeliness of the data collected. Hence, special care was taken in the identification and selection of the most appropriate interviewing staff for this study.

This project required that the contractor have the special capability to conduct surveys on sensitive subjects. The ability to conduct interviews on sensitive subjects is one of the hallmarks of the Abt SRBI organization. All aspects of interviewer recruitment, scheduling and training were directed by the administrative staff of the telephone research center. The telephone administrative staff directed operations according to the specifications of the project director and analytic staff. The administrative staff maintained detailed records throughout the field process so that the progress of the survey could be monitored by the project director and documented for the client.

Because of the sensitive nature of this study, only experienced female bilingual interviewers (proficient in both English and Spanish), who had successfully conducted earlier Abt SRBI sensitive surveys, were assigned to this project. These interviewers have already demonstrated their ability to ask sensitive questions.

### **Training Session**

At the beginning of the study, all assigned field staff participated in a project training session. Training was divided into two segments. The first phase of training required review of the general principles of survey research and interviewing. The second phase of training dealt specifically with the requirements of the study at hand. Operationally, both sets of information were covered simultaneously in training sessions. In these sessions the specific requirements of the

study to be performed were used to breathe life into and demonstrate the general principles of survey research.

All interviewers followed a study-specific manual on interviewing procedures developed by Abt SRBI operations staff. The areas which were considered important included a general background training of interviewers and study-specific procedures, covering:

- an understanding of sampling procedures and the importance of rigorous adherence to sampling procedures in the field;
- an understanding of respondent selection procedures and the importance of following these procedures rigorously;
- the role of the interviewer in the survey process;
- recommended methods for contacting potential respondents and procedures for setting appointments;
- effective methods for gaining initial agreement to be interviewed;
- methods for overcoming initial reluctance to schedule or agree to be interviewed;
- interviewer behavior in the interview setting -- how to be courteous, neutral and nonintrusive;
- how to avoid biasing responses by verbal and nonverbal cues;
- how to ask and record close-ended questions;
- how to probe and record open-ended questions;
- how to control irrelevancies and digressions without offending the respondent;
- how to reassure respondents about the confidentiality of the information collected and the anonymity of survey respondents;
- the general standards of completion, comprehensibility and legibility required for recording;
- general recording conventions; and
- field reporting standards.

Additional training materials included item-by-item interviewing specifications; procedures to maximize the probability of obtaining sensitive information from respondents; proper CATI recording procedures; and additional reporting and quality control requirements for this effort.

Training sessions not only allowed the review of general interview principles and unique study procedures and requirements but also enabled the use of the CATI equipment, both to gain familiarity with the survey instrument and to conduct interviews.

On this survey, the most critical issue in training was to ensure that the questions were asked properly and responses were recorded properly. Consequently, much of the training period was devoted to question-by-question specifications for the interview. The remaining time was spent in reviews of initial contact and screening procedures, call-back protocol, sample record-keeping and other administrative matters.

After the first formal training session, interviewer performance was monitored and individual instructions were provided.

### **Monitoring of Telephone Interviewers**

Abt SRBI draws upon a staff of experienced telephone supervisors for its projects. All supervisors participated in the project training session. In addition, they underwent an additional review on interview editing instructions, refusal prevention and conversion and study issues.

Two types of supervisors were utilized in Abt SRBI telephone surveys: shift supervisors and monitors. A shift supervisor was on duty each of the five weekly shifts. They were responsible for quality control, maintaining production rates and supervising the monitors. In addition, Abt SRBI normally uses one monitor for every 10 to 12 interviewers.

Each interviewer was silently monitored by a line monitor at least twice each interviewing shift. The monitor evaluated the interviewer on her performance. The monitor discussed any problems an interviewer was having with the shift supervisor. Before the end of the interview shift the monitor and/or shift supervisor discussed the evaluation with the interviewer. If the interviewer could not meet Abt SRBI standards, he or she was dropped.

On this study we monitored 10% of each interviewer's work. The actual selection of cases to be monitored for a given interviewer was random, unless there was reason to believe a problem existed. Then, very intense monitoring was implemented until the problem was resolved. Interviewers are never aware if or when they are being monitored, so that their performance is neither positively nor adversely affected by the monitoring.

## **CONDUCT OF INTERVIEWS**

The primary task of this survey was to conduct a uniform and systematic data collection effort among a representative national sample of Hispanic households with children. To this end, Abt SRBI has assembled a management, operations and interviewing staff with a broad background in survey research. This, coupled with Abt SRBI's support services for supervising quality control and one of the most exceptional analytic staffs in the country, gives Abt SRBI an unusual ability to provide high quality data collection services in a cost-efficient manner.

The DAVILA survey was conducted primarily from the firm's telephone research facilities in Hadley, MA, New York, NY and the ASC Call Center located in San Diego, CA. The Abt SRBI telephone research centers are fully monitored telephone facilities with central line switching. All interviewing positions in the telephone centers used for this study were equipped for computer-assisted telephone interviewing and manned by a corps of over 250 highly skilled executive and household interviewers. These interviewers are overseen by an experienced staff of telephone field supervisors.

The interviewing functions of the Abt SRBI organization are supported by a sampling staff, a production staff, a coding staff, and a data processing staff, as well as a design and analysis staff. Virtually all major phases of the research process are conducted in-house at Abt SRBI. This assures strict accountability, quality control, fast turnaround and competitive pricing.

The quality and experience of the Abt SRBI research and operations staff have been tested in many difficult and important surveys for public and private clients. With its trained interviewing staff, professional supervisory staff, and skilled support staff, Abt SRBI consistently exceeds industry standards for quality research.

### **Sample Assignment**

The telephone numbers sampled for the DAVILA Survey interviews were assigned to interviewers automatically using the CATI system. Once interviewers passed over the message screen, the computer asked them whether they wish to conduct an interview or locate a callback by a named respondent. The system then provided the phone number and its current disposition (e.g. First Attempt). Interviewers press enter to advance to the OPENING SCREEN which provided information on the sampled case. Interviewers check to make sure the day and time correspond with the "best days to call" and "best times to call" listed for the respondent. If it was not an appropriate day or time to call, interviewers advanced to the next case. If it was a good day and time to call (or no day or time was shown on the screen), interviewers dialed the number for the primary respondent.

### **Initial Contact**

Initial telephone contact was attempted during the hours of the day and days of the week which had the greatest probability of respondent contact. This means the primary interviewing period was conducted between 5:30 p.m. and 10:00 p.m. on weekdays; between 9:00 a.m. and 10:00 p.m. on Saturdays; and between 10:00 a.m. and 10:00 p.m. on Sundays. If the interview could not be conducted at the time of initial contact, the interviewer rescheduled the interview at a time convenient to the respondent. Although interviews were primarily conducted on evenings and weekends, daytime interviews were scheduled when necessary. If four telephone contacts on the

night and weekend shifts did not elicit a respondent contact, the fifth contact was attempted on a weekday.

The Abt SRBI telephone research centers are fully staffed during the five daytime shifts on weekdays, five nighttime shifts on weekdays and the four weekend shifts. Hence, we can reach respondents at any time convenient to them.

Interviewers attempted a minimum of five calls to each telephone number. When the household was reached, the interviewer asked to speak to a Latino or Hispanic adult age 18 years or older. If an adult was reached, but an interview at that time was inconvenient or inappropriate, interviewers set up appointments with respondents. If contact was made with the household, but not with an adult, interviewers probed for appropriate callback times and attempted to set up an appointment.

The CATI system recorded all telephone field work associated with a particular case in its sample management system. These records include the date and time of every attempt and contact; the outcome of each contact attempt; and the date the interview was actually conducted or the reason it was not. The CATI sample management system provides accurate detail on all attempts. These outcomes include answering machines, language barriers (and the language, if identifiable), as well as other survey outcomes. This information helped the study team to understand any problems with the sample availability. The CATI system assigns cases to each interviewer on a random basis each shift. Therefore, many interviewers may have worked on a single case at different times. When an interviewer obtained a completed interview, or encountered a refusal, termination, some form of survey ineligibility or any other outcome, he or she recorded the outcome on the CATI system. At the end of each shift, a CATI management record was printed out and reviewed by the shift supervisors. The shift supervisors reviewed the status of each case in the sample. The CATI system removed from active-status all completed interviews, and "dead" cases were removed from field and sent to the sampling department for appropriate action.

Completed interviews were logged into the daily record of completed interviews and sent to the coding department for post-field editing. Refusals or terminations were reported to the field manager with the reason for refusal. These cases were held aside for conversion efforts at the appropriate time.

### **No Answer and Busy Outcomes**

Interviewers made five attempts to ring unanswered telephones on different days and at different times, over a period of at least three weeks, in order to obtain the highest possible response rate. When busy signals were encountered, numbers were re-dialed 15 minutes after the initial contact attempt. Cases were classified as final "No answer" only after five or more unsuccessful attempts.

If the telephone contact produced a "number has been changed" recording, interviewers entered the new telephone number into the CATI system. If the interviewer was told the number dialed was "No longer in service" or "Disconnected", these outcomes were recorded.

## **FIELD OUTCOMES**

The goal of this study was to collect accurate information about problems facing Hispanic teenagers today. This was achieved by collecting the opinions and experiences of a random sample of 1,525 Hispanic children and young adults between 12 and 18 years of age. The survey was conducted in English and Spanish. A highly structured telephone interview was used to elicit the reported experiences of the sample.

There were three simple steps which reduced interviewer variability in this survey. First, a highly structured interview format with very explicit interviewer instructions was developed. Second, interviewers were instructed that they were only permitted to read the questionnaire script and that they were not permitted to say anything else. Indeed, word emphasis was indicated by underlining, and the number and manner of probes was indicated on the questionnaire. Finally, only interviewers who could read a script in an intelligent and interesting manner, time after time, without shifting intonation or inflection, were assigned to the project. In short, we created a very tight script, used experienced professional interviewers to read the script and showed them exactly how it was to be done.

Abt SRBI went to special lengths to reach respondents and complete interviews. We held an interviewer training session, which included detailed instruction on administering the questionnaire and supervised attempts to complete a questionnaire using the CATI program.

These procedures were successful in increasing the number of respondents who were contacted and agreed to be interviewed.

### **Field Period**

Sample assignments were given to the interviewers on September 9, 2011 after training. The field period was closed on February 23, 2012. A total of 1,525 interviews were conducted.

### **Interview Length**

The interview start and end times were recorded for all interviews and special sectional timings were also inserted for further analysis if necessary. Average interview length was 45 minutes. Table 1, below, shows the breakdown of interview length by parent and child interview and based on whether the individual was either victimized or not.

<b>Table 1: Average Interview Length</b>			
	Overall Average ( <i>n</i> =1500)	Non- Victimized Average ( <i>n</i> =1414)	Victimized Average ( <i>n</i> =86)
Parent Interview Length (min)	11.6	11.7	10.9
Child Interview Length (min)	32.9	32.1	44.9
Total Interview Length (min)	44.5	43.8	55.8

### **Market Type**

Both RDD and list assisted samples were stratified based on high density Hispanic households. About 80% of the cases were drawn high density Hispanic blocks and 20% from lower density Hispanic blocks. The final un-weighted sample distribution by market (Hispanic density) for each sampling frames is shown in Table 2.

Table 2: Sample Summary								
	RDD Landline Sample				List Assisted Surname Sample			
Sample Type	Total Numbers Dialed	% of Sample	Total Completes	% of total Completes	Total Numbers Dialed	% of Sample	Total Completes	% of total Completes
20% or lower	7314	18.2%	2	1.8%	18741	21.9%	277	19.6%
21% to 40%	519	1.3%	3	2.7%	22350	26.2%	332	23.5%
41% - 60%	202	0.5%	1	0.9%	13632	16.0%	281	19.9%
61% to 80%	1185	2.9%	0	0.0%	21026	24.6%	335	23.7%
80% or higher	30990	77.1%	105	94.6%	9672	11.3%	189	13.4%
<b>Total</b>	<b>40210</b>	<b>100.0%</b>	<b>111</b>	<b>100.0%</b>	<b>85421</b>	<b>100.0%</b>	<b>1414</b>	<b>100.0%</b>

## **RESPONSE RATES**

Response rates are a critical issue in any sample survey because they may indicate a source of non-sampling error. Although the initial sample is drawn according to systematic and unbiased procedures, the achieved sample is determined by the proportion of the drawn sample that agree to participate. To the extent that those who agree to participate are different from those who refuse to participate, the achieved sample will differ from the population it represents. In order to minimize such bias, surveys attempt to achieve the highest response rate possible -- given the tradeoffs between survey objective, level of effort and timing.

There are a number of factors under the control of the contractor which can affect response rate. Contact procedures and introduction determine the ability to reach the designated respondent and capture her imagination. Questionnaire layout and wording improves survey flow and limits terminations. Interviewer quality and training improves the interpersonal interaction needed to achieve and maintain cooperation throughout the interview. These factors may differ from firm to firm but remain fairly constant from survey to survey within the firm.

Abt SRBI Inc. has a distinguished reputation for achieving the highest possible response rates on large-scale surveys using strict survey methodology.

### **Interview Termination**

Occasionally interviews were broken off in the middle of the survey. A "terminated" interview was one in which the respondent began answering questions, but then decided that he or she would not finish the interview. (A refusal occurred when the targeted respondent refused to answer even the first survey question.) There were also "callback to completes" when something unexpected came up and the respondent said he or she would finish the interview at another time. Moreover, there were times when the calls were cut off.

When any of these things happened during an interview, interviewers entered "H" in the answer category. This brought up the HALT MENU. If the respondent had terminated the interview, "T" was entered, indicating a terminated interview. If the respondent could not finish at that time and wanted a callback later, "callback requested" was recorded on the sample card with the date and time preferred. If the call was accidentally cut off, interviewers called back the respondent immediately. If they were reached, the interview was resumed at the last question. The CATI system saved interviews that were broken off so that a callback to complete or termination conversion could be made.

### **Refusals**

Some respondents refused to answer even the first survey question and were thus, classified as "refusals." When a refusal occurred, interviewers asked the respondent why he/she refused to be interviewed and recorded the response in the CATI system. Interviewers also recorded any relevant information, such as the circumstances surrounding the refusal. These were reviewed by the research team. Interviewers noted any problems with the contact script, questionnaire or interviewing procedures they believed contributed to non-participation (this included any comments made by the respondent). Both the Project Director and the Operations Manager analyzed the data on refusal rates, refusal distributions and other information on the characteristics of refusals on an ongoing basis. Each interviewer was instructed to keep an extremely accurate record of each refusal. They were to document the reason for refusal, if given; the exact point of refusal; whether

the refusal was given by a woman or a man; and any other comments that clarify the reason for non-interview.

### **Maximizing Response Rates**

In order to attain the highest possible response rate, an interviewing strategy with the following major components was followed:

- 1) Careful development and refinement of the initial contact script. Most refusals occur within the first minute of contact. The first two or three sentences in the survey introduction may have a dramatic effect on response rate. This included:
  - a) Explaining the social utility (not in those words) of the survey;
  - b) Explaining why we need the information and how it will be used;
  - c) Assuring them that they would not have to answer any questions that they do not want to answer.
- 2) Assignment of all cases to a group of thoroughly trained and experienced interviewers, highly motivated and carefully monitored and controlled by Abt SRBI's field staff.
- 3) Special training for all interviewers on how to overcome initial reluctance, disinterest or hostility during the contact phase of the interview.
- 4) A sufficient field period which permitted us to eventually interview respondents who are temporarily out of town, as well as time to overcome the resistance of passive refusals and convert active refusals and terminations.
- 5) A five-call (initial attempt) contact strategy, conducted according to an algorithm designed for maximum probability of contact.
- 6) The maintenance and regular review of field outcome data in a sample reporting file, derived from both the sample control and CATI files, so that patterns and problems in both response rate and production rates can be detected and analyzed.
- 7) Weekly meetings of the interviewing and field supervisory staff with the study management staff to discuss problems with contact and interviewing procedures and to share methods of successful persuasion and conversion.

## Response Rates

In general, response rates for both sampling frames for the DAVILA survey are based on the following elements:

- Completed interviews- these are 100% completed surveys (n=1,500) and respondents who completed over two thirds of the survey, reached Q11 (n=18) and cases who qualified as having reported dating violence and have completed at least up to Section K (n=7);
- Partial interviews- these are surveys where the parent consented to participate in the parent portion of the interview, but both parent and the child portion could be less than 100% complete. Partial interviews include incomplete surveys conducted with a screened respondent where a successful callback to complete the survey could not be made, or when a respondent refused to answer further questions to complete the survey, or when a parent didn't allow the child to participate or the child or young adult refused to complete the child portion of the interview.
- Screen outs- these include interviews where someone in the household completed the household screen, but the household was found to be ineligible for the full interview, either because there were no children between 12 to 18 years of age in the household or the household was a non-Hispanic household. Screen outs are included as Not Eligible numbers (see below).
- Eligible, Non Interviews- these include contacts with a household after the screener questions were asked by the interviewer that did not result in a partial or complete survey or a screen-out. Non-interviews include refusals and callbacks and other breakoffs.
- Unknown eligibility, non-interview- These include contacts with a household before the screener questions could be asked by the interviewer. Non-interviews include hang-ups, refusals and callbacks, voicemail contacts, and contacts that could not communicate effectively with an interviewer. Contacts with households of unknown eligibility also include numbers that were always busy or had no answer on all attempts.
- Not eligible- Not eligible numbers include fax or data lines, non-working or disconnected numbers, and business or other non-household numbers. This category also includes calls made to households that resulted in a screen-out, as these households were not eligible to participate in the survey.

### Landline RDD

A total of 40,210 randomly selected landline telephone numbers were sampled:

- Sixty-eight percent of the landline numbers were non-working, or bad, phone numbers, including 60% not-in-service and approximately 4% business or government;
- Thirty-three percent of the working numbers in the landline sample yielded households that did not meet the eligibility criteria to participate in the survey;
- Two percent of working numbers in the landline sample resulted in a completed interview or partially completed interview.

## List Assisted Surname Sampling

A total of 85,421 randomly selected list assisted telephone numbers were sampled:

- Twenty-six percent of the list assisted numbers were non-working, or bad, phone numbers, including 24% not-in-service and approximately 1% fax or data line;
- Thirty-six percent of the working numbers in the list assisted sample yielded households that did not meet the eligibility criteria to participate in the survey;
- Five percent of working numbers in the list assisted sample resulted in a completed interview or partially completed interview.

	RDD	List-Assisted	Total
Total Numbers	40,210	85,421	125,631
Non-working numbers	27,413 (68.2%)	22,662 (26.5%)	50,075 (39.9%)
Working numbers	12,797 (31.8%)	62,759 (73.5%)	75,556 (60.1%)
	As a % of working numbers		
Screen-outs (ineligible)	4,164 (32.5%)	22,382 (35.7%)	26,546 (35.1%)
Interviews (completes + partials)	258 (2.0%)	3,071 (4.9%)	3,329 (4.4%)

Appendix 2 presents the detailed disposition of all phone numbers used in the RDD and list assisted sample frames, as well as a combined disposition. The calculation of response rates is also given.

## **DATA PREPARATION AND PROCESSING**

All studies should begin with a conscious review of the study objectives, design and methodology. Most researchers recognize that carefully defining the problem to be investigated, preparing a thorough research design, constructing a meaningful questionnaire and drawing an appropriate sample are essential tasks which merit a great deal of care. However, many researchers devote too little attention to the editing, coding and processing of the raw data collected by the interviewers during the field period of the survey. The tendency is unfortunate, because no matter how thorough the research design, how meaningful the questionnaire and how rich the responses collected by the interviewers in the field, the real success of any survey is ultimately dependent on how accurately the respondent's answers to the questions posed are captured during the interview and translated to a computer readable form from which the final tabulations are generated.

At each stage in the data collection, editing, coding and processing effort, the potential for substantial non-sampling error may enter the research process. If not carefully controlled, this form of error may overwhelm efforts to minimize sampling error. We feel that even the best questionnaire and most sensitive interviewing can be rendered meaningless by the less than meticulous handling of the data during the editing and coding process. Hence, Abt SRBI takes great pains to minimize this sort of error by designing the data recording and processing as carefully as the sample design and data collection procedure.

Although the DAVILA Survey was conducted on Abt SRBI's CATI system on which data are effectively key-entered by interviewers and translated immediately to computer readable form, data was scrutinized at several points in the research process. Initially, each data element obtained in response to a close-ended query was checked as it was being recorded/key-entered to ensure that it conforms both to acceptable range requirements imposed on the item and that it was consistent with related items. Secondly, responses to open-ended items were recorded directly into the CATI data file into specific fields set up for the open-ended data. The open-ended replies were subsequently coded and key-entered into the CATI data base and edited on-line to ensure that the data conformed to existing case requirements (i.e., a punch exists indicating that the query to the open-ended item had been recorded).

Lastly, because CATI data base management and on-line edit feature were software-driven, the amount of on-line editing that can be accomplished, although quite substantial, was also finite. A final machine edit was performed on the data base. This data edit incorporated the specifications for on-line editing employed during the actual data collection as well as all additional edit and consistency checks required to ensure the final data base emerges in a pristine form.

When errors were detected they were resolved by visual inspection of the total CATI record for the case and any verbatim responses on paper. Corrections to the data base were made on-line so that any alteration of the data base that generates an inconsistency with extant data or was out of range was identified immediately. Re-evaluation of the just initialed change ensued and the data base was corrected as appropriate. Before being pronounced as final, the entire data base was again subjected to a comprehensive machine edit.

## Sample Weighting

The characteristics of a perfectly drawn sample of a population will vary from true population characteristics only within certain limits of sample variability (i.e., sampling error). Unfortunately, social surveys do not permit perfect samples. The sampling frames available to survey research are less than perfect. The absence of perfect cooperation from sampled units means that the completed sample will differ from the drawn sample. In order to correct these known problems of sample bias, the achieved sample is weighted to certain characteristics of the total population.

The weighting plan for DAVILA survey was a three-stage procedure. The first stage was designed to correct for unequal probability of selection within sampled geographic blocks where 80% of the sample is drawn from high-density Hispanic blocks and 20% from lower density Hispanic blocks.

The second step in the weighting process was to correct the study design for non response bias by dividing the expected population distribution, based on U.S. Census estimates of the distribution of age by gender for Hispanic children between 12 to 18 years old, using the 2010 American Community Survey Public Use Microdata Sample File (ACS PUMS). Households with multiple eligible children in the household have a higher probability of selection. If a household had more than one eligible child in the household (12-18 years of age) per eligible phone line then only one eligible child per household could be interviewed (because multiple interviews per household are burdensome and introduce additional design effects into the survey estimates). Therefore, an inverse probability of selection needs to be applied to households with multiple eligible children.

Finally, the weights produced in the second step were scaled to total the un-weighted number of completed interviews (N=1525) and the number of overall completes and partials (N=3329).

## Precision of Sample Estimates

The objective of the sampling procedures used on this study was to produce a random sample of the target population. A random sample shares the same properties and characteristics of the total population from which it is drawn, subject to a certain level of sampling error. This means that with a properly drawn sample we can make statements about the properties and characteristics of the total population within certain specified limits of certainty and sampling variability.

The confidence interval for sample estimates of population proportions, using simple random sampling without replacement, is calculated by the following formula:

$$p \pm z_{\alpha/2} \cdot SE(p) = p \pm z_{\alpha/2} \cdot \sqrt{\frac{(p \cdot q)}{(n - 1)}}$$

Where:

SE(p) =	the standard error of the sample estimate for a proportion
p =	some proportion of the sample displaying a certain characteristic or attribute
q =	(1 - p)
n =	the size of the sample
$z_{\alpha/2}$ =	(1- $\alpha/2$ )-th percentile of the standard normal distribution (1.96 for 95% CI)

The sample sizes for the surveys are large enough to permit estimates for sub-samples of particular interest. Figure 4 presents the expected size of the sampling error for specified sample sizes of 5,000 and less, at different response distributions on a categorical variable. As the table shows, larger samples produce smaller expected sampling variances, but there is a constantly declining marginal utility of variance reduction per sample size increase.

### Estimating Statistical Significance

The estimates of sampling precision presented in the previous section yield confidence bands around the sample estimates, within which the true population value should lie. This type of sampling estimate is appropriate when the goal of the research is to estimate a population distribution parameter. However, the purpose of some surveys is to provide a comparison of population parameters estimated from independent samples (e.g. annual tracking surveys) or between subsets of the same sample. In such instances, the question is not simply whether or not there is any difference in the sample statistics that estimate the population parameter, but rather is the difference between the sample estimates statistically significant (i.e., beyond the expected limits of sampling error for both sample estimates).

To test whether or not a difference between two sample proportions is statistically significant, a rather simple calculation can be made. The maximum expected sampling error (i.e., confidence interval in the previous formula) of the first sample is designated  $s1$  and the maximum expected sampling error of the second sample is  $s2$ . The sampling error of the difference between these estimates is  $sd$  and is calculated as:

$$sd = \sqrt{(s1^2 + s2^2)}$$

Any difference between observed proportions that exceeds  $sd$  is a statistically significant difference at the specified confidence interval. Note that this technique is mathematically equivalent to generating standardized tests of the difference between proportions.

An illustration of the pooled sampling error between sub-samples for various sizes is presented in Figure 5. This table can be used to determine the size of the difference in proportions between drivers and non-drivers or other sub-samples that would be statistically significant.

**FIGURE 1**  
**Expected Sampling Error (Plus or Minus)**  
**At the 95% Confidence Level (Simple Random Sample)**

Percentage of the Sample or Sub-sample Giving  
A Certain Response or Displaying a Certain  
Characteristic for Percentages Near:

Size of Sample or Subsample	<u>10 or 90</u>	<u>20 or 80</u>	<u>30 or 70</u>	<u>40 or 60</u>	<u>50</u>
5,000	0.8	1.1	1.3	1.4	1.4
4,500	0.9	1.2	1.3	1.4	1.5
4,000	0.9	1.2	1.4	1.5	1.5
3,000	1.1	1.4	1.6	1.8	1.8
2,000	1.3	1.8	2.0	2.1	2.2
1,500	1.5	2.0	2.3	2.5	2.5
1,300	1.6	2.2	2.5	2.7	2.7
1,200	1.7	2.3	2.6	2.8	2.8
1,100	1.8	2.4	2.7	2.9	3.0
1,000	1.9	2.5	2.8	3.0	3.1
900	2.0	2.6	3.0	3.2	3.3
800	2.1	2.8	3.2	3.4	3.5
700	2.2	3.0	3.4	3.6	3.7
600	2.4	3.2	3.7	3.9	4.0
500	2.6	3.5	4.0	4.3	4.4
400	2.9	3.9	4.5	4.8	4.9
300	3.4	4.5	5.2	5.6	5.7
200	4.2	5.6	6.4	6.8	6.9
150	4.8	6.4	7.4	7.9	8.0
100	5.9	7.9	9.0	9.7	9.8
75	6.8	9.1	10.4	11.2	11.4
50	8.4	11.2	12.8	13.7	14.0

NOTE: Entries are expressed as percentage points (+ or -)

**FIGURE 2. Pooled Sampling Error Expressed as Percentages for Given Sample Sizes  
(Assuming P=Q)**

<b>Sample Size</b>																	
4000	14.1	10.0	7.1	5.9	5.1	4.7	4.3	4.0	3.8	3.6	3.5	3.0	2.7	2.5	2.4	2.3	2.2
3500	14.1	10.0	7.1	5.9	5.2	4.7	4.3	4.1	3.8	3.7	3.5	3.0	2.7	2.6	2.4	2.3	
3000	14.1	10.0	7.2	5.9	5.2	4.7	4.4	4.1	3.9	3.7	3.6	3.1	2.8	2.7	2.5		
2500	14.1	10.0	7.2	6.0	5.3	4.8	4.5	4.2	4.0	3.8	3.7	3.2	2.9	2.8			
2000	14.2	10.1	7.3	6.1	5.4	4.9	4.6	4.3	4.1	3.9	3.8	3.3	3.1				
1500	14.2	10.2	7.4	6.2	5.5	5.1	4.7	4.5	4.3	4.1	4.0	3.6					
1000	14.3	10.3	7.6	6.5	5.8	5.4	5.1	4.8	4.7	4.5	4.4						
900	14.4	10.4	7.7	6.5	5.9	5.5	5.2	4.9	4.8	4.6							
800	14.4	10.4	7.8	6.6	6.0	5.6	5.3	5.1	4.9								
700	14.5	10.5	7.9	6.8	6.1	5.7	5.5	5.2									
600	14.6	10.6	8.0	6.9	6.3	5.9	5.7										
500	14.7	10.8	8.2	7.2	6.6	6.2											
400	14.8	11.0	8.5	7.5	6.9												
300	15.1	11.4	9.0	8.0													
200	15.6	12.1	9.8														
100	17.1	13.9															
50	19.8																
	50	100	200	300	400	500	600	700	800	900	1000	1500	2000	2500	3000	3500	4000
<b>Sample Size</b>																	

**Appendix 1: Screener Questions**  
**Dating Violence Among Latino Adolescents (DAVILA)**  
**INTRO SCREENING**

Hello, I'm \_\_\_\_\_ from Abt SRBI calling on behalf of The Pennsylvania State University and Northeastern University. We are not selling anything. We are conducting a national survey on issues of Latino children and teen's safety in the United States. This is an important study that will give us a better understanding of the kinds of problems that Latino children face and help us to better plan for the future needs of children and their families. If you qualify and are willing to participate, you will receive \$5 for your time.

S1a. Would you please tell me how many Latino or Hispanic adults age 18 and older live in this household (including part-time)?

\_\_\_\_\_ Number of Latino/Latina; Range 0 - 10; 10 = 10+  
0 (VOL) None Thank& end [S/O No Latinos]  
98 (VOL) Don't Know Thank & end [Soft Refusal]  
99 (VOL) Refused Thank & end [Soft Refusal]

S1. And how many Latino or Hispanic kids and adolescents between the ages of 12 and 18 live in this household (including part-time)?

\_\_\_\_\_ Number of 12 to 18 Latino/Latina; Range 0 - 10; 10 = 10+  
0 (VOL) None Thank& end [S/O No Latinos kids]  
98 (VOL) Don't Know Thank & end [Soft Refusal]  
99 (VOL) Refused Thank & end [Soft Refusal]

**QUALIFIED LEVEL 1**

S2. IF S1 = 1 read "May I please speak to the parent/guardian who is most familiar with the child's daily routine and experiences?"  
If S1 >1 read "May I please speak to the parent/guardian who is most familiar with the children's daily routine and experiences?"

1 Designated Respondent on line GO TO S2c  
2 Someone else  
3 SCHEDULE CALLBACK Schedule call back  
4 Refused Thank and end [Soft Refusal]

S2b. Hello, I'm \_\_\_\_\_ from Abt SRBI calling on behalf of The Pennsylvania State University and Northeastern University. We are not selling anything. We are conducting a national survey on issues of Latino children and teen's safety in the United States. This is an important study that will give us a better understanding of the kinds of problems that Latino children face and help us to better plan for the future needs of children and their families.

S2c. Would you prefer to conduct this survey in English or Spanish?

- |   |            |  |
|---|------------|--|
| 1 | English    | CONTINUE   |
| 2 | Spanish    | (Spanish speakers toggle to Spanish version Non-Spanish speakers<br>SCHEDULE CALLBACK) |
| 3 | Don't Know | CONTINUE   |
| 4 | Refused    | CONTINUE   |

S3. What is the age of the (first/second/third/ETC.) child, age 12 to 18 years old, who is living in the household?

Second child? 3rd? etc.

[CATI: RANGE = 12 TO 18]

Child 1 age (years) \_\_\_\_\_

Child 2 age (years) \_\_\_\_\_

Child 3 age (years) \_\_\_\_\_

Child 4 age (years) \_\_\_\_\_

Child 5 age (years) \_\_\_\_\_

Child 6 age (years) \_\_\_\_\_

Child 7 age (years) \_\_\_\_\_

Child 8 age (years) \_\_\_\_\_

Child 9 age (years) \_\_\_\_\_

Child 10 age (years) \_\_\_\_\_

99=Refused [END – QUALIFIED; Soft Refusal]

IF ONLY ONE CHILD AGED 12 TO 18, THIS IS THE DESIGNATED CHILD. GO TO S5.

IF MORE THAN ONE CHILD IS IN ELIGIBLE AGE RANGE, SAY:

S4. For the next questions we need to focus on just one child. Could you tell me which of these children (aged 12 to 18) has had the most recent birthday/will have the next birthday?  
(INTERVIEWER: If multiple of same age & birthdate, say you would like to ask about the child that was born 1<sup>st</sup>)

SHOW AGES FROM S3:

age of designated child [IN YEARS] (12-18)

99=Refused [END – QUALIFIED]

S5. Is your (READIN: AGE OF SELECTED CHILD) a boy or a girl?

- 1 Male
- 2 Female
- 3 Refused [END – QUALIFIED; soft refusal]

## PC1. PARENT CONSENT FOR PARENT INTERVIEW

As part of this survey, the Dating Violence Among Latino Adolescents Study, which is being supported by the National Institute of Justice, we will be doing paid interviews with approximately 1,500 Latino children and teens across the country and their caregivers. The research study will look at potentially stressful circumstances that happen to some children and how schools and various

agencies may better protect kids from dangerous situations. We would like to interview you concerning your child.

Your interview will take approximately 5 minutes. We will be asking you about household information, your thoughts on youth safety and your [AGE] year old's school performance. The information collected will only be used for research purposes. We assure you that the interview is completely confidential; you or your child's name will not be recorded or linked to the answers that you provide. The researchers have a privacy certificate approved by the National Institute of Justice, which makes it so they cannot be forced to disclose your information. The study is completely voluntary and you can stop at any time or refuse to answer any questions you do not wish to answer. The information you provide will be combined with that of 1,500 other responses. In the event of any publication or presentation based on this research study, no personally identifiable information will be disclosed. There are neither direct benefits nor foreseeable discomforts from your participation.

P1. Would you like contact information to check the authenticity of this study?

- 1 Yes [Provide respondent with toll-free number to confirm it-- 1-866-891-9665 (ext 5111) or web address <http://www.carloscuevasphd.com>, select DAVILA ]  
(Interviewer: Offer to send the web address via text or email; write information on SAF)
- 2 No
- 3 (vol) Don't know
- 4 (vol) Refuse

P1a. Dr. Chiara Sabina at The Pennsylvania State University is the Principal Investigator for this study. You can contact her with questions, complaints or concerns about the research. Would you like her contact information?

- 1 Yes [717-948-6066; sabina@psu.edu]
- 2 No
- 3 (vol) Don't know
- 4 (vol) Refuse

P1b. The Pennsylvania State University's Office for Research Protections and Institutional Review Board may review records related to this research. You can contact the Penn State University's Office for Research Protections with any questions, concerns, or problems about your rights as a research participant or to offer input, but they cannot answer questions about research procedures. Would you like their contact information?

- 1 Yes [814-865-1775]
- 2 No
- 3 (vol) Don't know
- 4 (vol) Refuse

You must be 18 years or older to participate. Completion of the interview implies your consent to take part in this research study.



CELL	
Yes, but call on child's/another phone - LANDLINE	3 GO TO PC2
Not available now	4 GO TO PC2
Send letter first	5 Ask for parent's name/address set callback for 7 days to get consent to speak to child; Complete SAF
Want to think about it	6 Offer letter, ask for parent's name and callback in 3 days
Child refuses through parent	7 Thank and end
Refused	99

### QUALIFIED LEVEL 3

PC1b. Would you please tell me why you do not want YOUR CHILD to participate?

1 \_\_\_\_\_  
Refusal [END - QUALIFIED]

[CATI: WE MUST KEEP ANSWERS TO PC1b IN DATA SET...**DO NOT** AUTO DELETE]

PC2. Would you please tell me this child's first name (or even initials) so we can ask for [him/her] when we callback?

\_\_\_\_\_

PC3. What is the best number to use? (INTERVIEWER: Enter in new phone number as 10 digits)

PC3a Is this a cell phone number? (IF YES, DISPO AS FOREIGN LANGUAGE - KOREAN)

**Pend03 Read:** "OK, thank you for your participation."**If PC1 = 1 Read:** May I please speak to your [age] year old [son/daughter] now?

[If parent said must call child on new number, Interviewer will see the following:]

PI76e INTERVIEWER: ARE YOU ABLE TO DIAL THROUGH TO THE CHILD NOW?

**[CATI: PI76e is from 4866, Paul programmed it so the interview doesn't end if the interviewer can dial through to the new number immediately, please check with him on this programming.]**

### YOUTH ASSENT/CONSENT

Hi. My name is \_\_\_\_\_ .We are conducting a national survey on issues of Latino children and teen’s safety in the United States. . If you decide to participate, we will send you a check for \$10.

Y1. Would you prefer I continue in English or Spanish?

- |   |            |   |
|---|------------|---|
| 1 | English    | (Toggle to English if needed)   |
| 2 | Spanish    | (Spanish speakers toggle to Spanish version Non-Spanish speakers SCHEDULE CALLBACK) |
| 3 | Don't Know | CONTINUE  |
| 4 | Refused    | CONTINUE  |

We would like to ask you to participate in an important research study, the Dating Violence Among Latino Adolescents Study, which is being conducted by the Pennsylvania State University and Northeastern University and is sponsored by the National Institute of Justice. This is part of a national survey of approximately 1,500 Latino children and teens. We are interested in your experiences, so that we can better understand the kinds of things that young people go through and better serve them. In this interview we will be asking you some questions about things that may have happened in your school, in your neighborhood, or at home, specifically focusing on dating violence and other forms of victimization. We’ll also be asking you about any help you may have gotten for anything that happened and how you’ve been feeling lately. We are going to be combining your answers with those from other kids to understand the experiences of young Latinos and Latinas in the United States.

You were chosen completely at random to represent the experiences of young people your age. You don't have to participate in this interview if you don't want to, but your help will make a big difference.

The interview will take about 20 minutes to complete. We will be asking you some questions about dangerous situations you may have faced and about some personal situations, where you might have been threatened. If this is a bad time to talk, I could call back at a better time for you. You can stop the interview at any time.

Everything you say will be completely confidential. We are not going to tell your parents, your school, or anyone else anything you told us. The researchers have a privacy certificate approved by the National Institute of Justice, which makes it so they cannot be forced to disclose your information. All data will be kept on protected computer systems. There is no direct benefit from participating in the study. Any risk from participating is unlikely; however, some questions deal with sensitive topics and might be upsetting. If you are bothered by any of the questions we can call you back later to provide you with some resources. If you want information about support services you can call 1-800-4-A-CHILD.

We would like you to try to answer every question that you can. However, if there is any question that you don't want to answer, that will be OK. Also, if there is any question that you don't understand, please say so. If, at any point there are too many people around for you to talk freely, just let me know and I can call back later.

YC1. Dr. Chiara Sabina at The Pennsylvania State University is the Principal Investigator for this study. You can contact her with questions, complaints or concerns about the research. Would you like her contact information?

- 1 Yes [717-948-6066; [sabina@psu.edu](mailto:sabina@psu.edu)]
- 2 No
- 3 (vol) Don't know
- 4 (vol) Refuse

YC1a. The Pennsylvania State University's Office for Research Protections and Institutional Review Board may review records related to this research. You can contact the Penn State University's Office for Research Protections with any questions, concerns, or problems about your rights as a research participant or to offer input, but they cannot answer questions about research procedures. Would you like their contact information?

- 1 Yes [814-865-1775]
- 2 No
- 3 (vol) Don't know
- 4 (vol) Refuse

Completion of the interview implies your consent to take part in this research study.

[ CATI: FOR 18 YEAR OLDS, READ IN: YOU MUST BE 18 YEARS OLD OR OLDER TO PARTICIPATE IN THIS STUDY]

YC1b. Can we begin now?(INTERVIEWER NOTE: If wants callback, ask if cell phone would be better and update phone)

- 1 Yes [GO TO Y2]
- 2 Not sure (want to confirm/ want to think about it) [INTERVIEWER NOTE: Ask for child's name/ address/ phone/ email, etc. and record on SAF; set callback for 7 days to continue with child]
- 3 Callback same number [ASK YC2 - ARRANGE CALLBACK]
- 4 Callback different number [ASK YC2 - ARRANGE CALLBACK WITH] UPDATED PHONE NUMBER]
- 5 (VOL) Child Refused [ASK YC1c - QUALIFIED REF]

YC1c. Would you please tell me why you do not want to participate?

- 1 GAVE RESPONSE
- 9 Refusal [END -S/O Child Refuses]

[CATI: WE MUST KEEP ANSWERS TO YC1b IN DATA SET...**DO NOT** AUTO DELETE]

[IF PC2 (CHILD NAME) IS MISSING, ASK YC2; ELSE SET CALLBACK]

YC2. Would you please tell me YOUR first name (or even initials) so we can ask for you when we callback?

- 1 GAVE RESPONSE
- 9. Refusal [SOFT REFUSAL]

Y2. It is best to answer these questions while you are alone and comfortable. Is now a good time to continue?

- 1 Yes [Continue]
- 2 No [Schedule an appointment]

Remember, if at any point you do not want to continue the survey please let me know and I will stop. If circumstances change during the course of our call and you would like me to call back, just say “OK, you're welcome” and I will call you back on another day.

## Appendix 2: AAPOR Final Disposition of Landline RDD and Listed Samples

					
			5111 RDD	5111 Listed	Totals
<b>Interview (Category 1)</b>					
Complete	1.000		111	1414	1525
Partial	1.200		147	1657	1804
<b>Eligible, non-interview (Category 2)</b>					
Refusal and breakoff	2.100		287	2441	2728
<b>Unknown eligibility, non-interview (Category 3)</b>					
Not attempted or worked	3.110		0	0	0
Always busy	3.120		62	256	318
No answer	3.130		3889	4844	8733
Telephone answering device	3.140		1793	7314	9107
Call blocking	3.150				0
Technical phone problems	3.160		3	1209	1212
Respondent never available	3.200		10	238	248
Unknown if eligible respondent (health problems)	3.200		182	545	727
No screener completed	3.210		2149	20459	22608
<b>Not eligible (Category 4)</b>					
Fax/data line	4.200		1437	1191	2628
Non-working/disconnect	4.300		23996	20499	44495
Temporarily out of service	4.330		419	109	528
Cell phone	4.420		7	58	65
Business, government office, other organizations	4.510		1550	748	2298
Screen-outs	4.700		4164	22382	26546
Other	4.900		4	57	61
<b>Total phone numbers used</b>			40210	85421	125631
Completes (1.0)	I		111	1414	1525
Partial Interviews (1.2)	P		147	1657	1804
Refusal and break off (2.1)	R		287	2441	2728
Non Contact (2.2)	NC		0	0	0
Other (2.3)	O		0	0	0
Unknown household (3.1)	UH		5747	13623	19370
Unknown other (3.2, 3.9)	UO		2341	21242	23583
Not Eligible (4.0)	NE		31577	45044	76621
<b>e = Estimated proportion of cases of unknown eligibility that are eligible.</b>		$(I+P+R+NC+O)/((I+P+R+NC+O)+NE)$	0.017	0.109	0.073
<b>Response Rate 1</b>					
		$I/((I+P) + (R+NC+O) + (UH+UO))$	0.013	0.035	0.031
<b>Response Rate 2</b>					
		$(I+P)/((I+P) + (R+NC+O) + (UH+UO))$	0.030	0.076	0.068
<b>Response Rate 3</b>					
		$I/((I+P) + (R+NC+O) + e(UH+UO))$	0.163	0.152	0.166
<b>Response Rate 4</b>					
		$(I+P)/((I+P) + (R+NC+O) + e(UH+UO))$	0.378	0.330	0.362
<b>Cooperation Rate 1</b>					
		$I/((I+P)+R+O)$	0.204	0.257	0.252
<b>Cooperation Rate 2</b>					
		$(I+P)/((I+P)+R+O)$	0.473	0.557	0.550
<b>Cooperation Rate 3</b>					
		$I/((I+P)+R)$	0.204	0.257	0.252
<b>Cooperation Rate 4</b>					
		$(I+P)/((I+P)+R)$	0.473	0.557	0.550
<b>Refusal Rate 1</b>					
		$R/((I+P)+(R+NC+O) + UH + UO)$	0.033	0.060	0.056
<b>Refusal Rate 2</b>					
		$R/((I+P)+(R+NC+O) + e(UH + UO))$	0.421	0.262	0.296
<b>Refusal Rate 3</b>					
		$R/((I+P)+(R+NC+O))$	0.527	0.443	0.450
<b>Contact Rate 1</b>					
		$(I+P)+R+O / ((I+P)+R+O+NC+ (UH + UO))$	0.063	0.137	0.124
<b>Contact Rate 2</b>					
		$(I+P)+R+O / ((I+P)+R+O+NC + e(UH+UO))$	0.799	0.592	0.658
<b>Contact Rate 3</b>					
		$(I+P)+R+O / ((I+P)+R+O+NC$	1.000	1.000	1.000

**APPENDIX III:**

**Survey Instrument**

**Dating Violence Among Latino Adolescents (DAVILA)  
INTRO SCREENING**

Hello, I'm \_\_\_\_\_ from Abt SRBI calling on behalf of The Pennsylvania State University and Northeastern University. We are not selling anything. We are conducting a national survey on issues of Latino children and teen's safety in the United States. This is an important study that will give us a better understanding of the kinds of problems that Latino children face and help us to better plan for the future needs of children and their families. If you qualify and are willing to participate, you will receive \$5 for your time.

S1a. Would you please tell me how many Latino or Hispanic adults age 18 and older live in this household (including part-time)?

- \_\_\_\_\_ Number of Latino/Latina; Range 0 - 10; 10 = 10+  
0 (VOL) None Thank & end [S/O No Latinos]  
98 (VOL) Don't Know Thank & end [Soft Refusal]  
99 (VOL) Refused Thank & end [Soft Refusal]

S1. And how many Latino or Hispanic kids and adolescents between the ages of 12 and 18 live in this household (including part-time)?

- \_\_\_\_\_ Number of 12 to 18 Latino/Latina; Range 0 - 10; 10 = 10+  
0 (VOL) None Thank & end [S/O No Latinos kids]  
98 (VOL) Don't Know Thank & end [Soft Refusal]  
99 (VOL) Refused Thank & end [Soft Refusal]

**QUALIFIED LEVEL 1**

S2. IF S1 = 1 read "May I please speak to the parent/guardian who is most familiar with the child's daily routine and experiences?"

If S1 >1 read "May I please speak to the parent/guardian who is most familiar with the children's daily routine and experiences?"

- 1 Designated Respondent on line GO TO S2c  
2 Someone else  
3 SCHEDULE CALLBACK Schedule call back  
4 Refused Thank and end [Soft Refusal]

S2b. Hello, I'm \_\_\_\_\_ from Abt SRBI calling on behalf of The Pennsylvania State University and Northeastern University. We are not selling anything. We are conducting a national survey on issues of Latino children and teen's safety in the United States. This is an important study that will give us a better understanding of the kinds of problems that Latino children face and help us to better plan for the future needs of children and their families.

S2c. Would you prefer to conduct this survey in English or Spanish?

- 1 English CONTINUE
- 2 Spanish (Spanish speakers toggle to Spanish version Non-Spanish speakers SCHEDULE CALLBACK)
- 3 Don't Know CONTINUE
- 4 Refused CONTINUE

S3. What is the age of the (first/second/third/ETC.) child, age 12 to 18 years old, who is living in the household?

Second child? 3rd? etc.

[CATI: RANGE = 12 TO 18]

Child 1 age (years) \_\_\_\_\_

Child 2 age (years) \_\_\_\_\_

Child 3 age (years) \_\_\_\_\_

Child 4 age (years) \_\_\_\_\_

Child 5 age (years) \_\_\_\_\_

Child 6 age (years) \_\_\_\_\_

Child 7 age (years) \_\_\_\_\_

Child 8 age (years) \_\_\_\_\_

Child 9 age (years) \_\_\_\_\_

Child 10 age (years) \_\_\_\_\_

99=Refused [END – QUALIFIED; Soft Refusal]

IF ONLY ONE CHILD AGED 12 TO 18, THIS IS THE DESIGNATED CHILD. GO TO S5.

IF MORE THAN ONE CHILD IS IN ELIGIBLE AGE RANGE, SAY:

S4. For the next questions we need to focus on just one child. Could you tell me which of these children (aged 12 to 18) has had the most recent birthday/will have the next birthday?

(INTERVIEWER: If multiple of same age & birthdate, say you would like to ask about the child that was born 1<sup>st</sup>)

SHOW AGES FROM S3:

age of designated child [IN YEARS] (12-18)

99=Refused [END – QUALIFIED]

S5. Is your (READIN: AGE OF SELECTED CHILD) a boy or a girl?

- 1 Male
- 2 Female
- 3 Refused [END – QUALIFIED; soft refusal]

## PC1. PARENT CONSENT FOR PARENT INTERVIEW

As part of this survey, the Dating Violence Among Latino Adolescents Study, which is being supported by the National Institute of Justice, we will be doing paid interviews with

approximately 1,500 Latino children and teens across the country and their caregivers. The research study will look at potentially stressful circumstances that happen to some children and how schools and various agencies may better protect kids from dangerous situations. We would like to interview you concerning your child.

Your interview will take approximately 5 minutes. We will be asking you about household information, your thoughts on youth safety and your [AGE] year old's school performance. The information collected will only be used for research purposes. We assure you that the interview is completely confidential; you or your child's name will not be recorded or linked to the answers that you provide. The researchers have a privacy certificate approved by the National Institute of Justice, which makes it so they cannot be forced to disclose your information. The study is completely voluntary and you can stop at any time or refuse to answer any questions you do not wish to answer. The information you provide will be combined with that of 1,500 other responses. In the event of any publication or presentation based on this research study, no personally identifiable information will be disclosed. There are neither direct benefits nor foreseeable discomforts from your participation.

P1. Would you like contact information to check the authenticity of this study?

- 2 Yes [Provide respondent with toll-free number to confirm it--- 1-866-891-9665 (ext 5111) or web address <http://www.carloscuevasphd.com>, select DAVILA ]  
(Interviewer: Offer to send the web address via text or email; write information on SAF)
- 2 No
- 3 (vol) Don't know
- 4 (vol) Refuse

P1a. Dr. Chiara Sabina at The Pennsylvania State University is the Principal Investigator for this study. You can contact her with questions, complaints or concerns about the research. Would you like her contact information?

- 5 Yes [717-948-6066; sabina@psu.edu]
- 6 No
- 7 (vol) Don't know
- 8 (vol) Refuse

P1b. The Pennsylvania State University's Office for Research Protections and Institutional Review Board may review records related to this research. You can contact the Penn State University's Office for Research Protections with any questions, concerns, or problems about your rights as a research participant or to offer input, but they cannot answer questions about research procedures. Would you like their contact information?

- 5 Yes [814-865-1775]
- 6 No
- 7 (vol) Don't know
- 8 (vol) Refuse

You must be 18 years or older to participate. Completion of the interview implies your consent to take part in this research study.

P2. Could we begin?

- 1 Yes [Continue to Q1]
- 2 Want to confirm [Offer letter, call back in 7 days; Complete SAF]
- 3 Want to think about it [Offer letter, call back in 7 days; Complete SAF]
- 4 Refused [HARD Refusal]

P2B. Would you please tell me why you do not want to participate?

Refusal [END-Qualified; Hard]

[CATI: WE MUST KEEP ANSWERS TO P2B IN DATA SET...**DO NOT** AUTO DELETE]

## QUALIFIED LEVEL 2

### SECTION TIMING 1

### STATE OF YOUTH SAFETY

Q2. I'd like you to think of how much certain things are a problem in the LATINO COMMUNITY today. (Please tell me on a scale of 1 to 5 with 1 being not at all a problem, 3 being moderate problem and 5 being a very big problem in the Latino community). How much is [ITEM] a problem in the LATINO COMMUNITY on a scale from 1 to 5?

Items	Not at all	A little bit	Moderate	Quite a bit	Very Big	Don't Know	Ref
a. Child abuse	1	2	3	4	5	8	9
b. Delinquency by children/teens.	1	2	3	4	5	8	9
c. Domestic violence.	1	2	3	4	5	8	9
d. Sexual assault.	1	2	3	4	5	8	9
e. Discrimination towards Latinos	1	2	3	4	5	8	9

### School Performance (Parent Response)

Now, I have a few questions about your [AGE] year old's school performance.

SP 1) How well does your [AGE] year old] do in school? Would you say [his/her] grades are below average which is mostly D's and F's, average, which is mostly C's, or above average, which is mostly A's and B's?

1. below average
2. average
3. above average
- 98 DK
- 99 R

SP 4) Does your [AGE] year old receive any special educational services at school (e.g., IEP (Individualized Education Program), 504 plans, special ed., etc.)

1. Yes
2. No
98. DK
99. Refused

SP 5) Has your [AGE] year old dropped out of school?

1. Yes
2. No
98. DK
99. Refused

### **Parent's Demographic Information**

OK, we just have a few more questions for statistical purposes.

PD1. How old are you? \_\_\_\_\_

- 1 \_\_\_\_\_ Range: 18 to 97; 97 = 97+
- 98 DK
- 99 R

PD2. What country were you born in?

1. United States
2. Mexico
3. Puerto Rico
4. Cuba
5. Dominican Republic
6. El Salvador
7. Honduras
8. Guatemala
9. Other (specify) \_\_\_\_\_
- 98 DK
- 99 R

(ASK PD3 IF PD2 NE 1, ELSE SKIP TO PD4)

PD3. How old were you when you came to the U.S.?

1 \_\_\_\_\_ Range: 0 to 97; 97 = 97+; 0 = less than 1 years old  
98 DK  
99 R

(skip to question PD4a)

PD4. What is your ethnic background (Read if necessary, mark all that apply)?

1. Mexican
  2. Puerto Rican
  3. Cuban
  4. Dominican
  5. Salvadorian
  6. Honduran
  7. Guatemalan
  8. Other (specify) \_\_\_\_\_
- 98 DK  
99R

PD4a. What country was your [AGE] year old born in?

1. United States
  2. Mexico
  3. Puerto Rico
  4. Cuba
  5. Dominican Republic
  6. El Salvador
  7. Honduras
  8. Guatemala
  9. Other (specify) \_\_\_\_\_
- 98 DK  
99 R

PD5. Was your mother born in the US?

1. Yes
  2. No
- 98DK  
99R

PD6. Was your father born in the US?

1. Yes
  2. No
- 98DK  
99R

PD8. What is your highest level of education? (READ IF NECESSARY)

- 1 Less than high school
- 2 High school graduate
- 3 Some college / trade school
- 4 Two-year college graduate (e.g., community college)
- 5 Four-year college graduate

- 6 Some graduate school
- 7 Graduate degree
- 98DK
- 99R

PD9. What was your total 2010 household income before taxes? (Make your best guess.) (Probe if needed) (READ IF NECESSARY)

- 1 Under \$9,999
- 2 \$10,000 to \$19,999
- 3 \$20,000 to \$29,999
- 4 \$30,000 to \$39,999
- 5 \$40,000 to \$49,999
- 6 \$50,000 to \$59,999
- 7 \$60,000 to \$69,999
- 8 \$70,000 to \$79,999
- 9 \$80,000 or more
- 98DK
- 99R

D7. Are you currently employed full-time, part-time, in the military, unemployed and looking for work, unemployed and NOT looking for work, retired and NOT working, a student, a homemaker, receiving public assistance or something else? MULTI RECORD

- 1 Employed full-time,
- 2 Employed part-time,
- 3 In the military
- 4 Unemployed and looking for work,
- 5 Unemployed and not looking for work
- 6 Retired and not working,
- 7 A student,
- 8 A homemaker or
- 9 Receiving public assistance
- 10 Something else?
- 98 (VOL) Don't know/Not sure
- 99 (VOL) Refused

PD11. What is your relationship status?( Read if necessary)

- 1. Single (never married)
- 2. Living together/committed relationship
- 3. Married
- 4. Divorced
- 5. Widowed
- 6. Dating
- 7. Separated
- 8. Other (please specify)\_\_\_\_\_
- 98DK
- 99R

PD12. How many children do you have whether they currently live with you or not. Please include any step, foster and/or adopted children?

1 \_\_\_\_\_ Range: 1 to 97; 97 = 97+  
98 DK  
99 R

PD13. How many of these children currently live with you?

1 \_\_\_\_\_ Range: 1 to 97; 97 = 97+  
98 DK  
99 R

PD14. Who else do you live with (mark all that apply)?:

1. Spouse
  2. Boyfriend/girlfriend
  3. Father
  4. Mother
  5. Grandparent(s)
  6. Brother(s)
  7. Sister(s)
  8. No one else
  9. Other (please specify) \_\_\_\_\_
- 98 DK  
99 R

PD15 Are you Male or Female? (Ask only if necessary)

1. Male
  2. Female
- 98 DK  
99 R

PF6. OK. Now I need to get your name and address to send you the \$5 check. It will be kept confidential and only be used to send you this check.

What is the first and last name, so we can write it on the check?

What is the address (record house number and street)?

City?

State?

Zip?

[CATI: IF PF6=DK/REF THEN SKIP TO PARENT CONSENT FOR CHILD INTERVIEW]

PF6b. You should receive your check within the next 4-6 weeks. I just have one more question for you.

## SECTION TIMING 2

**LANG1**

INTERVIEWER – THE PARENT PORTION OF THIS INTERVIEW WAS CONDUCTED IN  
1- ENGLISH  
2-SPANISH

**PARENT CONSENT FOR CHILD INTERVIEW (IF CHILD UNDER 18)**

[CATI: if selected child is 18 skip parental consent text and go directly to PC1]

Since this research study looks at potentially stressful circumstances that happen to some children, and how schools and various agencies may better protect kids from dangerous situations, we would like to ask your permission to interview your child as well. If [he/she] chooses to participate, we will send [him/her] a check for **\$10** as a token of our appreciation

The interview with your child will take approximately 20 minutes and can be done at any time that is convenient for [him/her]. We will be asking [him/her] about things that may have happened in [his/her] school, neighborhood, or home, and about what kind of help or social services [he/she] received for some of these things. Some of the questions will involve sensitive issues, such as whether he/she has ever experienced dating violence, unwanted sexual advances and whether he/she has been a victim of other forms of violence. What is discussed during our interview will be kept confidential; your child’s name will not be linked to the information they provide. .

We will uphold the same confidentiality standards for your child’s interview as we did for your interview. The study is completely voluntary and your child can stop at any time or refuse to answer any questions they do not wish to answer. Doing so will result in no penalty or loss of benefits your child would receive otherwise. There is no direct benefit or foreseeable risks or discomforts from your child’s participation. Some questions for your child deal with sensitive topics and might be upsetting. I will ask [him/her] if [he/she] is distressed at the end of the survey and call [him/her] back if [he/she] would like information for services. If you want information about support services you can call 1-800-4-A-CHILD.

PC1. If Child is 18 Read: “OK, now we would like to speak to your 18 year old please. If [he/she] agrees to answer some questions, we will send [him/her] \$10.” If Child is <18 Read: “May we speak to your [AGE] year old to see if [he/she] would like to participate in the study?”

- |   |   |
|---|---|
| Yes, now  | 1 [GO TO Pend03]  |
| Yes, but call on<br>child’s/another phone -<br>CELL     | 2 GO TO PC2   |
| Yes, but call on<br>child’s/another phone -<br>LANDLINE | 3 GO TO PC2   |
| Not available now                                       | 4 GO TO PC2   |
| Send letter first                                       | 5 Ask for parent’s name/address set callback for 7 days to get<br>consent to speak to child; Complete SAF |
| Want to think about it                                  | 6 Offer letter, ask for parent’s name and callback in 3 days  |
| Child refuses through parent                            | 7 Thank and end   |

**QUALIFIED LEVEL 3**

PC1b. Would you please tell me why you do not want YOUR CHILD to participate?

2 \_\_\_\_\_  
Refusal [END - QUALIFIED]

[CATI: WE MUST KEEP ANSWERS TO PC1b IN DATA SET...**DO NOT** AUTO DELETE]

PC2. Would you please tell me this child's first name (or even initials) so we can ask for [him/her] when we callback?

\_\_\_\_\_

PC3. What is the best number to use? (INTERVIEWER: Enter in new phone number as 10 digits)

PC3a Is this a cell phone number? (IF YES, DISPO AS FOREIGN LANGUAGE - KOREAN)

**Pend03 Read:** "OK, thank you for your participation."**If PC1 = 1 Read:** May I please speak to your [age] year old [son/daughter] now?

[If parent said must call child on new number, Interviewer will see the following:]

PI76e INTERVIEWER: ARE YOU ABLE TO DIAL THROUGH TO THE CHILD NOW?

**[CATI: PI76e is from 4866, Paul programmed it so the interview doesn't end if the interviewer can dial through to the new number immediately, please check with him on this programming.]**

**YOUTH ASSENT/CONSENT**

Hi. My name is \_\_\_\_\_. We are conducting a national survey on issues of Latino children and teen's safety in the United States. If you decide to participate, we will send you a check for \$10.

Y1. Would you prefer I continue in English or Spanish?

1 English (Toggle to English if needed)  
2 Spanish (Spanish speakers toggle to Spanish version Non-Spanish speakers

SCHEDULE CALLBACK)

3 Don't Know CONTINUE

4 Refused CONTINUE

We would like to ask you to participate in an important research study, the Dating Violence Among Latino Adolescents Study, which is being conducted by the Pennsylvania State University and Northeastern University and is sponsored by the National Institute of Justice. This is part of a national survey of approximately 1,500 Latino children and teens. We are interested in your experiences, so that we can better understand the kinds of things that young people go through and better serve them. In this interview we will be asking you some questions about things that may have happened in your school, in your neighborhood, or at home, specifically focusing on dating violence and other forms of victimization. We'll also be asking you about any help you may have gotten for anything that happened and how you've been feeling lately. We are going to be combining your answers with those from other kids to understand the experiences of young Latinos and Latinas in the United States.

You were chosen completely at random to represent the experiences of young people your age. You don't have to participate in this interview if you don't want to, but your help will make a big difference.

The interview will take about 20 minutes to complete. We will be asking you some questions about dangerous situations you may have faced and about some personal situations, where you might have been threatened. If this is a bad time to talk, I could call back at a better time for you. You can stop the interview at any time.

Everything you say will be completely confidential. We are not going to tell your parents, your school, or anyone else anything you told us. The researchers have a privacy certificate approved by the National Institute of Justice, which makes it so they cannot be forced to disclose your information. All data will be kept on protected computer systems. There is no direct benefit from participating in the study. Any risk from participating is unlikely; however, some questions deal with sensitive topics and might be upsetting. If you are bothered by any of the questions we can call you back later to provide you with some resources. If you want information about support services you can call 1-800-4-A-CHILD.

We would like you to try to answer every question that you can. However, if there is any question that you don't want to answer, that will be OK. Also, if there is any question that you don't understand, please say so. If, at any point there are too many people around for you to talk freely, just let me know and I can call back later.

YC1. Dr. Chiara Sabina at The Pennsylvania State University is the Principal Investigator for this study. You can contact her with questions, complaints or concerns about the research.

Would you like her contact information?

- 1 Yes [717-948-6066; [sabina@psu.edu](mailto:sabina@psu.edu)]
- 2 No
- 3 (vol) Don't know
- 4 (vol) Refuse

YC1a. The Pennsylvania State University's Office for Research Protections and Institutional Review Board may review records related to this research. You can contact the Penn State University's Office for Research Protections with any questions, concerns, or problems about your rights as a research participant or to offer input, but they cannot answer questions about research procedures. Would you like their contact information?

- 1 Yes [814-865-1775]

- 2 No
- 3 (vol) Don't know
- 4 (vol) Refuse

Completion of the interview implies your consent to take part in this research study.

[ CATI: FOR 18 YEAR OLDS, READ IN: YOU MUST BE 18 YEARS OLD OR OLDER TO PARTICIPATE IN THIS STUDY]

YC1b. Can we begin now?(INTERVIEWER NOTE: If wants callback, ask if cell phone would be better and update phone)

- 1 Yes [GO TO Y2]
- 2 Not sure (want to confirm/ want to think about it) [INTERVIEWER NOTE: Ask for child's name/ address/ phone/ email, etc. and record on SAF; set callback for 7 days to continue with child]
- 3 Callback same number [ASK YC2 - ARRANGE CALLBACK]
- 4 Callback different number [ASK YC2 - ARRANGE CALLBACK WITH] UPDATED PHONE NUMBER]
- 5 (VOL) Child Refused [ASK YC1c - QUALIFIED REF]

YC1c. Would you please tell me why you do not want to participate?

- 1 GAVE RESPONSE
- 9 Refusal [END –S/O Child Refuses]

[CATI: WE MUST KEEP ANSWERS TO YC1b IN DATA SET...**DO NOT** AUTO DELETE]

[IF PC2 (CHILD NAME) IS MISSING, ASK YC2; ELSE SET CALLBACK]

YC2. Would you please tell me YOUR first name (or even initials) so we can ask for you when we callback?

- 1 GAVE RESPONSE
9. Refusal [SOFT REFUSAL]

Y2. It is best to answer these questions while you are alone and comfortable. Is now a good time to continue?

- 1 Yes [Continue]
- 2 No [Schedule an appointment]

Remember, if at any point you do not want to continue the survey please let me know and I will stop. If circumstances change during the course of our call and you would like me to call back, just say "OK, you're welcome" and I will call you back on another day.

### SECTION TIMING 3

#### Youth Background Information – Section O

##### OK. First, just a few questions about you.

YB1. How old are you? \_\_\_\_\_ (RANGE: 12 to 18; 98 = Don't know, 99 = Refused)

YB2. What grade are you in?

1. 5<sup>th</sup> Grade
2. 6<sup>th</sup> Grade
3. 7<sup>th</sup> Grade
4. 8<sup>th</sup> Grade
5. 9<sup>th</sup> Grade
6. 10<sup>th</sup> Grade
7. 11<sup>th</sup> Grade
8. 12<sup>th</sup> Grade
9. Graduated from High school
10. Home schooled
11. Not in school
12. Other (Specify)

98 Don't Know

99 Refused

YB3. Do you currently have a job?

1. Yes, full time
2. Yes, part-time
3. Yes, seasonal (e.g., summer job)
4. No

98 Don't Know

99 Refused

#### Brief Acculturation Rating Scale for Mexican-Americans- II – Section B

B. Ok, now I am going to read a list of statements that deal with Anglo and Latino languages and cultures. Please indicate how the statement describes you, using a scale of 1 to 5 where 1 means not at all, 2 means very little, 3 means moderate, 4 means very often and 5 means almost always.

So for the first statement [Item] would you give that a 1, 2, 3, 4, or 5? (Read descriptions if necessary)

[NOTE: (VOL) Don't know = 98; (VOL) Refused = 99]

Items	Not at all	Very little	Moderate	Very often	Almost always
1. I speak Spanish.	1	2	3	4	5

---

2. I speak English.	1	2	3	4	5
3. I enjoy speaking Spanish.	1	2	3	4	5
4. I associate with Anglos.	1	2	3	4	5
5. I enjoy English language movies.	1	2	3	4	5
6. I enjoy Spanish language TV.	1	2	3	4	5
7. I enjoy Spanish language movies.	1	2	3	4	5
8. I enjoy reading books in Spanish.	1	2	3	4	5
9. I write letters in English.	1	2	3	4	5
10. My thinking is done in the English language.	1	2	3	4	5
11. My thinking is done in the Spanish language.	1	2	3	4	5
12. My friends are of Anglo origin.	1	2	3	4	5

## SECTION TIMING 4

*(Adapted January 2011 DAVILA Version)*

Now we are going to ask you about some things that might have happened in the last year.

### TIME BOUNDING AND PRACTICE ITEMS

#### Time Bounding

Let's take a minute and get a good idea of what I mean by "in the last year."

It is [CURRENT MONTH], so when I say "in the last year" I mean from [current month - 1] 2010 to today.

So for example, we would be talking about things that happened since [READ IN] in 2010 to now.

#### READ INS

March: "Beginning of spring"

April: "Spring break from school" or "around Easter, Passover"

May: “Spring, maybe the end of school or around Mother’s Day”  
June: “Beginning of summer or the end of the school year or around graduations”  
July: “around the 4<sup>th</sup> of July or your summer or family vacation”  
August: “the end of summer or when you went back to school or getting ready to go back to school”  
September: Return to school for many, Labor Day weekend  
October: Halloween, Fall weather  
November: Thanksgiving  
December: School out for winter break. Christmas, Hanukkah.

Does that give you a good idea of when we are talking about? [*pause for reply*]  
(INTERVIEWER: If child says yes, say “Great, let’s continue with the survey” and continue. If child says no, try to identify further events in child’s life to bound time frame or answer questions as appropriate. If child appears to have difficulty, try to identify source of difficulty, determine what child’s answers should be based on open-ended discussion, and go over how he/she would answer.)

**YB4.** Have you had a boyfriend or girlfriend in the last year

1. Yes, girlfriend
  2. Yes, boyfriend
  3. both boyfriends and girlfriends
  4. No
- 98 (vol) Don’t know  
99 (vol) Refused

Ask YB4a if YB4= 1, 2, or 3; else skip to YB5

YB4a. How many boyfriends/girlfriends have you had in the last year? (Your best guess is fine)

- 1 \_\_\_\_\_ Range: 1 to 97; 97 = 97+  
98 Don’t know  
99 Refused

[ASK YB5 if YB4 NOT EQUAL 1, 2 or 3 (YES or both); else skip to YB6]

**YB5.** Have you been out on a date with anyone in the last year?

1. Yes
  2. No
- 98 (vol) Don’t know  
99 (vol) Refused

**Ask YB5a.** If yb5=1; else skip to YB6

YB5a.: How many different people have you been on dates with?(Your best guess is fine)

- 1 \_\_\_\_\_ Range: 1 to 97; 97 = 97+  
98 Don’t know  
99 Refused

YB6. Do you consider yourself to be:

1. Straight (if male say: “do you generally like to date girls” if female say: “do you generally like to date boys”)
  2. Gay (if male say: “do you generally like to date boys” if female say: “do you generally like to date girls”)
  3. Bi-sexual (“do you like to date both boys and girls”) or
  4. Not sure/in transition
- 98 (vol) Don’t know  
99 (vol) Refused

## SECTION TIMING 5

### **Juvenile Victimization Questionnaire (JVO) Child Self-Report – Section D**

Now I am going to ask you some questions about negative experiences that may have happened to you in the past year [From CURRENT MONTH-1 2010 to CURRENT MONTH & YEAR]. Before we begin, I want to remind you that your answers are completely confidential. If there is a particular question that you don't want to answer, that's O.K. But it is important that you be as honest as you can, so that the researchers can get a better idea of the kinds of things that Latino youth sometimes experience so they can be helped. Remember, if at any point you do not want to continue the survey please let me know and I will discontinue. If circumstances change during the course of our call and you would like me to call back, just say “OK, you're welcome” and I'll call you back on another day.

#### *Module A: CONVENTIONAL CRIMES*

**DC4) Sometimes people are attacked WITH sticks, rocks, guns, knives, or other things that would hurt. In the last year, did anyone hit or attack you on purpose WITH an object or weapon? Somewhere like: at home, at school, at a store, in a car, on the street, or anywhere else?**

- 1 YES  
2 NO  
98 (vol) Don’t know  
99 (vol) Refused

**DC5) In the last year, did anyone hit or attack you WITHOUT using an object or weapon?**

- 1 YES  
2 NO  
98 (vol) Don’t know  
99 (vol) Refused

**DC8) In the last year, were you hit or attacked because of your skin color, religion, or where your family comes from? Because of a physical problem you have? Or because someone said you are gay?**

- 1 YES  
2 NO  
98 (vol) Don’t know

**99 (vol) Refused**

***Module B: CHILD MALTREATMENT – Section E***

**Next, we ask about grown-ups who take care of you. This means parents, babysitters, adults who live with you, or others who watch you.**

**EM1) Not including spanking on your bottom, in the last year, did a grown-up in your life hit, beat, kick, or physically hurt you in any way?**

**1 YES**

**2 NO**

**98 (vol) Don't know**

**99 (vol) Refused**

**EM2) In the last year, did you get scared or feel really bad because grown-ups in your life called you names, said mean things to you, or said they didn't want you?**

**1 YES**

**2 NO**

**98 (vol) Don't know**

**99 (vol) Refused**

**EM3) When someone is neglected, it means that the grown-ups in their life didn't take care of them the way they should. They might not get them enough food, take them to the doctor when they are sick, or make sure they have a safe place to stay. In the last year, did you get neglected?**

**1 YES**

**2 NO**

**98 (vol) Don't know**

**99 (vol) Refused**

***Module C: PEER AND SIBLING VICTIMIZATIONS – Section F***

**FP1) Sometimes groups of kids or gangs attack people. In the last year, did a group of kids or a gang hit, jump, or attack you?**

**1 YES**

**2 NO**

**98 (vol) Don't know**

**99 (vol) Refused**

**FP2) (If yes to P1, say: "Other than what you just told me about.....") In the last year, did any kid, even a brother or sister, hit you? Somewhere like: at home, at school, out playing, in a store, or anywhere else?**

**1 YES**

**2 NO**

**98 (vol) Don't know**

**99 (vol) Refused**

**FP4) In the last year, did any kids, even a brother or sister, pick on you by chasing you or grabbing your hair or clothes or by making you do something you didn't want to do?**

**1 YES**

**2 NO**

**98 (vol) Don't know**

**99 (vol) Refused**

**FP5) In the last year, did you get scared or feel really bad because kids were calling you names, saying mean things to you, or saying they didn't want you around?**

**1 YES**

**2 NO**

**98 (vol) Don't know**

**99 (vol) Refused**

**FP6) In the last year did a boyfriend or girlfriend or anyone you went on a date with slap or hit you?**

**1 YES**

**2 NO**

**98 (vol) Don't know**

**99 (vol) Refused**

***Module D: SEXUAL VICTIMIZATIONS – Section G***

**GS1) In the last year, did a grown-up YOU KNOW touch your private parts when you didn't want it or make you touch their private parts? Or did a grown-up YOU KNOW force you to have sex?**

**1 YES**

**2 NO**

**98 (vol) Don't know**

**99 (vol) Refused**

**GS2) In the last year, did a grown-up you did NOT KNOW touch your private parts when you didn't want it, make you touch their private parts or force you to have sex?**

**1 YES**

**2 NO**

**98 (vol) Don't know**

**99 (vol) Refused**

**GS3) Now think about kids your age, like from school, a boyfriend or girlfriend, or even a brother or sister. In the last year, did another child or teen make you do sexual things?**

**1 YES**

**2 NO**

**98 (vol) Don't know**

**99 (vol) Refused**

**GS4) In the last year, did anyone TRY to force you to have sex, that is sexual intercourse of any kind, even if it didn't happen?**

- 1 YES**
- 2 NO**
- 98 (vol) Don't know**
- 99 (vol) Refused**

**GS7) In the last year, did you do sexual things with anyone 18 or older, even things you both wanted?**

- 1 YES**
- 2 NO**
- 98 (vol) Don't know**
- 99 (vol) Refused**

**HST1) In the last year, have you ever been STALKED by anyone? For example, has anyone ever followed or spied on you and you were afraid or worried that they would hurt you?**

- 1 YES**
- 2 NO**
- 98 (vol) Don't know**
- 99 (vol) Refused**

## **SECTION TIMING 6**

### **VICTIMIZATION COUNTER**

Count 1 (yes) for each DC4 through HST1

### **VICTIMIZATION FOLLOW-UP LOOP INSTRUCTIONS**

**[CATI: IF NO TO ALL INCIDENTS IN DC4 THROUGH HST1, SKIP FOLLOW-UP LOOP SECTION AND GO TO INSTRUCTIONS BEFORE CT3]**

O.K. Now I just have a few questions about some of the event(s) you told me about. you said that [ EVENT readin]

### **EVENT READINS:**

- DC4) In the last year, someone hit or attacked you on purpose WITH an object or weapon**
- DC5) In the last year, someone hit or attacked you WITHOUT using an object or weapon.**

- DC8) In the last year, someone hit or attacked you because of your skin color, religion, where your family comes from, you are gay, or because of a physical problem you have.
- EM1) In the last year, A grown-up in your life hit, beat, kick, or physically hurt you.
- EM2) In the last year, you got scared or felt really bad because grown-ups in your life called you names, said mean things to you, or said they didn't want you.
- EM3) In the last year, you were neglected. (When someone is neglected, it means that the grown-ups in their life didn't take care of them the way they should. They might not get them enough food, take them to the doctor when they are sick, or make sure they have a safe place to stay.)
- FP1) In the last year, a group of kids or a gang hit, jumped, or attacked you.
- FP2) In the last year, a kid, (even a brother or sister, hit you).
- FP4) In the last year, some kids (even a brother or sister) picked on you by chasing you or grabbing your hair or clothes or by making you do something you didn't want to do.
- FP5) In the last year, you got scared or felt really bad because kids were calling you names, saying mean things to you, or saying they didn't want you around.
- FP6) In the last year a boyfriend or girlfriend or someone you went on a date with slapped or hit you.
- GS1) In the last year, a grown-up YOU KNOW touched your private parts when you didn't want it or made you touch their private parts or forced you to have sex.
- GS2) In the last year, a grown-up you did NOT KNOW touched your private parts when you didn't want it, made you touch their private parts or forced you to have sex.
- GS3) In the last year, another child or teen made you do sexual things.
- GS4) In the last year, someone TRIED to force you to have sex, that is sexual intercourse of any kind, even if it didn't happen.
- GS7) In the last year, you did sexual things with someone 18 or older, even things you both wanted.
- HST1) In the last year, you were *stalked* by someone.

Main Q's	Follow Up Q's																	
	a	b	e	f	g	h	ha	i	j	ja	jb	l	m	ma	n	o	q	t
DC4	X		X	X	X	X		X	X									
DC5	X	X	X	X	X	X		X	X									
DC8	X	X	X	X	X	X	X	X	X	X	X							X
EM1	X	X	X	X	X	X		X	X			X						
EM2	X	X				X		X	X									
EM3	X	X	X	X	X	X		X	X									
FP1	X	X	X	X	X	X	X	X		X	X	X						
FP2	X	X	X	X	X	X		X	X			X	X	X				
FP3	X	X	X	X	X	X		X	X			X						
FP4	X	X	X	X	X	X		X	X				X	X				
FP5	X	X				X		X	X									
FP6	X	X	X	X	X	X		X	X			X						
GS1	X	X	X	X	X	X		X	X				X	X	X	X		
GS2	X	X	X	X	X	X		X	X				X	X	X	X		
GS3	X	X	X	X	X	X		X	X				X	X	X	X		
GS4	X	X	X	X	X	X		X	X				X	X	X		X	
GS7	X	X	X	X	X	X		X	X				X	X	X	X		
HST1	X	X				X		X	X				X	X				

## VICTIMIZATION FOLLOW UP LOOP QUESTIONS

### Ask loop questions as listed in follow-up Qs matrix

a) How many times did this happen to you in the last year?

\_\_\_\_\_ times RANGE (1-96, 97=97 OR MORE, 98=NOT SURE, 99=REF)

[Interviewer: If respondent is unsure, say “Would you say it was closer to 10 times, closer to 50 times or more than that?” Assist respondent in pinpointing number of times. If more than one time, say “Answer the next questions about the last time this happened.”]

[Ask b if more than 1 victimization endorsed]

b) **[If YES to any previous victimization]** Is this part of [if only one other time READ ‘the’/ if more than one other time READ ‘some other’] time you have already given me details about?

1 Yes If Yes, ask “Which time was that?”, record item # here \_\_\_\_ (MULTIPLE RESPONSE)

**[CATI MUST LIST ALL VICTIMIZATION QUESTIONS ENDORSED. IF VICTIMIZATION(S) LISTED AND FOLLOW-UP Qs HAVE ALREADY BEEN ASKED FOR THAT/THOSE INCIDENTS SKIP FOLLOW-UP LOOP AND GO TO NEXT EVENT UNTIL YOU RUN OUT OF EVENTS]**

2 No

**98 (vol) Don’t Know**

**99 (vol) Refused**

e) Were you physically hurt [the last time/when] this happened? *[If this is the first time injury question is asked, read definition:]* “Hurt” means you could still feel pain in your body the next day, you had a bruise, you had a cut that bled, or anything more serious like a broken bone.

1 Yes [GO TO f]

2 No [GO TO g]

**98 (vol) Don’t Know [GO TO g]**

**99 (vol) Refused [GO TO g]**

Ask f if e = 1, else skip to g.

f) What kind of injury was it? (Indicate all that apply)

1 small bruise, scrape, or cut

2 large bruise, major cut, or black eye

3 sprain, broken bone, or broken teeth

4 injury inside his/her body

5 knocked-out or hit unconscious

6 other (specify) \_\_\_\_\_

**98 (vol) Don’t Know**

**99 (vol) Refused**

g) Did you go to the hospital, a doctor’s office, or some kind of health clinic because of what happened?

1 Yes

2 No

**98 (vol) Don't Know**

**99 (vol) Refused**

h) How many people did this to you? (the last time this happened)

\_\_\_\_\_ RANGE (1-96, 97=97 OR MORE, 98=NOT SURE, 99=REF)

ha) Was this an organized gang, a group of kids or something else?.

1 A group of kids

2 One or more people from an organized gang

3 Other \_\_\_\_\_ (write in who it was—recode answer if not gang-related)

**98 (vol) Don't Know**

**99 (vol) Refused**

ja) How many of them were boys? \_\_\_\_\_

\_\_\_\_\_ RANGE (0-96, 97=97 OR MORE, 98=NOT SURE, 99=REF)

jb) How many of them were girls? \_\_\_\_\_

\_\_\_\_\_ RANGE (0-96, 97=97 OR MORE, 98=NOT SURE, 99=REF)

i) IF ONLY 1 IN h, ASK: Who did this? How do you know him or her? IF 2 OR MORE ASK FOR EACH UP TO FIVE: Who was the 1<sup>st</sup> person who did this? Who was the 2<sup>nd</sup> person who did this? Etc. [*Interviewer: Try to categorize from open-ended response. Read categories if needs help*].

1 Stranger (a stranger is someone you don't know)

2 Your boyfriend, girlfriend, date, or ex-boyfriend or ex-girlfriend

3 Someone you know such as a friend, neighbor, or someone from school (under 18 years old)

4 Brother/step-brother

5 Sister/step-sister

6 Other child who lives with you (such as cousin, foster-sibling).

7 Father

8 Step-father

9 Foster father

10 Mother

11 Step-mother

12 Foster mother

13 Parent's boyfriend or girlfriend who lives with you

14 Parent's boyfriend or girlfriend who does not live with you

15 Uncle, aunt, grandparent, or other adult relative who lives in your home

16 Grown-up you know but do not live with, such as teacher, coach, neighbor, or babysitter

17 Young relative, such as cousin, young uncle, who does not live with you (under 18 years old)

18 Grown-up relative, such as uncle, aunt, grandparent, who does not live with you

19 Other \_\_\_\_\_ (write in who it was)

**98 (vol) Don't Know**

**99 (vol) Refused**

[If h>1 ask i1; else skip to next appropriate question]

[If 2 or more at h and DK/REF for ALL then DO NOT SHOW THE intro above i1 and auto punch i1 as DK/REF]:

The next set of questions are about the most recent time this happened to you.

i1. Who was the main person? [CATI: List selections from i]

1 Gave Response

**98 Don't know**

**99 Refused**

[CATI: if says DK or R, priority select 2, or 3, if neither are endorsed, select random perp and display: Ok, for the next set of questions, we are going to discuss when [selection] did this to you.

[CATI: if 2 or more at h and DK or R at i for ALL then display: Ok, for the next set of questions, we are going to discuss when someone did this to you the most recent time]

j) Was this person a man, woman, boy, or girl? (The last person who did this to you)

1 Man

2 Woman

3 Boy

4 Girl

**98 (vol) Don't Know**

**99 (vol) Refused**

l) Did someone use a stick, rock, gun, knife, or other thing that could hurt?

1 Yes

2 No

**98 (vol) Don't Know**

**99 (vol) Refused**

m). How old was this person? (The last person who did this to you; your best guess is fine.)

\_\_\_\_\_ (enter age 5-96)

97 Not applicable

98 (vol) Don't know / not sure

99 (vol) Refused/Not ascertainable

[IF m <97 ask ma, else skip to next appropriate question(s)]

ma). How certain are you that you know this person's true age? Would you say ...

1 Not at all

2 Somewhat

3 Very

4 Extremely

- 97 Not applicable
- 98 (vol) Don't know / not sure
- 99 (vol) Refused/Not ascertainable

n) Did this person (persons) put any part of their body inside you?

- 1 Yes
- 2 No
- 98 (vol) Don't know / not sure
- 99 (vol) Refused/Not ascertainable

Ask o if n NE = 1, else skip to next appropriate question(s)

o) Did this (these) person (persons) try to put any part of their body inside you?

- 1 Yes
- 2 No
- 98 (vol) Don't know / not sure
- 99 (vol) Refused/Not ascertainable

q) When this happened, did someone actually use physical force by pushing, grabbing, hitting, or threatening you with a weapon?

- 1 Yes
- 2 No
- 98 (vol) Don't know / not sure
- 99 (vol) Refused/Not ascertainable

t) Why do you think this happened? (Probe with list if needed; multiple response)

- 1 Your skin color
- 2 Your religion
- 3 Where you come from
- 4 Because of some physical problem you have
- 5 Because someone said were gay
- 98 (vol) Don't know / not sure
- 99 (vol) Refused/Not ascertainable

**Conflict Tactics Scale – 2 Short Form – Section J**

**SECTION TIMING 7**

[IF YB4 = 1, 2 or 3 (“Yes” or “both” boyfriend/girlfriend) OR YB5 = 1 (Yes, been on date) continue with this section, else, skip to instructions for section K]

**CTS REMOVED DUE TO COPYRIGHT COMPLIANCE**

## **Help-Seeking Behavior – Section K**

### **SECTION TIMING 8**

**[CATI: IF NO, DK, REF TO ALL INCIDENTS IN DC4 THROUGH HST1 and IF PUNCH 2, 3, DK & REF FOR CT10, CT12 or CT18, SKIP TO L1]**

When incidents like what we've talked about happen, sometimes young women and men get help or advice from a friend, sometimes they seek help from within the school and sometimes they seek help outside, a trustworthy adult, agency, or even the police. On the other hand, sometimes they decide it is best not to contact anyone. I am going to describe some of these possibilities, and I would like you to tell me if you ever did any of these things.

Remember, if at any point you do not want to continue the survey please let me know and I will discontinue. If circumstances change during the course of our call and you would like me to call back, just say "OK, you're welcome" and I'll call you back on another day.

### **EVENT SELECTION PRIORITY1**

[CATI: Incident SELECTION PRIORITY1 ORDER: IF "i" = 2 (bf/gf/date) for (in this order): GS3, CT18; GS4, DC4, FP6, DC5, CT12; CT10, FP2, or HST1. IF NONE of these conditions are met, go to , skip to L1]

READ: Earlier, you'd mentioned that [EVENT READINS2].

READ [If there is only one eligible event: "Earlier, you said [EVENT]. I'd like to ask you ....

### **EVENT READINS2:**

DC4) In the last year, YOUR BOYFRIEND/GIRLFIREND hit or attacked you on purpose WITH an object or weapon

DC5) In the last year, YOUR BOYFRIEND/GIRLFIREND hit or attacked you WITHOUT using an object or weapon.

FP2) In the last year, YOUR BOYFRIEND/GIRLFIREND hit you.

FP6) In the last year a boyfriend or girlfriend or anyone you went on a date with slap or hit you.

GS3) In the last year, YOUR BOYFRIEND/GIRLFIREND made you do sexual things.

GS4) In the last year, YOUR BOYFRIEND/GIRLFIREND TRIED to force you to have sex, that is sexual intercourse of any kind.

HST1) In the last year, you were *stalked* by YOUR BOYFRIEND/GIRLFIREND.

CT18) In the last year [READIN]used force (like hitting, holding down, or using a weapon) to make you have sex

CT10) In the last year[READIN] pushed, shoved, or slapped you.

CT12) In the last year [READIN].punched or kicked or beat-you-up.

[CATI: Please display selected event at the top of the screen for interviewer to refer to if needed]

Ok. I'd like to ask you just a few questions about who may have helped you in response to this event.

K1. Sometimes people contact the police when something like this happens. Were the police contacted after this incident?

1. Yes
2. No (skip to question K5)
- 98 (vol) Don't know(skip to question K6)
- 99 (vol) Refused(skip to question K6)

If K1=1 ask K1a; else skip to K6

**QUALIFIED LEVEL 4**

K1a. Who contacted the police? (Use list to probe if needed. Multiple Response)

1. Self/Respondent
2. Parent/guardian
3. School official
4. Friend
5. Neighbor
6. Therapist
7. Sibling
8. Other family member
- 98 Don't know
99. Refused

K3. What did the police do? (Use list to probe if needed; Mark all that apply.)

1. Break up the fight
2. Hit or push someone
3. Try to calm everyone down
4. Take time to listen to your story
5. Give a warning
6. Take information/ file report
7. Order you out of the house
8. Order perpetrator out of the house
9. Threaten arrest right now
10. Threaten arrest if it happened again
11. Arrest you
12. Arrest perpetrator
13. Other \_\_\_\_\_(specify)
14. Nothing
98. Don't know/Not sure
- 99 Refused

K4. How helpful or harmful were the police? Would you say...

1. Very harmful
2. Somewhat harmful
3. Neither helpful nor harmful
4. Somewhat helpful
5. Very helpful
98. Don't know
99. Refused

**Ask K5 if K1= 2; else skip to K6**

K5. When you decided not to contact the police, what were your reasons? (Mark all that apply)

1. I didn't think of it
2. Language barrier
3. Fear of immigration authorities
4. Worried about confidentiality
5. Shame, embarrassment
6. Wanted to keep incident private
7. It was my fault
8. Wouldn't be believed
9. Too minor
10. Parent prevented me
11. Partner prevented me
12. Fear of further abuse
13. Fear of losing financial support
14. Fear of being taken away from family
15. Fear of getting family in trouble
16. Didn't want relationship to end
17. It wouldn't help
18. Didn't want/need help
19. Other (Specify)
98. Don't Know/Not sure
99. Refused

K6. Sometimes people get a restraining order or a protective order when something like this happens. Was a restraining or protective order obtained?

1. Yes
2. No (skip to question K6d)
- 98 (vol) Don't know(skip to question K7)
- 99 (vol) Refused(skip to question K7)

K6a. Was the restraining order made permanent (enforced so it would last at least a year)?

1. Yes
2. No
- 98 (vol) Don't know
- 99 (vol) Refused

K6b. Was the restraining order ever violated (did the person not follow the rules of the restraining order)?

1. Yes
2. No
- 98 (vol) Don't know
- 99 (vol) Refused

K6c. How helpful or harmful was getting the restraining order? Would you say...

1. Very harmful
2. Somewhat harmful
3. Neither helpful nor harmful
4. Somewhat helpful
5. Very helpful
98. Don't know
- 99 Refused

**Ask K6d if K6=2; else skip to K7**

K6d. If you decided to not file a restraining order, what were your reasons?

- 1 I didn't think of it
- 2 Language barrier
- 3 Fear of immigration authorities
- 4 Worried about confidentiality
- 5 Shame, embarrassment
- 6 Wanted to keep incident private
- 7 It was my fault
- 8 Wouldn't be believed
- 9 Too minor
- 10 Parent prevented me
- 11 Partner prevented me
- 12 Fear of further abuse
- 13 Fear of being taken away from family
- 14 Didn't want relationship to end
- 15 It wouldn't help
- 16 Didn't want/need help
- 17 Other (Specify)
- 98 Don't know
- 99 Refused

K7. Sometimes people go to court when something like this happens. Did you go to court about this incident?

1. Yes
2. No (skip to question K11)
- 98 DK (skip to question K16)

99 R (skip to question K16)

K9. How did the case turn out (or last case)? (Read if necessary; Mark all that apply.)

1. Case dismissed (nothing happened)
2. A warning
3. Required to get counseling
4. A fine
5. Jail term
6. Probation
7. Suspended sentence
8. Other \_\_\_\_\_(specify)
98. Don't Know/Not sure
99. Refused

K10. How helpful or harmful was going to court? Would you say...

1. Very harmful
2. Somewhat harmful
3. Neither helpful nor harmful
4. Somewhat helpful
5. Very helpful
98. Don't know
99. Refused

**Ask K11 if K7 = 2; else skip to K16**

K11. What was the reason for not going to court? (Interviewer: Use 97 if no court date set yet or it didn't go to court) (Read if necessary; Mark all that apply.)

1. I didn't think of it
2. Language barrier
3. Fear of immigration authorities
4. Worried about confidentiality
5. Shame, embarrassment
6. Wanted to keep incident private
7. It was my fault
8. Wouldn't be believed
9. Too minor
10. Parent prevented me
11. Partner prevented me
12. Fear of further abuse
13. Fear of losing financial support
14. Fear of being taken away from family
15. Fear of getting family in trouble
16. Didn't want relationship to end
17. It wouldn't help
18. Didn't want/need help
19. Other (specify)
97. Not applicable
98. Don't Know/Not sure

99. Refused

K16. Sometimes people ask for help within the school when an incident like this happens. Did you talk to a school staff member in the past year about the incident?

1. Yes
2. No (skip to question 19)
- 98 DK (skip to question 20)
- 99 R(skip to question 20)

K17. Who did you contact for advice or help in the school? (Read if necessary, Mark all that apply.)

1. Teacher
2. Guidance Counselor
2. School Psychologist
3. Nurse
4. Administration (e.g., principal or vice-principal)
5. Other\_\_\_\_\_ (specify)
- 98 DK (skip to question 20)
- 99 R (skip to question 20)

[CATI: Ask K18 for EACH endorsed at K17]

K18. How helpful or harmful was it to talk to your [READIN SELECTION FROM K17]? Would you say...

1. Very harmful
2. Somewhat harmful
3. Neither helpful nor harmful
4. Somewhat helpful
5. Very helpful
98. Don't know
- 99 Refused

**Ask K19 if K16 = 2; else skip to K20**

K19. When you decided not to contact someone in school, what were your reasons? (Interviewer: Use 97 if did not attend school past year)

Gave Response:

- a) I didn't think of it
- b) Language barrier
- c) Fear of immigration authorities
- d) Worried about confidentiality
- e) Shame, embarrassment
- f) Wanted to keep incident private
- g) It was my fault
- h) Wouldn't be believed

- i) Too minor
  - j) Parent prevented me
  - k) Partner prevented me
  - l) Fear of further abuse
  - m) Fear of being taken away from family
  - n) Didn't want relationship to end
  - o) It wouldn't help
  - p) Didn't want/need help
  - q) Other (Specify)
- 97) Not applicable  
 98 DK  
 99 R

K20. Sometimes people contact an agency or counselor outside of school when an incident like this happens. Did you contact a social service agency or counselor in the past year?

- 1. Yes
- 2. No (skip to question K23)
- 98 DK (skip to question K24)
- 99 R (skip to question K24)

K21. What agency(ies) or counselors did you contact for advice or help? Mark all that apply.

- 1. Shelter
- 2. Crisis line/Hotline
- 3. Abuse/ trauma counseling
- 4. Domestic violence counseling
- 5. Sexual violence counseling
- 6. Other counseling/ therapist
- 7. Other\_\_\_\_\_ (specify)
- 98 DK (skip to question K24)
- 99 R (skip to question K24)

[CATI: Ask K22 for EACH endorsed at K21]

K22. How helpful or harmful was it to talk to the [READIN SELECTION FROM K21]? Was it ...

- 1. Very harmful
- 2. Somewhat harmful
- 3. Neither helpful nor harmful
- 4. Somewhat helpful
- 5. Very helpful
- 98. Don't know
- 99 Refused

**Ask K23 if K20 = 2; else skip to K24**

K23. When you decided not to contact an agency or counselor, what were your reasons?

Gave Response:

- a) I didn't think of it
- b) Language barrier

- c) Fear of immigration authorities
- d) Worried about confidentiality
- e) Shame, embarrassment
- f) Wanted to keep incident private
- g) It was my fault
- h) Wouldn't be believed
- i) Too minor
- j) Parent prevented me
- k) Partner prevented me
- l) Fear of further abuse
- m) Fear of losing financial support
- n) Fear of being taken away from family
- o) Fear of getting family in trouble
- p) Didn't want relationship to end
- q) Other (Specify)

98 DK

99 R

K24. Sometimes people are physically injured when things like this happen. Were you physically injured as a result of this incident?

1. Yes

2. No

98 DK

99 R

K25. Sometimes people contact or visit a doctor or a medical center when something like this happens. Did you contact or visit a doctor or a medical center after this incident?

1. Yes

2. No Skip to K28

98 DK Skip to K12

99 R Skip to K12

K26. What medical services did you seek? (Mark all that apply.)

1. Called medical center

2. Visited medical center/doctor

3. Visited emergency room

4. Hospitalized/admitted to hospital

98 DK (Skip to K12)

99 R (Skip to K12)

If K26 = 2,3,4 ask K26a, else skip to K27

K26a. Did you receive a medical exam that police or attorneys use for evidence?

1. Yes

2. No

98 DK

99 R

[CATI: Ask K27 for EACH endorsed at K26]

K27. How helpful or harmful was the [READIN SELECTION FROM K26]? Would you say...

1. Very harmful
2. Somewhat harmful
3. Neither helpful nor harmful
4. Somewhat helpful
5. Very helpful
98. Don't know
- 99 Refused

**Ask K28 if K25 = 2; else skip to K12**

K28. When you decided not to contact a doctor or medical center, what were your reasons?

Gave a Response:

- a) I didn't think of it
  - b) Language barrier
  - c) Fear of immigration authorities
  - d) Worried about confidentiality
  - e) Shame, embarrassment
  - f) Wanted to keep incident private
  - g) It was my fault
  - h) Wouldn't be believed
  - i) Too minor
  - j) Parent prevented me
  - k) Partner prevented me
  - l) Fear of further abuse
  - m) Fear of losing financial support
  - n) Fear of being taken away from family
  - o) Fear of getting family in trouble
  - p) Didn't want relationship to end
  - q) Other (Specify)
- 98 DK  
99 R

K12. Did you talk with someone you know (a friend, a family member, neighbor or another adult) in the past year about your experience?

1. Yes
2. No (skip to question K15)
98. Don't Know/Not sure (skip to question A1)
99. Refused (skip to question A1)

K13. Who did you talk to? (Read if necessary, Mark all that apply.)

1. Parent
2. Brother/sister
3. Other family member
4. Friend
5. Neighbor
6. Someone else \_\_\_\_\_(specify)
- 98 DK (skip to question A1)
- 99 R (skip to question A1)

[CATI: Ask k14 for EACH endorsed at K13]

K14. How helpful or harmful was it to talk to your [READIN SELECTION FROM K13]? Would you say...

1. Very harmful
2. Somewhat harmful
3. Neither helpful nor harmful
4. Somewhat helpful
5. Very helpful
98. Don't know
- 99 Refused

**Ask K15 if K12 = 2; else skip to A1**

K15. When you decided not to talk to someone or contact someone about an incident, what were your reasons?

Gave Response:

- a) I didn't think of it
- b) Language barrier
- c) Fear of immigration authorities
- d) Worried about confidentiality
- e) Shame, embarrassment
- f) Wanted to keep incident private
- g) It was my fault
- h) Wouldn't be believed
- i) Too minor
- j) Parent prevented me
- k) Partner prevented me
- l) Fear of further abuse
- m) Fear of losing financial support
- n) Fear of being taken away from family
- o) Fear of getting family in trouble
- p) Didn't want relationship to end
- q) It wouldn't help
- r) Didn't want/need help
- s) Other (Specify)\_\_\_\_\_

98 DK

99 R

## **Brown School Connectedness Scale – Section A**

### **SECTION TIMING 9**

**[CATI: SKIP IF YB2=10]**

**A.** Now I'd like to read some statements and you tell me if you strongly disagree, disagree, agree or strongly agree. The first statement is [1<sup>st</sup> statement], would you say you strongly disagree, disagree,

agree or strongly agree with that statement? [CATI DISPLAY IF YB2=9 or 11] When we say "this school or my school" we are referring to the last school you attended.]

**QUALIFIED LEVEL 5**

**[CATI: Add 98 =Don't know and 99 = Refused]**

<b>Items</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
2. It pays to follow the rules at my school.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
5. Adults at this school listen to students' concerns.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
6. Adults at this school act on students' concerns.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7. The principal at this school asks students about their ideas.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
8. I have many opportunities to make decisions at my school.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
12. I am comfortable talking to teachers at this school about problems.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
13. The rules at my school are fair.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
14. We do not waste time in my classes.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
15. Students of all racial and ethnic groups are respected at my school.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
16. When students have an emergency someone is there to help.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**The Mexican American Cultural Values Scale – Familism Subscales – Section C**

The next statements are about what people may think or believe. Remember, there are no right or wrong answers. Like before, I will read the statement, then you tell me how much you believe that statement, not at all, a little somewhat, very much or completely. So, the first statement is [1st statement], would you say you believe that not at all, a little, somewhat, very much or completely?

**[CATI: Add 98 =Don't know and 99 = Refused]**

*SCALE: Tell me how much you believe that . . .*

*1 = Not at all*

*2 = A little*

*3 = Somewhat*

*4 = Very much*

*5 = Completely*

*98 = Don't know*

*99 = Refused*

1. Parents should teach their children that the family always comes first. (Familism support)
2. Family provides a sense of security because they will always be there for you. (Familism support)
3. It is always important to be united as a family. (Familism support)
4. It is important to have close relationships with aunts/uncles, grandparents, and cousins. (Familism support)
5. Holidays and celebrations are important because the whole family comes together. (Familism support)
6. It is important for family members to show their love and affection to one another. (Familism support)

### **Brief Symptom Inventory – Section L**

#### **SECTION TIMING 10**

[CATI: ALL RESPONDENTS GET THIS SECTION]

**BSI REMOVED DUE TO COPYRIGHT COMPLIANCE**

### **Frequency of Delinquent Behavior – Section M**

#### **SECTION TIMING 11**

Lots of kids do things that they are not supposed to or that get them into trouble. Tell me how many times you have done any of the following things in the last year, even if you did not get caught. Remember when I say in the last year I mean from [current MONTH -1] 2010 up to now.

Remember, if at any point you do not want to continue the survey please let me know and I will discontinue. If circumstances change during the course of our call and you would like me to call back, just say “OK, you're welcome” and I'll call you back on another day.

How many times in the last year did you....

1 Gave response Range: 0 to 97; 97= 97 times or more

98 Don't know

99 Refused

1. On purpose break or damage or destroy something belonging to a school?
3. Take something from a store without paying for it?

4. Take money at home that did not belong to you like from your mother's purse or your parents' dresser?
5. Take anything at school from the teacher or other kids that did not belong to you?
7. Hit, slap, or shove one of your parents or other grown-ups?
8. Hit, slap, or shove other kids or got into a physical fight with them?
9. Hit, slap, or shove a boyfriend/girlfriend or someone with whom you went on a date?
11. Write things or spray paint on walls or sidewalks or cars when you were not supposed to do that (Also known as "tagging")?
13. Carry a weapon with you?
14. Avoid paying for things such as movies, bus or subway rides, or food?
17. Smoke marijuana?
18. Take any other drugs (that were not prescribed medication or taken not following the prescription)?
19. Hurt someone badly enough to need bandages or care from a doctor?

## Multidimensional Scale of Perceived Social Support- SECTION N

### SECTION TIMING 12

This next section is about how much support you get from your family, friends and other people you know. I'm going to read a statement, please listen to each one carefully, and tell me how much you agree or disagree with the statement. I'm going to use a scale of 1 to 7. Where 1 means very strongly disagree and 7 means very strongly agree. You can tell me any number from 1 to 7. If you have any questions please ask. So the first one is [ 1<sup>st</sup> statement], (Interviewer, read as necessary: on a scale of 1 meaning very strongly disagree to 7 meaning very strongly agree which number would you give that statement: 1, 2, 3, 4, 5, 6, or 7?)

#### SCALE:

1 *very strongly disagree*

2

3

4

5

6

7 *very strongly agree*

98 *Don't know*

99 *Refused*

1. There is a special person who is around when I am in need.
2. There is a special person with whom I can share my joys and sorrows.
3. My family really tries to help me.
4. I get the emotional help and support I need from my family.
5. I have a special person who is a real source of comfort to me.
6. My friends really try to help me.
7. I can count on my friends when things go wrong.
8. I can talk about my problems with my family.
9. I have friends with whom I can share my joys and sorrows.
10. There is a special person in my life who cares about my feelings.
11. My family is willing to help me make decisions.
12. I can talk about my problems with my friends.

### Ending Phone Script

Thank you for your participation. What you've told us is very important, and it will help us help other Latino children and teens. I have a few more questions about the survey itself.

### SECTION TIMING 13

EN1A. Were any of the survey questions emotionally upsetting to you?

- 1 Yes
- 2 No [SKIP TO E4]
- 8 (VOL) Don't know/Not Sure

9 (VOL) Refused

E2. Before we finish, I want to make sure that you are feeling okay. Are you still feeling emotionally upset, or are you okay now?

- 1 Still upset
- 2 Feeling okay [SKIP TO EN4]
- 8 (VOL) Don't know
- 9 (VOL) Refused

READ: I'm sorry that some of the questions bothered you. I have written down what you have told me and I'll let the research staff know.

EN3a. I can have a research staff from our study call you back to provide you with more information about services if you are interested? Would that be OK?

- 1 Yes [Complete Research Staff Request SAF]
- 2 No
- 8 (VOL) Don't know
- 9 (VOL) Refused

EN4. We may be doing another survey like this in a year or two. If we do, would you be willing to be interviewed again?

- 1 Yes [ASK EN4a]
- 2 No [SKIP TO EN5]
- 3 Don't Know [SKIP TO EN5]
- 4 Refused [SKIP TO EN5]

EN4a. In order to be able to re-contact you in a year or two and ask how you are doing, it would be extremely helpful to get your first name. It will be kept confidential and only used to help contact you again for a follow-up interview. [IF REFUSED, ASK FOR JUST INITIALS]

\_\_\_\_\_ (Child's First Name)

EN4b. In order to locate you in case you move, would you also please give me your MOTHER'S first and last name? [It will be kept confidential and only used to help find you again for another study.]

MOTHER'S NAME (FIRST AND LAST)

\_\_\_\_\_

EN4c. Would you also please give me your FATHER'S first and last name? [It will be kept confidential and only used to help find you again for another study.]

FATHER'S NAME (FIRST AND LAST)

---

EN5. OK. Now I just need to get a name and address to send you the \$10 check. It will be kept confidential and only be used to send you this check. Do you want the check made out to you or one of your parents?

- 1 Gave child's name and address
- 2 Gave parent's name and address
- 3 Refused [Skip to Closing]

EN5A What is the first and last name, so we can write it on the check?

EN5B. What is the address (record house number and street)?

EN5C. Apartment #?

EN5D. City?

EN5E. State?

EN5F. Zip?

#### **SECTION TIMING 14**

#### **LANG2**

INTERVIEWER – THE CHILD PORTION OF THIS INTERVIEW WAS CONDUCTED IN

1- ENGLISH

2-SPANISH

You should receive your check with in the next 4 weeks. If you do not receive it you can call us at 1-866-891-9665.

**Closing:** Again, thank you for your help. What you've told us is very important, and it will help improve the lives of Latino children and teens. If you have any questions about this study later on you can call us toll-free at 1-866-891-9665.