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## Dating Abuse Prevention in Teens of Moms with Domestic Violence Protection Orders

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## Abstract

Children exposed to domestic violence are at increased risk of becoming victims and perpetrators of dating abuse when they become teens. Despite this increased risk and the fact that approximately 15 million children are exposed to domestic violence yearly, there have been no evaluated dating abuse prevention programs conducted specifically with this population. The purposes of the proposed research were to 1) develop an intervention to prevent dating abuse in 12 to 15 year old teens exposed to domestic violence (Aim 1), and 2) conduct a small randomized trial to pilot test the procedures that would be used in a future large randomized efficacy trial of the program (Aim 2). In the course of addressing these aims, a unique way of recruiting teens exposed to domestic violence was piloted. Women were approached when they were in courts filing for a Domestic Violence Protective Order (DVPO) to recruit them and their 12 to 15 year old teens into the study. Both aims and the pilot of the recruitment approach were successfully accomplished. Mid-way through the conduct of this pilot study, the large randomized efficacy trial of the program that was developed for Aim 1, *Moms and Teens for Safe Dates*, was funded by the CDC. The findings of this NIJ pilot study have been invaluable for informing the conduct of the randomized efficacy trial.

To address Aim 1, formative research was conducted to adapt an evidenced-based family program for preventing teen dating abuse, *Families for Safe Dates (FSD)*, for this highly vulnerable population of youth. *FSD* consisted of six booklets of information and interactive activities mailed to study families for them to do in homes at times convenient for them, followed by health educator telephone calls two weeks after each mailing. After an initial adaptation of the booklets, 28 women who had been victims of domestic violence—but who no longer lived with the abuser—and their 12 to 15 year old teens (n = 35) participated in a series of

focus groups and interviews to provide feedback on the adapted booklets. Booklets were revised and finalized based on this feedback. In this technical report we describe 1) the theoretical and conceptual framework of *Moms and Teens for Safe Dates*, 2) results from the formative research, called the *Program Adaptation Study*, including presentation of 10 themes identified from the focus groups and interviews that may be useful for others intervening to prevent dating abuse among teens exposed to domestic violence, and 3) results from piloting the recruitment procedures.

To address Aim 2, we conducted a small randomized trial mimicking procedures to be used in the large efficacy trial with 51 mothers and their teens. Mothers and teens each completed a baseline telephone interview. Families were then randomly allocated to study condition. Mothers and teens completed a follow-up telephone interview one month after treatment families completed the program. In this technical report we present lessons learned from this pilot related to recruitment, administration of the program, data collection procedures, and measures that will inform the methods of the randomized efficacy trial. We also present findings from the baseline questionnaire to characterize aspect of the teens' exposure to domestic violence, describe the prevalence of multiple types of dating abuse victimization and perpetration among these teens, as well as the prevalence of bullying, sexual harassment and peer aggression victimization and perpetration, and present associations between various characteristics of exposure to domestic violence (e.g. length of exposure, type of perpetrator, severity of the abuse) and teen dating abuse. Low follow-up rates and booklet completion precluded examination of trends in program effects.

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## Executive Summary

**Synopsis of the Problem:** Children exposed to domestic violence are at increased risk of becoming victims and perpetrators of dating abuse when they become teens. Dating abuse includes actions that are psychologically, physically, and sexually abusive. Despite this increased risk and the fact that approximately 15 million children are exposed to domestic violence yearly, there have been no evaluated dating abuse prevention programs conducted specifically with this population.

**Study Purposes:** The purposes of the proposed research were to 1) develop an intervention to prevent dating abuse in 12 to 15 year old teens exposed to domestic violence (Aim 1), and 2) conduct a small randomized trial to pilot test the procedures that would be used in a future large randomized efficacy trial of the program (Aim 2). In the course of addressing these aims, a unique way of recruiting teens exposed to domestic violence was piloted. Women were approached when they were in courts filing for a Domestic Violence Protective Order (DVPO) to recruit them and their 12 to 15 year old teens into the study. Both aims and the pilot of the recruitment approach were successfully accomplished. Mid-way through the conduct of this pilot study, the large randomized efficacy trial of the program that was developed for Aim 1, *Moms and Teens for Safe Dates*, was funded by the CDC. The findings of this NIJ pilot study have been invaluable for informing the conduct of the randomized efficacy trial.

**Methods for Addressing Aim 1:** Aim 1 was addressed through the conduct of the *Program Adaptation Study*. Through this study we adapted an evidenced-based family program for preventing teen dating abuse, *Families for Safe Dates (FSD)*, for this highly vulnerable population of youth. *FSD* consisted of six booklets of information and interactive activities mailed to study families for them to do in homes at times convenient for them, followed by

health educator telephone calls two weeks after each mailing. We did an initial adaptation of the booklets to be appropriate for mother victims of domestic violence—who no longer lived with the abuser—to do with her 12 to 15 year old teens. Then 28 women who had been victims of domestic violence and their 12 to 15 year old teens (n = 35), recruited in two North Carolina counties, participated in a series of focus groups and interviews to provide feedback on the adapted booklets. Mothers and teens completed two booklets together in their homes then participated in a focus group (with mothers and teens separated) or an interview (conducted separately with mothers and teens) to provide feedback on those booklets. This process was repeated until the family completed all six booklets and participated in three focus groups or interviews.

**Results from the *Program Adaptation Study*:** Initially families were recruited into the *Program Adaptation Study* using the method described above of approaching women with 12-15 year old teens in courts as they were filing for a DVPO. After 4 months, this in-person courtroom recruitment approach was discontinued because: 1) there were very few women with 12 to 15 year olds who filed for a DVPO in these two courts in the 4 month recruitment period (n = 26); 2) although interest in the study among these women was high (73% of eligible women indicated wanting to receive a follow-up telephone call about the study and 80% of those women enrolled in the study), a very low percentage of eligible women (27%) actually came to one of the focus groups or completed a telephone interview; and 3) these recruitment efforts were very expensive for the number of eligible women identified; approximately 27 hours of recruiter time was required to identify each eligible women, not counting the time for conducting the follow-up recruitment telephone call or conducting the focus groups and interviews. Thus, it was concluded that this recruitment approach would not be feasible for the pilot or actual randomized trial.

Recruitment efforts were changed to involve a variety of ways of advertising the study throughout the two study counties (e.g. posting of flyers, distribution of three-fold study pamphlets, emailing flyers to appropriate listserves serving victims of domestic violence).

The information obtained from the focus groups and interviews was invaluable for developing *Moms and Teens for Safe Dates*. The feedback guided revisions to the interactive activities and instructions and booklet organization and formatting and suggested that content addressing new constructs should be added. Booklets were revised and finalized based on this feedback and the theoretical and conceptual framework guiding the program was finalized. Additionally, the following 10 themes were identified from the focus groups and interviews that may be useful for others developing similar types of programs:

- Theme 1- Mothers lacked basic teen dating abuse knowledge, requiring more basic information than initially anticipated be added to the booklets.
- Theme 2- Mothers had a strong desire for a heavy focus on psychological abuse in the booklets.
- Theme 3- Many of the teens appeared to be angry and thus more booklet activities were needed for teaching them anger management and conflict resolution skills.
- Theme 4- Two extremes in mother-teen relationships were identified. One type was a very close relationship between the mother and teen often attributed to the closeness that formed between the mother and her teen as a result of the domestic violence experience. In the other type, communication between the mother and teen was extremely poor and sometimes resulted in explosive conversations. For this group, activities that were not problematic in our FSD program for the general population were contentious and thus

were eliminated and replaced with other types of activities that were better at promoting communication while diffusing potentially contentious issues.

- Theme 5- Mothers were overly strict about dating and that tendency and the potential negative consequences of that strictness were described to the first booklet, which was for mothers only.
- Theme 6- Mothers and teens liked the booklet structure and found it convenient.
- Theme 7- Mothers and teens liked having a structure for communicating with each other.
- Theme 8- Families liked having a structure for spending time together.
- Theme 9- Mothers liked having control over how much they talked to their teen about their own abuse and the booklets were designed so that the mothers had that control.
- Theme 10- The mothers appreciated being offered the program.

**Methods for Addressing Aim 2:** To address Aim 2, we conducted the *Pilot Randomized Trial* mimicking procedures to be used in the large efficacy trial with 51 mothers and their teens who were recruited through the community recruitment methods described above. Forty-four percent of the mothers were African American, 38% were White and 18% were of other race/ethnicities. The average age of the mothers was 38.3 years with ages ranging from 28 to 54. Sixty percent of the mothers had education beyond high school and 60% were unemployed. Sixty-eight percent of the mothers were single. More female (76%) than male (24%) teens participated in the study. Their average age was 13.7 years.

Mothers and teens each completed a baseline telephone interview. After completing the baseline interview, sets of three families were matched on the time of completion of the baseline interview and randomly allocated to one of three groups. Group 1 received both the booklets and the health educator call; Group 2 received only the booklets; and Group 3 was the control group

that received no materials. We had the two different treatment groups so that we could determine if the health educator calls were necessary for motivating families to complete booklets. The reason this was important to determine is that agencies delivering *Moms and Teens for Safe Dates* in the future, if it is found to be efficacious, would likely find it manageable to distribute booklets to clients but conducting the health educator telephone calls would add an expense that agencies typically could not incur. Thus, program participation (i.e. booklet completion) was compared for Group 1 and 2 to determine if the health educator calls should be part of the program that will be evaluated in the large randomized efficacy trial. Mothers and teens completed a follow-up telephone interview one month after treatment families completed the program.

**Results from the *Pilot Randomized Trial*:** This pilot was a success in that many lessons were learned related to recruitment, administration of the program, data collection procedures, and measures that will inform the methods of the randomized efficacy trial. As examples, the pilot informed changes to the recruitment procedures, screening script, tracing methods, and the methods for documenting program fidelity, highlighted the need to provide incentives for booklet completion, informed revisions to the mother and teen questionnaires, and informed our decision to eliminate the health educator calls from the program that is being evaluated in the randomized efficacy trial.

Additionally, we conducted analyses on the baseline sample of 51 mothers and teens. Some of the things we learned from these analyses are that:

- 68% of the teens report having ever dated
- The teens had significant exposure to domestic violence; the average exposure was for 6.9 years with the maximum exposure being for 15 years; eighty percent had witnessed

domestic violence of the mother from the biological father and, for most of those teens (67%), the domestic violence of the mother was present when the child was born; seventy-six percent of the mothers were abused by more than one partner; and the mothers reported experiencing substantial chronic psychological, physical, and sexual abuse. It can be concluded that the recruitment approaches used resulted in a sample of teens that had high exposure to domestic violence.

- The prevalence of teen dating abuse victimization and perpetration is very high; 50% experienced psychological abuse, 28% experienced physical abuse, 36% experienced sexual abuse, and 36% experienced cyber abuse (which is the use of electronic technologies to psychologically abuse dates). The prevalence of dating abuse victimization is substantially higher in this study than in national studies of dating abuse victimization which report from 9-12% experiencing physical dating abuse and 28.5% experiencing psychological dating abuse. There are no national studies of dating abuse perpetration with which to compare prevalences. But reports of all four types of dating abuse perpetration are very high (psychological 38%; physical 16%; sexual 18%; and cyber 32%).
- The prevalence of bullying, sexual harassment, and peer aggression also are high; 84% have been bullied and 72% have bullied others; 62% have been sexually harassed and 20% have sexually harassed others; and 50% have been a victim of aggression from non-dating peers and 52% have been aggressive to non-dating peers.

In the baseline data, we also examined correlations between various characteristics of exposure to domestic violence (e.g. length of exposure, type of perpetrator, severity of the

abuse) and teen dating abuse. But none of the correlations were statistically significant, likely because of the small sample size.

Unfortunately we were not able to examine trends in program effects for the following reasons. There was a low follow-up rate (62% for mothers and 58% for teens) that resulted in too few subjects in each group to make any meaningful comparisons; there were 12 families in Group 1, 7 families in Group 2, and 13 families in Group 3 who completed follow-up questionnaires. There also was low booklet completion. Of the families in Groups 1 and 2 combined, we estimate that about 6 completed all of the booklets. And because the one-month follow-up questionnaire assessed dating abuse in the previous month, there was too little dating abuse that occurred between baseline and the follow-up in any group to assess program effects. Low alphas for some constructs further hampered assessments of program effects.

**Implications for Policy and Practice:** This study is innovative in that it laid the groundwork for the first randomized efficacy trial of a program for preventing dating abuse designed specifically for teens exposed to domestic violence. This study contributed greatly to the methodological rigor, data quality, and potential success of the large efficacy trial. There is a serious need for effective programs for preventing teens who have been exposed to domestic violence from being victims and perpetrators of dating abuse. Because of the large number of teens exposed to domestic violence and the high-risk status of those teens, dissemination of such a program could make a substantial impact on breaking the cycle of family violence that leads to so many of our public health and societal problems. Also, preventing dating abuse has implications for the health care system because victims of dating abuse suffer many consequences, such as physical injury, substance abuse, eating disorders, depression and suicidal behaviors that require medical attention. Furthermore, many working in the court system recognize the need for such programs

because teens exposed to domestic violence often end up in Juvenile Court. If *Mothers and Teens for Safe Dates* is found to be effective in the randomized efficacy trial, given its structure, its dissemination could be facilitated through the justice system in collaboration with other related agencies.

## **Chapter 1: Introduction**

Children who have been exposed to domestic violence are at increased risk of becoming victims and perpetrators of dating abuse when they become teens (Chapple, 2003; Ehrensaft, Cohen, Brown, Smailes, Chen, & Johnson, 2003; Foshee, Bauman, & Linder, 1999; Magdol, Moffitt, Caspi, & Silva, 1998; Malik, Sorenson, & Aneshensel, 1997; O'Donnell, Stueve, Myint, Duran, Agronick, & Wilson-Simmons, 2006; O'Keefe 1997; O'Keefe, Brockopp, & Chew, 1986). Dating abuse includes actions that are psychologically, physically, and sexually abusive. Despite this increased risk and the fact that approximately 15 million children are exposed to domestic violence yearly (McDonald, Jouriles, Ramisetty-Mikler, Caetano, & Green, 2006), there have been no evaluated dating abuse prevention programs conducted specifically with this population. One likely reason for this gap is the difficulties of identifying and recruiting teens exposed to domestic violence into evaluation trials. As examples, recruiting teens exposed to domestic violence through schools could be stigmatizing and recruiting through domestic violence shelters could be problematic because mothers usually have younger children, not teens, with them and the stay at shelters is often too short for delivering a dating abuse prevention program. Another likely reason for the gap is the difficulty in tracing such high risk teens over time because of family disruptions due to the domestic violence; the ability to trace over time is essential for evaluation research.

On October 1, 2008 we received funding from the National Institutes of Justice (NIJ) for a two-year study to 1) develop an intervention to prevent dating abuse victimization and perpetration in teens exposed to domestic violence (Aim 1), and 2) conduct a small randomized trial to pilot the procedures that would be used in a future larger randomized efficacy trial of the program. In the process of accomplishing these aims, we also proposed to pilot the feasibility of

a unique recruitment approach that, if successful, could be used in a future randomized efficacy trial of the program that was developed. This technical report presents the results from two studies that were conducted to address the study aims: 1) the *Program Adaptation Study* which involved formative research to develop the program and to pilot the unique recruitment strategy, and 2) the *Pilot Randomized Trial* which mimicked the procedures that would be considered for an actual randomized efficacy trial of the program in order to pilot the methodology and inform procedures for that future study.

This chapter describes the approach we used to develop the program, the unique recruitment approach that was piloted, and the specific purposes of the *Pilot Randomized Trial*. Chapter 2 presents the methods, results and discussion of results for the *Program Adaptation Study* and Chapter 3 presents the methods, results and discussion of results for the *Pilot Randomized Trial* because these are actually two completely different studies with very different methodologies. In October 2010, while conducting this NIJ-funded pilot study, we received funding from the Centers for Disease Control and Prevention (CDC) to conduct the full randomized efficacy trial of the program that was developed and piloted through this NIJ funding. These NIJ-funded pilot studies were invaluable for planning the methods for the CDC-funded randomized efficacy trial.

### ***Approach to Developing the Program***

The approach we used to develop the program was to adapt a theoretically-based universal family-based dating abuse prevention program that we had previously developed and evaluated, called *Families for Safe Dates*, to this unique selective population of teens who have been exposed to domestic violence. *Families for Safe Dates* is a family-based program for preventing teen dating abuse victimization and perpetration. The program consists of six booklets delivered to families by mail; the first booklet, *Getting Started* is for caregivers only and the other five

booklets include information and interactive activities, designed to alter risk factors for teen dating abuse, for caregivers and teens to do together. Booklets are completed in the home at times convenient for the family. A health educator calls the caregiver two weeks after each booklet is mailed to confirm that the booklet was received, determine whether the booklet was read and the activities completed, encourage family participation, answer questions, and assess caregiver satisfaction and other reactions to the booklet. This structure was modeled after our earlier program, *Family Matters*, which used the same booklet and health educator telephone call format to intervene with parents to prevent teen alcohol and tobacco use (Bauman, Ennett, Foshee, Pemberton, King, & Koch, 2002; Bauman, Foshee, Ennett, Hicks, & Pemberton, 2001).

We chose to adapt *Families for Safe Dates* to this population of teens exposed to domestic violence rather than to create a program de nova because: 1) results from a national randomized trial of the program demonstrated positive program effects on several of the theoretical constructs that were targeted for change in the program, with effect sizes ranging from .25 to .44, and on dating abuse victimization (OR = 3.84) (Foshee, Reyes, Ennett, Cance, Bauman, & Bowling, in press), 2) the theoretical and conceptual framework of that program was also relevant for the targeted population in the current study, and thus the program content was expected to be relevant for the current target population, 3) the program structure is very convenient for busy families, and 4) there was high family program participation in the randomized efficacy trials of both the *Families for Safe Dates* and *Family Matters* programs (Bauman et al., 2001; Foshee et al., in press). For the adaptation, we designed the program for mothers who had left an abusive partner to do with her teen. We called the program *Moms and Teens for Safe Dates*.

### ***Moms and Teens for Safe Dates* theoretical and conceptual framework**

The overall goal of *Moms and Teens for Safe Dates* is to motivate and facilitate mother engagement in dating abuse prevention activities with her teen that can lead to decreases in risk factors for teen dating abuse that then lead to decreases in dating abuse victimization and perpetration. Thus, *Moms and Teens for Safe Dates* is designed to change two categories of constructs: 1) factors that motivate and facilitate mother engagement in dating abuse prevention activities with her teen, and 2) empirically and theoretically-based risk factors for teen dating abuse.

***Factors motivating and facilitating mother engagement in teen dating abuse prevention activities.*** *Moms and Teens for Safe Dates* is consistent with a social ecological approach in that the practitioner does not intervene directly with teens, but instead intervenes with mothers to promote changes in the family context that lead to teen dating abuse prevention (Bronfenbrenner, 1979). Because mothers are the change agents, motivating them to deliver intervention content to their teen and have continuing discussions with them about dating abuse is imperative. According to Protection Motivation Theory (Rogers, 1983) four beliefs are needed to motivate mothers to take a preventive action such as talking to their teens about dating abuse: The first belief mothers must have is that their teen is vulnerable to becoming involved in dating abuse (*perceived susceptibility*). Second, is that negative consequences could accrue to them and their teen if the teen becomes involved in dating abuse (*perceived severity*). Third, is that they have the potential to influence their teen's dating abuse behavior (*response efficacy*). Finally, mothers need to feel confident that they have the skills for talking to their teen about dating abuse (*self-efficacy*). Thus, booklets include content and activities designed to alter all four of these Protection Motivation Theory constructs.

*Mothers and Teens for Safe Dates* is also intended to increase *mother knowledge of dating abuse* and to improve *mother skills for communicating with her teen* because parental lack of knowledge and poor communication skills are common barriers to parent-teen communication about sensitive topics (Jackard, Dodge, Dittus, 2002; Wurtele, Kvaternick, & Franklin, 1992). Additionally booklets are designed to decrease *mother acceptance of dating abuse* and increase *mother belief in the importance of being involved in her teen's dating*. Altering each of these constructs is expected to enhance mother motivation to complete the program and to create a family context that is conducive to further discussion of teen dating abuse prevention once the program is over.

***Targeted risk factors for dating abuse.*** The *Moms and Teens for Safe Dates* activities that mothers do with their teens are designed to alter targeted risk factors for teen dating abuse. In one of our earlier papers we examined factors that mediated the association between exposure to domestic violence and teen dating abuse perpetration in a sample of 1,965 teens in the eighth and ninth grades (Foshee, Bauman, & Linder, 1999). We examined mediators based on Bandura's social learning theory (Bandura, 1977) and Hirschi's control theory (Hirschi, 1969). We found that the social-learning-theory-derived variables of acceptance of dating abuse, outcome expectations, and aggressive conflict resolution style explained the relationship between exposure to domestic violence and dating abuse. In other words, teens who had been exposed to domestic violence were more accepting of dating abuse, perceived fewer negative consequences from dating abuse, and demonstrated poorer skills in response to conflict than those who had not been exposed to domestic violence, and these variables, in turn, predicted perpetration of dating abuse. Teen attitudes about the acceptability of dating abuse and perceived consequences of dating abuse have been repeatedly associated with dating abuse and date rape (Foshee, Bauman

& Linder 1999; Foshee, Linder, MacDougall, & Bangdiwala, 2001; Malik, Sorenson, & Aneshensel, 1997). Poor conflict resolution skills also have been associated with dating abuse (Bird, Stith, & Schladale 1991; Foshee, Benefield, Ennett et al., 2004; Lloyd, Koval, & Cate, 1989). Therefore, *Moms and Teens for Safe Dates* includes activities that mothers and teens do together to decrease *teen acceptance of dating abuse*, increase *teen perceived negative consequences of dating abuse*, and improve *teen conflict resolution skills*. Although gender stereotyping has not been examined as a process through which domestic violence influences teen dating abuse, numerous studies have found that gender-based expectations are associated with dating abuse (Burke, Stets, & Pirog-Good, 1988; Stets & Pirog-Good, 1987), spouse abuse (Briere, 1987; Finn, 1986), and rape (Burt, 1980; Check & Malamuth, 1983; Koss, Leonard, Beazley, & Oros, 1985). Thus, the program also includes activities designed to alter *teen gender stereotyping*. Norms regarding the use of violence and gender-roles and conflict resolution skills also were targeted for change in the *Youth Relationship Project*, an evidenced-based dating abuse prevention program targeted specifically at abused youth, many of which had also witnessed domestic violence (Wolfe, Wekerle, Scott, Straatman, Grasley, & Reitzel-Jaffe (2003). And finally, parental monitoring and rule setting are among the most consistent predictors of teen dating abuse in longitudinal research (Brendgen, Vitaro, Tremblay, et al., 2001; Capaldi & Clark, 2002; Lavoie, Hebert, Tremblay, et al., 2002) and therefore the program includes activities for increasing *mother date rule-setting and monitoring*. Changes in each of these risk factors are expected to prevent psychological, physical, sexual, and cyber (psychological abuse that occurs through electronic devices and mechanisms) dating abuse victimization and perpetration.

## **Adapting the Booklets**

Our first step in the adaptation was to modify the *Families for Safe Dates* booklet content based on knowledge of this population and some of the theoretical considerations noted above specific to this target population. We then conducted the *Program Adaptation Study*, the results of which are presented in Chapter 2. For that study we recruited female victims of domestic violence-- who no longer lived with the partner-- and their 12 to 15 year old teens to complete the program booklets and to participate in a series of focus groups (later changed to interviews) to get their feedback on the structure of the program, the content of each booklet, and the program as a whole. The program was revised based on that feedback. Although information was obtained that helped to revise specific booklet activities and content, several themes are presented in Chapter 2 that emerged from these data that could be useful for others intervening to prevent dating abuse among teens exposed to domestic violence.

### ***Piloted Recruitment Approach***

We piloted the feasibility of approaching mothers of teens in courts as they were filing for a Domestic Violence Protective Order (DVPO) and recruiting them and their 12 to 15 year old into the *Program Adaptation Study*. If this recruitment approach was successful in the *Program Adaptation Study*, it would be used in the *Pilot Randomized Trial*.

A DVPO is a way of legally restraining a domestic violence perpetrator from future abuse against his or her partner. Conditions of protection orders are established by the judges who issue them and may include a ban on visits to the home of the victim, prohibition of any phone, email or other contact, award of temporary custody of minor children and the mandate of batterer treatment or other counseling. In North Carolina, women interested in obtaining a DVPO, initially file for a temporary protection order (referred to as an *ex parte*). This temporary order is

in effect until the mandatory hearing, typically 10-14 days after filing for the *ex parte* at which time the judge decides whether to grant a protection order (DVPO), which goes into effect for a specific amount of time, usually one year.

There are several potential advantages of this recruitment strategy. One is that teens of mothers seeking DVPOs have had significant exposure to domestic abuse. Also, a woman filing for a DVPO has made a strong commitment to leave the abusing partner and if the DVPO is granted, the mother is protected from the abusive partner for a year. Thus, the mother could deliver a dating abuse prevention program to her teen without the abuser being present. In addition, participating in efforts to prevent their teens from becoming involved in dating abuse may be particularly salient for these women at this time. Because these mothers have already sought assistance for themselves and their children through filing for a protective order, the mothers may be motivated to break the cycle of family violence by participating in a study on the prevention of teen dating abuse.

The primary disadvantage of this recruitment procedure is that the time right after receiving a DVPO may be too tumultuous and dangerous for a mother and the teen to be in a teen dating abuse prevention study and for the mother to deliver a program to her teen. Women seeking DVPOs have typically experienced severe forms of domestic violence that may make it difficult for the woman to participate in a study, yet their teens may be at the highest risk for becoming a perpetrator or victim of dating abuse and in the greatest need for a prevention program. The feasibility of this recruitment approach was tested in the *Program Adaptation Study*.

### ***The Pilot Randomized Trial***

Aim 2 was to conduct a small randomized trial to pilot test the procedures that would be used in a future larger randomized efficacy trial of *Moms and Teens for Safe Dates*. The *Pilot Randomized Trial* involved the conduct of a pre-test post-test control group experimental design. The specific purposes of the *Pilot Randomized Trial* were to 1) assess the feasibility of recruiting mothers who obtain a DVPO and their teens into a teen dating abuse prevention trial; 2) pilot baseline and follow up telephone interview procedures; 3) examine the psychometric properties of scales; 4) obtain expected participation rates and expected follow-up rates for both treatment and control families; 5) assess the receptivity of mothers and teens to the intervention; 6) pilot all study protocols and procedures; and 7) assess preliminary trends in program effects.

In addition to the above purposes, we specifically wanted to determine if the health educator calls were or were not essential for family completion of the booklets. If efficacious in the large randomized efficacy trial, *Moms and Teens for Safe Dates* would be disseminated through agencies that interact with mother victims of domestic violence and children who have been exposed to domestic violence. Whereas giving the booklets to clients is easily manageable for such agencies, conducting the health educator telephone calls adds an expense that agencies typically could not incur. Thus, for the *Pilot Randomized Trial*, after completing baseline questionnaires, mothers and teens were randomized into one of three groups: those randomly allocated to Group 1 received the program booklets and received the health educator calls; those allocated to Group 2 received the booklets only and no health educator calls; and those allocated to Group 3 did not receive any intervention (Control Group). Program participation (i.e. booklet completion) was compared for Group 1 and 2 to determine if the health educator calls should be part of the program that will be evaluated in the large randomized efficacy trial.

## **Chapter 2: The *Program Adaptation Study***

### ***Methods***

Families were recruited into the *Program Adaptation Study* during a seven-month period, beginning February 2009 through August 2009. To be eligible to participate, the mother had to have been in an abusive relationship and currently living apart from the abusive partner, and have a teen between 12 and 15 years old. Also, both the mother and teen had to speak English because the budget did not support adapting the program and data collection instruments to other cultures and languages. All procedures were approved by the University of North Carolina IRB and the appropriate NIJ offices related to the protection of human subjects.

### ***Recruitment of Women Seeking DVPOs***

The strategies used to recruit women seeking DVPOs into the *Program Adaptation Study* were implemented in two North Carolina courts. Informational study fliers were attached to the *ex parte* paperwork in the Clerks of Court offices. Each week between February 2009 and May, 2009, study staff received the dockets for domestic violence court for the following week and, if available, copies of the Victim Information Sheets (VIS), which are completed by women when filing for an *ex parte*. The VIS includes the ages of the woman's children. Recruiters attended the domestic violence court sessions each day they were held. After the hearing, the recruiter approached each woman with a teen of eligible age as determined by either the VIS or from information heard during the hearing. Women for whom the age of their children could not be determined from either source also were approached. When approached, eligibility was determined, information about the study was presented, and permission for study staff to call them to discuss the study in more detail was requested.

In the follow-up telephone call, the study was described in detail and a study fact sheet that included all required elements of informed consent was read. Women who were eligible and interested gave verbal consent for their own and their teen's participation in the study. Women who had multiple teens between 12 and 15 could enroll all eligible teens. Arrangements were made to mail the mother the first two program booklets and the first focus groups (or interviews) with mothers and teens were scheduled approximately two weeks from that date.

### ***Data Collection Methods***

Initially mothers and teens participated in a series of three 1½ hour-long bi-weekly focus groups to provide feedback on drafts of the *Moms and Teens for Safe Dates* booklets. Mothers and teens completed two booklets together in their homes then participated in a focus group to provide feedback. This process was repeated until the family completed all six booklets and participated in three focus groups. Separate focus groups were conducted with mothers and teens. All focus groups were audio taped and staffed by one focus group leader and an assistant who took notes and handled the logistics of the meetings. Reminder telephone calls were placed one week prior and two days prior to the scheduled focus groups to answer questions and confirm the scheduled focus groups. Mothers and teens received \$10 each for each focus group completed. Childcare was provided on site during the focus groups and the women received an extra \$3 to help cover transportation costs.

At the beginning of the first focus group, mothers and teens read and signed consent/assent forms and completed a demographics questionnaire, and a pledge of confidentiality was read and signed by mothers and teens. The focus group guides included open-ended questions about each section and activity in the booklets and solicited feedback on 1) the organization, layout, and formatting of the program, clarity of program activity instructions,

likeability of each program activity, and overall impressions of the program; 2) barriers to completing the program; 3) content that was not appropriate for mothers and teens who had been exposed to domestic violence; 4) time demands on the family; and 5) content that should be added.

As described in more detail in the Results section, because of the difficulties women had in coming to focus group meetings, three months after we began recruiting women into the study, the data collection method was changed from conducting focus groups to conducting telephone interviews, separately, with the mother and the teen. During the telephone interviews, verbal consent and assent were obtained from the mother and teen, respectively, and the demographics questionnaire and focus group guides were administered. This method of data collection was viewed as more convenient for the families.

### ***Data Analysis***

The focus group and telephone interview audiotapes were transcribed verbatim. Transcripts were analyzed by two coders to identify themes indicating changes that needed to be made to the booklets and that indicated important considerations for future development of dating abuse prevention programs for teens exposed to domestic violence.

## ***Results***

### ***Recruitment of Women Filing for a DVPO***

During the four-month courtroom recruitment period, 1,200 women sought DVPOS but only 26 of them were determined to be eligible for the study; the primary limiting factor was having a 12 to 15 year old teen. Of these 26 women, 19 agreed to be called about the study. The other seven reported being too busy or getting ready to leave town as the main reasons for not wanting to be called to learn more about the study. Of the 19 women who received the follow-up

telephone call, 15 enrolled in the study and were sent the first two booklets and were scheduled for a focus group (or telephone interview). Of these 15 women, only seven attended at least one focus group or completed at least one telephone interview even though all indicated on a reminder call the previous day that they would be at the focus group (or be available for the scheduled telephone interview).

After 4 months, this in-person courtroom recruitment approach was discontinued because: 1) there were very few women with 12 to 15 year olds who filed for a DVPO in these two courts in the 4 month recruitment period ( $n = 26$ ); 2) although interest in the study among these women was high (73% of eligible women indicated wanting to receive the follow-up telephone call about the study and 80% of those women enrolled in the study), a very low percentage of eligible women (27%) actually came to one of the focus groups or completed a telephone interview; and 3) these recruitment efforts were very expensive for the number of eligible women identified; approximately 27 hours of recruiter time was required to identify each eligible woman, not counting the time for conducting the follow-up recruitment telephone call or conducting the focus groups and interviews.

After discontinuing the in-person courtroom recruitment efforts, we attempted to recruit women seeking DVPOs by calling women who indicated on a VIS having a teen of eligible age. Of the women with teens of the targeted age, recruiters were only able to reach five by telephone. All five women enrolled in the study, but none participated in a focus group or interview.

### ***Revised Recruitment Strategy***

Recruitment efforts had to be expanded beyond the efforts to recruit women seeking DVPOs. Recruitment efforts were expanded to two additional counties and included

dissemination of three-fold pamphlets and fliers about the study at victim service agencies, departments of social services, health departments, mental health agencies, and other public locations, and fliers were posted on courthouse bulletin boards and in bathroom stalls throughout the courthouses. The fliers advertised for women who had been prior victims of domestic violence but who no longer lived with the abuser and who had a 12 to 15 year old teen.

A total of 36 mothers who met these criteria called the study office to receive more information about the study; 32 of these women enrolled into the study (i.e., gave consent to participate, received the first two booklets via mail, and were scheduled for their first focus group/interview). Twenty-one of these 32 participated in focus groups or completed telephone interviews.

### ***Themes Informing Program Development***

In all, twelve focus groups and 107 telephone interviews were conducted with the 28 mothers and 35 teens who participated in the *Program Adaptation Study*. The mothers were between 28 and 56 years old. Sixty-four percent were African American, 25% were white, 7% were Hispanic, and 4% were Japanese/West Indian; twenty-five percent had a high school degree or less, 29% had some college, and 46% graduated from college; and 32% were single and never married, 32% were divorced, and 36% were re-married. Of the teens, 71% were girls and 29% were boys.

Detailed information was provided by the mothers and teens on how to improve each program activity. Additionally, ten themes were identified from these data that influenced revisions to *Moms and Teens for Safe Dates* and that others should consider when developing similar types of programs (Table 2.1). Each of these themes is described below.

***Theme 1- Mother lacked basic teen dating abuse knowledge.*** We had erroneously assumed that because of their experiences, these women would be very knowledgeable about teen dating abuse and teen dating abuse dynamics. We believed that these mothers, who had been abused themselves, would already have a high amount of knowledge of dating abuse, be aware of the negative consequences that could accrue to their teen from dating abuse, and believe that their teens were at high risk of dating abuse. Therefore, in the initial modification of the *Families for Safe Dates* booklets to create *Moms and Teens for Safe Dates*, we eliminated much of the content from the *Getting Started* booklet intended to change those constructs. However, we found that the mothers were surprised that abuse could begin as early as adolescence; they perceived it as an adult issue. As one mother noted, “*Well to be honest, I didn’t really think about the next generation as far as our kids going through you know the abuse.*” Another stated “*I didn’t know teenagers got raped.*” This mother thought that rape didn’t occur until after graduating from high school and being out in the world. It is possible that these women had focused so long on what they were dealing with and in trying to get out of their abusive relationship, that they had not fully considered the impact of the abuse on their teen’s dating experiences. As a result, we added more information to the booklets to increase the knowledge base of these women that we had mistakenly presumed would be particularly high.

***Theme 2- Mothers had a strong desire for a heavy focus on psychological abuse.*** The booklets that the women reviewed included many references to psychological abuse, but they wanted even more. They were adamant about ensuring that their teens recognized psychological abuse and see it as a warning sign of or precursor to physical violence. Many stated that their abuse started with psychological abuse, and they said they were naive about it and did not realize what was happening to them. In addition, the woman noted that the psychological abuse was

devastating in and of itself. Therefore we gave psychological abuse even more prominence in the booklets through providing more definitions, stressing the negative consequences of psychological abuse and incorporating it into more of the scenarios and activities discussed with the teens.

***Theme 3- Many of the teens were very angry.*** Many more of these teens than the general population teens in the *Families for Safe Dates* focus groups appeared to be angry. Many studies have found that children who witness domestic violence between their parents often grow into teens and young adults with higher levels of internalized and/or externalized anger than children who have not witnessed domestic violence, both toward parents (Adams, 2006) and overall (Adams, 2006; Hoglund & Nicholas, 1995; Nicholas & Rasmussen, 2006; Turcotte-Seabury, 2010; Wolf & Foshee, 2003). Wolfe and colleagues (2003) found that the maltreated youth, many of which had also witnessed domestic violence, participating in the randomized trial of the *Youth Relationship Project*, scored very high on interpersonal hostility, and that the intervention was effective in decreasing hostility among those high-risk youth. More activities for teaching teens how to manage their anger and how to prevent anger from leading to dating abuse were added to the booklets.

***Theme 4- Two extremes in mother-teen relationships.*** We observed two diametrically opposed types of mother-teen relationships and communication that needed to be considered in programming. One type was a very close relationship between the mother and teen with exceptionally good communication that was often attributed by the mother to the closeness that formed between her and her teen as a result of the domestic violence experience. In the other type, communication between the mother and teen was extremely poor and sometimes resulted in explosive conversations. The types of communicating that these teens said that their mothers

used that made them angry and put them on the defensive included judging the teen unfairly, being judgmental of the teen's activities and friends, being critical, making fun of the teen, using sarcasm, using information that the teen told them against the teen, and not giving the teen credit when they felt they deserved it. For this group, activities that had mothers commenting on various teen attributes and choices that were not problematic in our *Families for Safe Dates* program for the general population were contentious; therefore, those activities were eliminated and replaced with other types of activities that were better at promoting communication while diffusing potentially contentious issues. Also, more information was added to *Getting Started* on how mothers can communicate so that teens do not shut down or get defensive.

***Theme 5- Mothers were overly strict about dating.*** As a group, these mothers were overly strict and dogmatic when it came to their teen's dating, with many saying that they would not allow their teen to date at all until very late ages. This strictness seemed to be related to the bad experiences these women had with partners, and, as one woman said in justifying her strictness, "*I don't want my kids to go through what I went through.*" However, many teens of these mothers indicated that they were dating anyway and sneaking around about it. Thus, they were dating without parental guidance or monitoring because this was a closed off conversation for many of the mothers. Although many of these mothers indicated that they were really strict and expected their children to act right, many also revealed that they had never actually talked to their teens about their expectations. Therefore, we added more content in *Getting Started* to acknowledge the tendency of mothers who have been victims of domestic violence to be protective of their teen, but also pointed out the potential negative consequences of being overly strict and inflexible about dating and the need to set reasonable rules and expectations and to discuss them with the teen. In one of the activity booklets, we have an exercise that guides

mothers through the process of setting reasonable dating rules and discussing them with their teen.

***Theme 6- Mothers and teens liked the booklet structure and found it convenient.*** Many comments indicated that the mailed booklet approach was convenient for these families. These comments and the barriers we encountered in getting mothers and teens to show up to focus groups further justified the mailed booklet-based structure of *Moms and Teens for Safe Dates*.

***Theme 7- Mothers and teens liked having a structure for communicating with each other.*** Mothers indicated having a desire to talk to their teens about sensitive topics, like dating abuse, but that they didn't always know how to do that. They made several comments indicating that they appreciated that the booklets gave them a structure for guiding their conversation about dating abuse, for example:

I don't know how to get out a lot of my words, so reading this –it build up my vocabulary – to express to her better.

The booklets made it easier for me to talk to my teen about abusive relationships.

I feel like I will be more confident in dealing with him with real life situations involved with dating because we've kind of got this foundation to work from now.

I really liked this program and I would definitely encourage my family or other people who don't have good communication with their mom to do this program.

***Theme 8- Families liked having a structure for spending time together.*** Mothers and both male and female teens made many comments to indicate that they liked that the program provided a structure for them to spend time each week doing something together and learning more about each other. The mothers liked learning more about their teens and the teens liked learning more about their mothers. The teens also liked having a chance for the mothers to learn more about who they are, and both liked the communication that was opened up by the booklets as indicated by statements like:

I got to spend time with my mom where it was just like a one on one thing and we learned a little bit about each other. I don't know, I just felt like I could open up to her about stuff. (Teen boy)

We got to know each other all over again. (Teen boy)

I just um it opened my heart a little bit more. Just being able to sit down and have a conversation with my teen and you know open up and share some of the experiences that I went through was um great for me. You know and I think everybody should do that with their children. (A mother)

***Theme 9- Mothers liked having control over how much they talked to their teen about their own abuse.*** We took the approach of designing *Moms and Teens for Safe Dates* so that mothers would have control over how much, if any, of their own abuse they would discuss with their teens. The five activity booklets for mothers and teens to do together never mention that the program is specifically for teens exposed to domestic violence. Mothers liked having control

over how much, if any, of their own domestic violence experiences they wanted to discuss with the teen.

***Theme 10- The mothers and teens appreciated being offered the program.*** These mothers really appreciated being offered a program and they made a number of comments to suggest that they perceive that there is very little information available to them and their teen on dating abuse prevention:

I'd just like to say thank you for making the program. It really opened up some major doors. And sincerely, this is really a helpful program, and I think that other teenagers and moms should join the program.

I was talking to one of my friends who is a psychologist and was like 'I don't understand why nobody's doing anything. You know, sexual assault is so rampant in our society. And I just don't understand why there are no public service announcements and I haven't seen any.' You know, it's just like a big void. And it's such a huge issue. And so I am really, really happy to see somebody is at least trying to develop something, you know.

I'm just glad that I got to be a part of this. Because, like I said, I done been through an abusive relationship, and now I'm free and happy and I can talk about it cause he's no where around and I don't have nothing to be scared of no more.

### ***Discussion***

Through this pilot we obtained valuable and necessary information for developing the *Moms and Teens for Safe Dates* program. We also determined that the DVPO courtroom recruitment approach was not feasible to use in a randomized efficacy trial and we were able to

pilot alternative recruitment approaches. We also learned more about the difficulties that these women face and we were able to change methodologies to accommodate their lives. This formative research was very important to conduct because we had some preconceived notions about this population that we learned were not true and we identified practices and beliefs of the mothers that might influence their teen's susceptibility to dating abuse that we had not previously considered. Learning this allowed us to revise the theoretical and conceptual framework guiding *Moms and Teens for Safe Dates* content so that it was more appropriate for this population.

For example, the initial *Moms and Teens for Safe Dates* booklets did not include content for increasing mother perceived susceptibility of their teen to dating abuse and perceived severity of dating abuse, two of the Protective Motivation Theory constructs described earlier, because we had assumed that those beliefs would already be high in the mothers. However through the formative research we learned that this was not the case. Also from the formative research, we had evidence that self-efficacy for doing the program and response efficacy, the two other Protection Motivation Theory constructs, tended to be lacking in the mothers. Self-efficacy for doing the program with their teens may be lacking because of the stresses they are under as a result of having left an abusive partner and possibly because of a general lack of self-confidence which may have resulted from the abuse. Also, some mothers suggested that they feared that their credibility with their child for promoting non-abusive relationships was compromised because of their prior involvement in an abusive relationship, dampening their belief that they and the Program have the potential to influence their child's dating abuse behaviors. Thus, the formative research justified targeting for change all four of the Protection Motivation Theory constructs. Also, the initial *Moms and Teens for Safe Dates* booklet did not include much content designed to increase the mothers' knowledge about dating abuse because we mistakenly assumed

that they would already be high in dating abuse knowledge. And through the formative research we learned that we needed to have a stronger focus on improving mother-teen communication than in the original booklets, so both of these constructs are now targeted for change. Table 2.2 lists the final constructs that are targeted for change in the *Moms and Teens for Safe Dates* program. The content for addressing these constructs is described in more detail in the discussion in Chapter 3 because some content was further revised after the conduct of *the Pilot Randomized Trial*.

## **Chapter 3: The *Pilot Randomized Trial***

### ***Methods***

#### ***Recruitment Strategy***

Because of the previously described problems with the courtroom recruitment approach, that recruitment approach was not used for the *Pilot Randomized Trial*. Instead, the women for the *Pilot Randomized Trial* were recruited using the following methods: One-page flyers were distributed throughout two counties by posting them on bulletin boards, court houses, bus stops, and other locations that eligible women would tend to go; agencies that interact with women who have been victims of domestic violence were provided with one-page and tri-fold flyers to distribute to their clientele; study fliers were attached to Ex Parte applications in several local courts (as we did for the *Program Adaptation Study*); an email about the study was sent through the University of North Carolina at Chapel Hill mass email system and other large listservs such as Craigslist; and information about the study was sent to the North Carolina Coalition Against Domestic Violence. All of these recruitment procedures depended on women calling our toll free number to learn about the study.

#### ***Eligibility Criteria***

The eligibility criteria for the study were that the mothers 1) had been a victim of domestic violence at some time in their past, 2) no longer lived with the abusive partner, 3) had a teen 12 to 15 years old, 4) spoke and read English, and 5) had access to a telephone. Eligible teens were those of the eligible mothers and were between 12 and 15 years old and spoke English. At all telephone contacts we re-assessed the mother's eligibility in terms of not living with the prior abuser because if they returned to the abuser they were no longer eligible to participate. We did not learn of any mothers returning to live with the abuser.

### ***Study Procedures***

When a woman called about the study, we described the study to her, assessed her and her teen's eligibility, informed her of required aspects of consent, and if she was interested in participating, obtained verbal consent from her for her own participation and for her teen's participation. When the mother provided consent for her teen to participate we also informed the teen of the required aspect of assent and if he/she was interested in participating we obtained his/her verbal assent for participation.

Once enrolled into the study, mothers and teens completed a 25-minute long telephone interview. See Appendices A and B, respectively, for the mother and teen baseline questionnaires. Each mother and teen was paid \$10 for completing baseline interviews. After completing the baseline interview, sets of three families were matched on the time of completion of the baseline interview and randomly allocated to one of three groups. Group 1 was the group that received both the booklets and the health educator call; Group 2 was the group that received only the booklets; and Group 3 was the control group. Families were sent a letter letting them know if they were allocated to a program or control condition.

The matched families allocated to the two treatment conditions (Group 1 and Group 2) were immediately mailed the *Getting Started* booklet (for mothers only) and Booklet 1. For those in Group 1, two weeks after that mailing, a health educator (who was a different person from the telephone interviewer) called the mother to determine if she had completed the booklet, encouraged participation, and assessed reactions to the booklet. If the booklet had been completed, then the family was mailed the next booklet and then two weeks after the family received that booklet, the health educator called the mother and this procedure was to be followed until all 5 program booklets and all 5 health educator telephone calls were completed. If

it was determined that a family had not completed a booklet, then the health educator scheduled the health educator call for a later date to give the family time to do the booklet. Families in Group 2 were mailed a booklet every two weeks but did not receive health educator calls.

Additionally, mothers in Groups 1 and 2 received a 10-minute long implementation interview about 12 weeks after they were mailed the first booklet to determine at that point in time how many booklets had been completed and to collect contact information needed to trace the family for the follow-up interview. Mothers in Group 3 (Control Group) also received a telephone interview about 12 weeks after their matched treatment families were sent the first booklet to collect contact information needed to trace the family for the follow-up interview.

One month after the Group 1 family completed the last health educator telephone call, the mother and teen from all three matched families (Group 1, Group 2 and Group 3) completed the follow-up interview (See Appendices C and D respectively). Each mother and teen was paid \$10 for completing follow-up interviews.

### ***Study Sample***

Our goal was to recruit 50 mothers and their teens for this study. A total of 84 mothers called the project office; 20 were ineligible, 1 who was eligible chose not to participate, 12 could not be reached to conduct baseline questionnaires after numerous attempts, and 51 families were enrolled into the study as defined by completing baseline questionnaires and being randomized into a study condition. In one family, a mother, but not the teen completed the baseline questionnaire, and in another case the teen but not the mother completed the baseline questionnaire, and thus 51 families participated even though there were 50 baseline questionnaires completed by the mother and 50 baseline questionnaires completed by the teen.

Thus, we met our recruitment goal. Of these 51 families, 17 were randomly allocated to each of the three groups.

### ***Results***

As noted earlier, the primary purpose of the *Pilot Randomized Trial* was to pilot the methods that are to be used in a large efficacy trial of *Moms and Teens for Safe Dates*. Thus, we begin results with lessons learned from this pilot related to recruitment, administration of the *Moms and Teens for Safe Dates* program, data collection procedures, and measures that can inform the methods of the randomized efficacy trial. Next, results from analysis of the baseline questionnaires are presented. The results section concludes with a statement about trends in program effects.

### ***Lessons Learned***

***Recruitment procedures.*** Several problems surfaced with the recruitment procedures that need to be considered when finalizing the recruitment approach for the large efficacy trial. The recruitment procedures 1) resulted in a sample composed primarily of women victims of domestic violence in a crisis situation, which impacted aspects of the study methodology in a negative way and limits generalizability of study findings, 2) did not include adequate screening procedures, and 3) did not lead to high numbers of eligible women calling about the study, suggesting that it would be difficult to recruit the large numbers of women needed for an efficacy trial using those methods. Each is discussed in turn.

The focus of the recruitment procedures was through domestic violence organizations and other services that interact with women in immediate need due to a domestic violence crisis. As a result, we recruited many women who were in very stressful crisis situations and in need of immediate money. As a result, the motivation for participating in the study for many of the women was financial and thus they would only conduct aspects of the study that resulted in

financial incentives such as the baseline and follow-up questionnaires, and not the completion of the booklets, health educator calls, or implementation interview. Also, several of these women lied about having a 12-15 year old in order to participate in the study to get the teen financial incentives. As a result, for the randomized efficacy trial we will broaden our recruitment efforts to get a better representation of women who have been victims of domestic violence that are at many different stages of life. Doing so will be important for increasing the generalizability of study findings.

The screening procedures in the recruitments script were inadequate for 1) identifying women for whom English was a second language who would have difficulty comprehending and completing the English language questionnaires, 2) identifying women with severe mental health problems that could interfere with the conduct of the various aspects of the study, and 3) detecting lies about having an eligible teen. There were instances where a mother would pass the English-speaking eligibility criteria from the recruitments script, but then had problems understanding the questionnaire in English. We had situations where a severe mental health issue (multiple personalities, schizophrenia) became apparent while conducting the baseline questionnaire that was not noticed in the recruitment script. And we had situations where the mother disguised her voice as a teen for the teen questionnaire, had a relative play the part of the teen, or lied about the date of birth of the child to make a younger child of eligible age so that they could get the teen incentive money. Each of these problems was detected through investigating the situation and the families were withdrawn from the study. The recruitment script for the efficacy trial will be structured to catch these problems before rather than after a family is enrolled in the study.

It was difficult to enroll enough women into the study, even for this small pilot. Thus, for the efficacy trial it will be essential to broaden recruitment efforts to a larger geographic area and to have stronger partnerships with many different types of community organizations so that agencies are more engaged with the study. Offering incentives to agencies for recruitment may also help with their engagement in the study and increase their likelihood of helping with recruitment.

*Administration of the Moms and Teens for Safe Dates Program.* In addition to collecting information about booklet completion, the health educator protocols also collected information on participant reactions to the booklets. Of the families in Group 1 (health educator group) who completed the booklets, 100% found them helpful, thought the number of booklets was just right, and would recommend the program to others. Other comments made in the 12-week implementation survey suggested that families that did various booklets enjoyed them.

However, getting families to complete the booklets was problematic. As can be seen in Table 3.1 completion of the program was not ideal in either of the treatment groups; 41% of families in Group 1 (booklets and health educator calls) and 35% of families in Group 2 (booklets only) did not complete any of the booklets. In Group 1, 59% completed at least one booklet and in Group 2, 65% completed at least one booklet but only 29% of the families in Group 1 completed all 6 booklets and < 1% of the families in Group 2 completed all 6 booklets. As noted earlier, it appeared that many of the women in this study were motivated to participate by the financial incentives. However, we did not offer incentive money for booklet completion. In the larger efficacy trial we will offer incentives for booklet completion so that we can get a high enough program participation rate to test the efficacy of the program.

The methods we used to document program fidelity also were problematic. The booklet completion percentages above are not precise because of limitations in the methods for determining program fidelity. Program fidelity was assessed through the health educator calls (in Group 1) and the 12-week implementation telephone interviews (Groups 1 and 2). As noted in Table 3.1, 41% of mothers in Group 1 did not complete any health educator calls and only 24% of those in Group 1 and 47% of those in Group 2 completed the 12-week implementation call. If booklet completion information from either of these sources was unavailable, then the family was coded as having completed 0 booklets, which may not have always been the case. Also the 12-week implementation call was problematic because 1) for some families it was conducted too long after the family had completed booklets to remember the specific activities we asked them about, 2) those in Group 1 felt they were bothersome and redundant with what they had already said in the health educator calls, 3) families did not receive incentives for completing that call and therefore would not answer the phone to complete it, and 4) the script was awkward and cumbersome because it had to account for each family being at various stages of program completion since each family was on its own time-line for completing the program. Thus, other ways of collecting fidelity data will be considered for the larger efficacy trial.

As described earlier, the reason for having two different treatment conditions was to determine if the health educator calls motivate families to complete the booklets. More families in Group 2 (no health educator calls) (65%) than in Group 1 (59%) completed at least one booklet, but more families in Group 1 (health educator calls) (24%) than Group 2 (<1%) completed all 6 booklets. However, with only 24% of those in Group 1 completing all 6 booklets, the health educator calls do not appear to be motivating families to complete booklets. For the large efficacy trial, we have decided to eliminate the health educator calls because 1)

they do not appear to motivate booklet completion, 2) there was evidence that the mothers found them bothersome rather than helpful, 3) they were expensive to conduct because many call attempts were required to try and reach the mothers, 4) depending on completion of a health educator call before sending the family the next booklet extended the program delivery phase of the study, and 5) if *Moms and Teens for Safe Dates* is found to be efficacious, dissemination of the program could be limited because of the added expense of the health educator calls,

***Data collection procedures.*** The procedures for scheduling interviews and for conducting the baseline telephone interviews with mothers and teens worked very well, though the teen questionnaire was a little long and needs to be shortened and simplified for the efficacy trial. Also, there were no problems encountered with human subject protection issues and protocols. The main problem we encountered with the data collection procedures was inability to trace the families over time to conduct the follow-up interview. Table 3.2 presents the percentages of mothers and teens completing follow-up questionnaires for each group and overall. The overall follow-up rate was lower than is desired for the large efficacy trial (62% for mothers and 58% for teens). The main tracing problem was the number of disconnected telephone numbers which interfered with conducting the follow-up telephone interviews (and the health educator calls, the 12-week implementation calls, and sometimes even baseline interviews). As a result, for the efficacy trial we will be collecting much more detailed information at baseline and throughout the study to aid in tracing these high-risk families over time. We will also maintain a relationship with the families by sending the families birthday and holiday cards.

***Measures.*** This study informed the development of the mother and teen baseline and follow-up questionnaires being used in the efficacy trial. Many new scales were created during this study for assessing each construct in Table 2.2 because standardized scales were not available for

measuring many of the targeted constructs. Tables 3.3 (baseline) and 3.4 (follow-up) lists the constructs assessed with the questionnaires and the items in the appropriate questionnaire for assessing that construct. Alphas for composite measures assessing each construct also are listed, however, these should be considered very preliminary, especially for the follow-up measures, because of the small sample size. Through this pilot we could identify items with very little variation in responses and questions that seemed difficult for mothers or teens to understand or answer. We conducted psychometric analyses to examine the alphas of scales, specific items that decreased alphas, and how standardized scales performed with this particular high-risk sample, though the small sample size means that these should be examined with caution. Even so, information that we obtained in this pilot greatly informed revisions to the final questionnaires being used in the efficacy trial.

### *Analyses of Baseline Data*

Baseline questionnaires were completed by 50 mothers and 50 teens. Here we present 1) descriptive data about the demographic characteristics of the sample, 2) descriptive data about aspects of teen exposure to domestic violence, 3) the prevalence of teen high-risk behaviors, and 4) correlations between various aspects of exposure to domestic violence and teen dating abuse perpetration and victimization.

Table 3.5 presents the demographic characteristics of the participating families. As can be noted, there was racial distribution in the sample. The average age of the mothers was 38.3 years with ages ranging from 28 to 54. Sixty percent of the mothers had education beyond high school. Sixty percent of the mothers were unemployed and 68% were single, which may have contributed to the phenomenon noted above of mothers being highly motivated by the financial

incentives. More female (76%) than male (24%) teens participated in the study. Their average age was 13.7 years and 68% reported at baseline that they had ever dated.

Table 3.6 presents information on teen exposure to domestic violence. On average, teens were exposed to domestic violence for 6.9 years; the maximum exposure was for 15 years. Approximately 80% had witnessed abuse of the mother by their biological father and for most of those teens (67%) the abuse of the mother was present when the child was born. Approximately 76% of mothers reported having been abused by more than 1 partner and 34% had been abused by 3 or more partners.

In the interview, mothers were asked to describe aspects of the abuse by the abuser that the teen was around most often; 52% of the mothers described aspects of abuse from the teen's biological father, 38% described aspects of the abuse by their boyfriend, and 1% described abuse by the teen's stepfather. The amount of abuse experienced by the mother from these partners was substantial. About 60% of the women had filed for a DVPO and 90% of those women received the DVPO. The average score of the WEB was 3.57 out of a total possible score of 4. The distributions on items composing this scale are presented in Table 3.7. The number of times the women reported experiencing various types of psychological and physical abuse was very high because the women were asked to report abuse experienced over the life of the relationship. The average number of years that the women experienced the abuse was 8 years with a range from 4 months to 27 years. We asked the women to tell us the actual number of times they experienced a variety of psychological (i.e. been threatened, humiliated, insulted), physical (i.e. been slapped or scratched, pushed, grabbed, or shoved, hit with a fist, beaten up, threatened with a knife or gun), and sexual (been threatened if she did not have sex, or was forced to have sex) acts. The women would often respond by saying things like "twice a week for 20 years" or "every day for

9 years” and then interviewers would calculate the number of times, resulting in scores like 2,080 times for the first example and 3,285 time for the second example. This was a problematic way of assessing experiences of domestic violence victimization and therefore we revised these items on the mother questionnaire for the efficacy trial. However, these responses demonstrated the chronic, long-term victimization experiences of these women. It can be concluded that the recruitment approaches used resulted in a sample of teens that had high exposure to domestic violence in terms of years of exposure and severity of acts witnessed.

Teen victimization from and perpetration of psychological, physical, sexual, and cyber dating abuse were assessed on the teen questionnaire. The items assessing these types of dating abuse victimization are presented in Table 3.8 and the items assessing these types of dating abuse perpetration are presented in Table 3.9. Table 3.10 presents the prevalence of psychological, physical, sexual and cyber dating abuse victimization (mean scores and the percentage of teens who had ever been a victim of any of the acts measuring a specific type of victimization are presented). Table 3.11 presents the prevalence of each type of dating abuse perpetration (mean scores and the percentage of teens who had ever perpetrated any of the acts measuring a specific type of perpetration are presented).

Overall the prevalence of dating abuse victimization is substantially higher in this sample than the prevalence reported in the two national probability samples that assess dating abuse victimization -- the Youth Risk Behavior Survey (YRBS) and the National Longitudinal Study of Teen Health (Add Health). According to the YRBS, rates of physical dating abuse victimization (the only type of dating abuse assessed) remained fairly stable from 1999 through 2007, ranging from 8.8% in 1999 to 9.9% in 2007 (Centers for Disease Control and Prevention, 2000, 2002, 2004, 2006, 2008), whereas the current sample reports a prevalence of 28%. In Add Health data,

the prevalence of psychological dating abuse victimization is 28.5% whereas it is 50% in the current sample and the prevalence of physical dating abuse victimization in Add Health data is 12%, whereas as noted above it is 28% in this sample (Halpern, Oslak, Young, Martin, & Kupper, 2001). Although the referenced time-frames for reporting abuse is shorter for the two national studies (YRBS assesses victimization in the previous year and Add Health assesses victimization in the previous 18 months) than it is for the current study (ever victimization), given the young age of the current sample, it is unlikely that they had much abuse to report any earlier than 18 months prior to survey administration. The findings support the literature that teens who have witnessed domestic violence are at increased risk for dating abuse.

Neither national study assessed sexual nor cyber dating abuse victimization nor any type of dating abuse perpetration, so comparisons on those types of dating abuse cannot be made. However, as noted from the tables, the prevalence of each is high. Particularly interesting is the amount of dating abuse that is occurring through electronic means such as Facebook, email, texting etc. (cyber dating abuse). Dating abuse through these means has rarely been assessed and reported in the literature. It is also interesting to note the very high percentages of *dating* teens who are victims and perpetrators of dating abuse.

The teen questionnaire also assessed bullying, sexual harassment, and peer aggression victimization and perpetration. The items assessing these types of victimization and perpetration are presented in Table 3.12. Table 3.13 presents the prevalence of each type of victimization and perpetration (mean scores as well as the percentage of teens who had ever been victims or perpetrators of any act for each type are presented). It is difficult to compare these to other studies because the measures for assessing these constructs vary substantially across studies. But these prevalences are surprisingly high; 84% have been bullied and 72% have bullied others;

62% have been sexually harassed and 20% have sexually harassed others; and 50% have been a victim of aggression from non-dating peer and 52% have been aggressive to non-dating peers.

Lastly, Table 3.14 presents correlations between characteristics of teen exposure to domestic and teen dating abuse. All coding was such that positive relationships would be expected. None of the correlations are statistically significant, likely due to the small sample size.

### ***Trends in Program Effects***

Unfortunately we were not able to examine trends in program effects for the following reasons. The low follow-up rate resulted in too few subjects in each group to make any meaningful comparisons; there were 12 families in Group 1, 7 families in Group 2, and 13 families in Group 3 who completed follow-up questionnaires. Of the families in Groups 1 and 2 combined, we estimate that about 6 completed all of the booklets. However because of issues with the methods for assessing fidelity described above, the assessment of booklet completion is not precise. Because the one-month follow-up questionnaire assessed dating abuse in the previous month, there was too little dating abuse that occurred between baseline and the follow-up in any group to assess program effects. Low alphas for some constructs further hampered assessments of program effects.

### ***Discussion***

This study met its primary purposes which were to develop a dating abuse prevention program for teens exposed to domestic violence and pilot the methods that would inform a large randomized efficacy trial of the program, though small sample sizes in the *Pilot Randomized Trial* precluded an adequate examination of the psychometric properties of the measures and

examination of program trends. The large efficacy trial is now underway and was informed greatly by this NIJ funded pilot study as described above. Thus, this study contributed greatly to the methodological rigor, data quality, and potential success of the large efficacy trial.

The final booklets that are being evaluated in the efficacy trial are in Appendices E1-E6. *Getting Started*, is for mothers only and the five activity booklets include a variety of games, scenario analyses, guided discussions, role plays, and puzzles designed to alter the constructs in the Table 2.2. Table 3.15 describes the content of each booklet and the constructs being targeted for change in each booklet.

This study is innovative in that it laid the groundwork for the first randomized efficacy trial of a program for preventing dating abuse victimization and perpetration among teens exposed to domestic violence. There is a serious need for effective programs for preventing teens who have been exposed to domestic violence from using violence against their dating partners and from being victimized by dating partners. Because of the large number of teens exposed to domestic violence and the high-risk status of those teens, dissemination of such a program could make a substantial impact on breaking the cycle of family violence that leads to so many of our public health and societal problems. Preventing dating abuse also has implications for the health care system because victims of dating abuse suffer many consequences, such as physical injury, substance abuse, eating disorders, depression and suicidal behaviors, that require medical attention (Ackard, Eisenberg, & Neumark-Sztainer, 2007; Brown, Cosgrave, Killackey et al., 2008; Muñoz-Rivas, Graña, O’Leary, & González, 2007; O’Leary, Slep, Avery-Leaf, & Cascardi, 2008; Roberts, Klein, & Fisher, 2003). Furthermore, many working in the court system recognize the need for such programs because teens exposed to domestic violence often end up in Juvenile Court. If *Mothers and Teens for Safe Dates* is found to be effective in the randomized

efficacy trial, given its structure, its dissemination could be facilitated through the justice system in collaboration with other related agencies.

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### *Dissemination of Research Findings*

This study was a pilot study with the primary purpose of informing the methods of a large randomized efficacy trial of *Moms and Teens for Safe Dates*. As such, the study was invaluable to the investigators in designing the efficacy trial and increasing its likelihood of success. But the findings have limited generalizability to others. However, the 10 themes identified through the *Program Adaptation Study* focus groups and interviews were presented at the National Institute of Justice Conference in 2011 (reference below) and those findings have been written up for a manuscript that will be submitted to a peer reviewed journal. The data are currently being prepared for archiving.

**Foshee, V. A.,** Dixon, K., Ennett, S. E., Moracco, B., Bowling, J. M., Chang, L.Y, Moss, J. (2010). Dating abuse prevention in teens of moms with domestic violence protection orders. Presented at the National Institute of Justice Conference 2011, Washington DC, June 2011

**APPENDIX A:**  
**MTSD BASELINE MOTHER**  
**QUESTIONNAIRE**

NIJ  
Moms and Teens for Safe Dates  
Mother Baseline Questionnaire

Date of Interview: \_\_\_\_/\_\_\_\_/\_\_\_\_

Begin Time: \_\_\_\_\_ am pm

End Time: \_\_\_\_\_ am pm

**READ: I'd like to begin the survey now.**

**The first questions are about your beliefs related to teen dating. Some parents believe that teen dating is personal and that they should not be involved in it, while others believe that parents should be involved in it. We'd like to know your views. For each statement I read, please tell me if you strongly agree, agree somewhat, disagree somewhat, or strongly disagree. I'll repeat these for you as we go so you don't have to remember them now.**

**MA10. Parents should set rules for their teen's dating. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 98 = REFUSED

**MA20. Parents should know where their teen is going on a date. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MA30. Parents need to leave dating issues up to their teen. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MA40. Parents should personally meet their teen's dates.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**MA50. Teens need guidance from parents on dating.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**MA60. Teens need room to explore dating without much rule setting from parents. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** These next questions are about talking with your teen about teen dating abuse. Teen dating abuse can include emotional abuse, like insulting a date or controlling what they do; physical abuse, like hitting a date; or sexual abuse, like forcing a date to do something sexual they did not want to do.

**MB10. How comfortable or uncomfortable would you feel talking to [TEEN'S NAME] about teen dating abuse? Would you feel...**

- 1 = Very comfortable
- 2 = Somewhat comfortable
- 3 = Somewhat uncomfortable
- 4 = Very uncomfortable
- 98 = DON'T KNOW
- 99 = REFUSED

**MB20. How confident do you feel in your ability to talk to [TEEN'S NAME] about teen dating abuse? Would you say...**

- 1 = Very confident
- 2 = Somewhat confident
- 3 = Not very confident
- 4 = Not at all confident
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: Now, please tell me how strongly you agree or disagree with the following statements.**

**MB30. You would be too embarrassed to talk to [TEEN'S NAME] about teen dating abuse. Would you say you ...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MB40. You do not know enough about teen dating abuse to talk to [TEEN'S NAME] about it. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MB50. Because you were in an abusive relationship, you would feel uncomfortable talking to [TEEN'S NAME] about dating abuse.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**MB60. The type of communication you have with [TEEN'S NAME] would make it hard for you to talk to [HIM/HER] about dating abuse. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: Please tell me how strongly you agree or disagree with the following statements.**

**MC10. Talking to [TEEN'S NAME] about dating abuse will prevent [HIM/HER] from being a victim of dating abuse. Do you.....**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MC20. Talking to [TEEN'S NAME] about dating abuse will decrease [HIS/HER] chances of being a victim of dating abuse.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**MC30. Because you were in an abusive relationship, talking to [TEEN'S NAME] about dating abuse will have little effect on whether [HE/SHE] becomes a victim of dating abuse or not. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MC40. Talking to [TEEN'S NAME] about dating abuse will prevent [HIM/HER] from abusing dates. Do you .....**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MC50. Talking to [TEEN'S NAME] about dating abuse will decrease [HIS/HER] chances of abusing dates.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**MC60. Because you were in an abusive relationship, talking to [TEEN'S NAME] about dating abuse will have little effect on whether [HE/SHE] starts abusing dates or not.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: Okay, the possible answers to the next questions are Very likely, Somewhat likely, Somewhat unlikely, or Very unlikely.**

**MD10. Compared to other teens [TEEN'S NAME] age, how likely or unlikely is it that [HE/SHE] will become a victim of psychological or emotional dating abuse in the future? Would you say....**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**MD20. Compared to other teens [TEEN'S NAME] age, how likely or unlikely is it that [HE/SHE] will become a victim of physical dating abuse in the future? Would you say..**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**MD30. Compared to other teens [*TEEN'S NAME*] age, how likely or unlikely is it that [*HE/SHE*] will use psychological or emotional abuse against a dating partner in the future?**

- 1 = VERY LIKELY
- 2 = SOMEWHAT LIKELY
- 3 = SOMEWHAT UNLIKELY
- 4 = VERY UNLIKELY
- 98 = DON'T KNOW
- 99 = REFUSED

**MD40. Compared to other teens [*TEEN'S NAME*] age, how likely or unlikely is it that [*HE/SHE*] will use physical violence against a dating partner in the future?**

- 1 = VERY LIKELY
- 2 = SOMEWHAT LIKELY
- 3 = SOMEWHAT UNLIKELY
- 4 = VERY UNLIKELY
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: Please tell me how much you agree or disagree with the following statements about teen dating. You can answer that you Strongly agree, Somewhat agree, Somewhat disagree, or Strongly disagree.**

**ME10. If a teen is frequently insulted by a date it is not that big a deal as long as there is no physical violence. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**ME20. Teen dating abuse is not likely to cause serious harm, since teens can easily end dating relationships. Do you ...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**ME30. Teens who are involved in dating abuse will likely grow out of it before they become adults. Do you ...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**ME40. Calling each other names and insulting each other are bound to happen in teen dating relationships. Do you ...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**ME50. How serious do you think it would be if a teen pushed, grabbed, or shoved someone he or she was dating? Would you say...**

- 1 = Very serious
- 2 = Somewhat serious
- 3 = Not so serious
- 4 = Not at all serious
- 98 = DON'T KNOW
- 99 = REFUSED

**ME60. How serious do you think it would be if a teen frequently insulted or put down someone that he or she was dating? Would you say...**

- 1 = Very serious
- 2 = Somewhat serious
- 3 = Not so serious
- 4 = Not at all serious
- 98 = DON'T KNOW
- 99 = REFUSED

**ME70. How serious do you think it would be if a teen forced a date to kiss him or her? Would you say...**

- 1 = Very serious
- 2 = Somewhat serious
- 3 = Not so serious
- 4 = Not at all serious
- 98 = DON'T KNOW
- 99 = REFUSED

**ME80. For families today, would you say that teen dating abuse is...**

- 1 = A very serious problem
- 2 = A somewhat serious problem
- 3 = Not really a serious problem
- 4 = Not a problem at all
- 98 = DON'T KNOW
- 99 = REFUSED

**ME90. How concerned are you about teen dating abuse, would you say you are...**

- 1 = Very concerned
- 2 = Somewhat concerned
- 3 = Not so concerned
- 4 = Not at all concerned
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: Now, please let me know if you think the following statements are true or false.**

**MF10. Boys are the victims of physical dating abuse about as often as girls. Do you think this statement is true or false?**

- 1 = TRUE
- 2 = FALSE
- 98 = DON'T KNOW
- 99 = REFUSED

**MF20. Most teens in abusive dating relationships have witnessed abuse between their parents.**

1 = TRUE

2 = FALSE

98 = DON'T KNOW

99 = REFUSED

**MF30. About 5% of teens have been physically abused by a date.**

1 = TRUE

2 = FALSE

98 = DON'T KNOW

99 = REFUSED

**MF40. Most teen rapes are by someone the teen knows.**

1 = TRUE

2 = FALSE

98 = DON'T KNOW

99 = REFUSED

**MF50. Boys are the victims of sexual dating abuse about as often as girls. Do you think this statement is...**

1 = True

2 = False

98 = DON'T KNOW

99 = REFUSED

**MF60. Dating abuse is more common among teens from poor families than among teens from families with more money.**

1 = TRUE

2 = FALSE

98 = DON'T KNOW

99 = REFUSED

**READ:** These next questions are about communication between you and [*TEEN'S NAME*]. Sometimes communication with teens can be very challenging and sometimes it goes very well. We're interested in your experiences. The next questions are about conversations that you and [*TEEN'S NAME*] had during the last 4 weeks. The possible answers are Very Often, Sometimes, Rarely, Never.

**MG10. In conversations that you and [*TEEN'S NAME*] had during the last 4 weeks, how often would you say that you gave too much advice? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MG20. How about listen to [*HIS/HER*] point of view? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MG30. How about stopped what you were doing to talk to [HIM/HER]? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MG40. In conversations that you and [TEEN'S NAME] had during the last 4 weeks, how often were you critical of what [HE/SHE] said or did? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MG50. How about used encouraging words to keep the conversation going with [HIM/HER]?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**MG60. How about said things in a way that sounded like you knew all the answers?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**MG70. In conversations that you and [TEEN'S NAME] had during the last 4 weeks, how often would you say that you put down [HIS/HER] choices or preferences? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**MG80. How about showed respect for [HIS/HER] thoughts and opinions?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** These next questions are also about conversations with [*TEEN'S NAME*].

**MG90.** In general, how easy or hard is it for you to talk to [*TEEN'S NAME*] about things that are personal to [*HIM/HER*]? Would you say...

- 1 = Very easy
- 2 = Somewhat easy
- 3 = Somewhat hard
- 4 = Very hard
- 98 = DON'T KNOW
- 99 = REFUSED

**MG100.** In general, how satisfied are you with the way you and [*TEEN'S NAME*] talk about things that are personal to [*HIM/HER*]? Are you...

- 1 = Very satisfied
- 2 = Somewhat satisfied
- 3 = Somewhat dissatisfied
- 4 = Very dissatisfied
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** The next questions are about disagreements you may or may not have had with [*TEEN\_NAME*].

**MH10.** During the last 4 weeks, how often, if ever, did you feel angry at [*TEEN'S NAME*]? Would you say...

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**MH20. During the last 4 weeks, how often, if ever, did you and [*TEEN'S NAME*] have a disagreement? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never [*SKIP TO MH10A ON PAGE 19*]

98 = DON'T KNOW

99 = REFUSED

**MH30. During the last 4 weeks when you and [*TEEN'S NAME*] had a disagreement, how often did you stay calm? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MH40. During the last 4 weeks when you and [*TEEN'S NAME*] had a disagreement, how often did you... let [*HIM/HER*] know how you felt?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**MH50. During the last 4 weeks when you and [*TEEN'S NAME*] had a disagreement, how often did you ... ask [*HIM/HER*] how [*HE/SHE*] felt? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MH60. How about ask [*HIM/HER*] questions to better understand the situation?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**MH70. How about suggest possible solutions to the problem? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MI10A READ:** These next questions are about your relationship with [*TEEN'S NAME*].

**MI10.** How often do you try to understand what [*TEEN'S NAME*] needs to be happy?  
Would you say...

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MI20.** How often do you pay attention to what [*TEEN'S NAME*] says to you? Would you say...

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MI30.** How often do you try to cheer up [*TEEN'S NAME*] when [*HE/SHE*] is sad? Would you say...

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MI40. How often do you tell [*TEEN'S NAME*] that you love and care about [*HIM/HER*]?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**MI50. When [*TEEN'S NAME*] has a problem, how often do you try to help [*HIM/HER*] out?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**MI60. How often do you really listen to [*TEEN'S NAME*]?** Would you say...

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MI70. How often do you try to make [TEEN'S NAME] feel you love [HIM/HER]?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**MI80. How close do you feel to [TEEN'S NAME]? Say "1" if you feel extremely close; "2" if you feel very close; "3" if you feel somewhat close; "4" if you do not feel very close; and "5" if you do not feel close at all.**

- 1 = Extremely close
- 2 = Very close
- 3 = Somewhat close
- 4 = Not very close
- 5 = Not close at all
- 98 = DON'T KNOW
- 99 = REFUSED

**READ** Now, please tell me how well each of the following statements describe you. The possible answers are just like you, a lot like you, sort of like you, or not like you.

**MJ10. You tell [TEEN'S NAME] times when [HE/SHE] must come home in the evenings? Is this...**

- 1 = Just like you
- 2 = A lot like you
- 3 = Sort of like you
- 4 = Not like you
- 98 = DON'T KNOW
- 99 = REFUSED

**MJ20. You find out where [*TEEN'S NAME*] is going when [*HE/SHE*] goes out? Is this...**

1 = Just like you

2 = A lot like you

3 = Sort of like you

4 = Not like you

98 = DON'T KNOW

99 = REFUSED

**MJ30. You have rules that [*TEEN'S NAME*] must follow? Is this...**

1 = Just like you

2 = A lot like you

3 = Sort of like you

4 = Not like you

98 = DON'T KNOW

99 = REFUSED

**MJ40. You monitor what [*TEEN'S NAME*] watches on TV?**

1 = JUST LIKE YOU

2 = A LOT LIKE YOU

3 = SORT OF LIKE YOU

4 = NOT LIKE YOU

98 = DON'T KNOW

99 = REFUSED

**MJ50. You put restrictions on music CD's, and video and computer games that [*TEEN'S NAME*] can play? Is this...**

1 = Just like you

2 = A lot like you

3 = Sort of like you

4 = Not like you

98 = DON'T KNOW

99 = REFUSED

**MJ60. You try to meet [*TEEN'S NAME*] friends? Is this...**

1 = Just like you

2 = A lot like you

3 = Sort of like you

4 = Not like you

98 = DON'T KNOW

99 = REFUSED

**MJ70. You try to meet the parents of [*TEEN'S NAME's*] friends?**

1 = JUST LIKE YOU

2 = A LOT LIKE YOU

3 = SORT OF LIKE YOU

4 = NOT LIKE YOU

98 = DON'T KNOW

99 = REFUSED

**READ: These next questions are about your immediate family. Please answer with Very often, Sometimes, Rarely, or Never.**

**MK10. How often does your family sit down to eat dinner together at the same time? Would you say....**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MK20. How often do members of your family say bad things to each other? Would you say....**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MK30. How often does your family try to do things that are fun for everyone?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**MK40. How often is there a feeling of togetherness in your family?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**MK50. How often do members of your family get really mad at one another? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**MK60. How often do your family members yell at each other? Would you say....**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**MK70. How often are there arguments in your family?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: The next questions are about your thoughts and feelings during the last 4 weeks. The possible answers are Very often, Sometimes, Rarely, or Never.**

**ML10. In the last 4 weeks, how often have you been upset because of something that happened unexpectedly? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**ML20. In the last 4 weeks, how often have you felt that you were unable to control the important things in your life? Would you say.....**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**ML30. In the last 4 weeks, how often have you felt nervous and “stressed”?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**ML40. In the last 4 weeks, how often have you felt confident about your ability to handle your personal problems?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**ML50. How often have you felt that things were going your way? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**ML60. How often have you found that you could not cope with all the things that you had to do?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**ML70. In the last 4 weeks, how often have you been able to control irritations in your life?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**ML80. In the last 4 weeks, how often have you felt that you were on top of things?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**ML90. In the last 4 weeks, how often have you been angered because of things that happened that were outside of your control? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**ML100. In the last 4 weeks, how often have you felt difficulties were piling up so high that you could not overcome them?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**ML110. How often have you had trouble keeping your mind on what you were doing? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**ML120. How often have you felt depressed? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**ML130. How often have you felt that everything you did was an effort?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**ML140. How often have you felt hopeful about the future? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**READ: The next questions are about your experiences with partners who have been abusive to you. This can include partners who were emotionally, physically or sexually abusive to you.**

**MM10. Was [TEEN'S NAME] biological father abusive to you?**

1 = NO [*SKIP TO MM100 ON PAGE 33*]

2 = YES

98 = DON'T KNOW

99 = REFUSED

**MM20. What ages was [TEEN'S NAME] when he was abusive to you?  
[IF WEEKS, ROUND TO NEAREST MONTH]**

[MM20A] Age \_\_\_\_\_ years and \_\_\_\_\_ months [enter as years.months]  
to

[MM20B] Age \_\_\_\_\_ years and \_\_\_\_\_ months [enter as years.months]

**[IF THE MOTHER INDICATES THAT THE CHILD HAD NOT YET BEEN BORN  
WHEN THE ABUSE OCCURRED, CHECK HERE \_\_\_\_\_ AND SKIP TO MM50 ON  
PAGE 32] [MM20C -- Data Entry: 0 = NO CHECK, 1 = CHECKED]**

**MM30. Did [TEEN'S NAME] witness or hear any of the abuse?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**MM40. How often does [TEEN'S NAME] see [HIS/HER] biological father now?  
Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MM50. Counting [TEEN'S] biological father, how many partners have you had that you would describe as being abusive to you? Would you say 1 partner, 2 partners, 3 partners, or 4 or more partners?**

1 = 1 PARTNER – And this is [TEEN'S] biological father, correct?

***[IF THE MOTHER SAYS NO, GO BACK AND REPEAT QUESTIONS MM10-MM40 ON PAGE 31.]***

**These next questions are about that partner.  
*[SKIP TO MM160A ON PAGE 35].***

2 = 2 PARTNERS

3 = 3 PARTNERS

4 = 4 OR MORE PARTNERS

98 = DON'T KNOW

99 = REFUSED

**MM60. These next questions are about your relationship with the abusive partner that [TEEN'S NAME] was around most often. Do you have that partner in mind? These next questions are about that partner.**

**MM70. What was this partner's relationship to [TEEN'S NAME]?**

1 = BIOLOGICAL/ADOPTIVE FATHER ***[SKIP TO MM160A ON PAGE 35]***

2 = STEPFATHER

3 = MOM'S BOYFRIEND/GIRLFRIEND

4 = OTHER: PLEASE SPECIFY [MM70A] \_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**MM80. What ages was [TEEN'S NAME] when this partner was abusive to you?  
*[IF WEEKS, ROUND TO NEAREST MONTH]***

[MM80A] Age \_\_\_\_\_ years and \_\_\_\_\_ months [enter as years.months]

to

[MM80B] Age \_\_\_\_\_ years and \_\_\_\_\_ months [enter as years.months]

**MM90. How often does [TEEN'S NAME] see this person now?**

1 = Very often [SKIP TO MM160A ON PAGE 35]

2 = Sometimes [SKIP TO MM160A ON PAGE 35]

3 = Rarely [SKIP TO MM160A ON PAGE 35]

4 = Never [SKIP TO MM160A ON PAGE 35]

98 = DON'T KNOW [SKIP TO MM160A ON PAGE 35]

99 = REFUSED [SKIP TO MM160A ON PAGE 35]

**MM100. How many partners have you had that you would describe as being abusive to you? Would you say 1 partner, 2 partners, 3 partners, or 4 or more partners?**

1 = 1 PARTNER --These next questions are about that partner.  
[SKIP to MM120]

2 = 2 PARTNERS

3 = 3 PARTNERS

4 = 4 OR MORE PARTNERS

98 = DON'T KNOW

99 = REFUSED

**MM110. These next questions are about your relationship with the abusive partner that [TEEN'S NAME] was around most often. Do you have that partner in mind? These next questions are about that partner. [SKIP TO MM120]**

**[IF THE MOTHER INDICATES THAT THE CHILD HAD NOT YET BEEN BORN WHEN THE ABUSE OCCURRED, CHECK HERE \_\_\_\_\_ AND SAY : [MM110A -- Data Entry: 0 = NO CHECK, 1 = CHECKED]**

**“Okay answer these next questions thinking about the partner that was most abusive to you” [AND SKIP TO MM160A ON PAGE 35]**

**MM120. What ages was [TEEN'S NAME] when this partner was abusive to you? [IF WEEKS, ROUND TO NEAREST MONTH]**

[MM120A] Age \_\_\_ years and \_\_\_ months [enter as years.months]

to

[MM120B] Age \_\_\_ years and \_\_\_ months [enter as years.months]

**MM130. [IF THE MOTHER INDICATES THAT THE CHILD HAD NOT YET BEEN BORN WHEN THE ABUSE OCCURRED, CHECK HERE \_\_\_\_\_ AND SKIP TO MM160A ON PAGE 35] [MM130A -- Data Entry: 0 = NO CHECK, 1 = CHECKED]**

**MM140. What was this partner's relationship to [TEEN'S NAME]?**

1 = STEPFATHER

2 = MOM'S BOYFRIEND

3 = MOM'S GIRLFRIEND

4 = OTHER: PLEASE SPECIFY [MM140A] \_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**MM150. How often does [TEEN'S NAME] see this person now?**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MM160A. READ: Now I'm going to read some statements that may or may not describe your relationship with that partner. For each statement, please tell me if you Strongly agree, Agree somewhat, Disagree somewhat or Strongly disagree with the statement.**

**MM170. He made me feel unsafe, even in my own home. Would you say you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MM180. I felt ashamed of the things that he did to me. Would you say you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MM190. I tried not to rock the boat because I was afraid of what he might do. Would you say you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MM200. I felt like I was programmed to react a certain way to him. Would you say you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MM210. I felt like he kept me a prisoner.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**MM220. He made me feel like I had no control over my life; no power, no protection.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: Now please tell me how many times, if any this partner did the following things to you and how many of those times [TEEN'S NAME] witnessed or heard them.**

**MM230. How many times did this person threaten you with physical harm?**

\_\_\_\_\_ TIMES

***[IF ONCE OR MORE THEN ASK]***

**MM240. How many of those [REPEAT NUMBER] times would you say [TEEN'S NAME] witnessed or heard this? Would you say...**

1 = All of those times

2 = Most of those times

3 = Some of those times

4 = None of those times

98 = DON'T KNOW

99 = REFUSED

**MM250. How many times did this person insult you?**

\_\_\_\_\_ TIMES

***[IF ONCE OR MORE THEN ASK]***

**MM260. How many of those [REPEAT NUMBER] times would you say [TEEN'S NAME] witnessed or heard this? Would you say...**

1 = All of those times

2 = Most of those times

3 = Some of those times

4 = None of those times

98 = DON'T KNOW

99 = REFUSED

**MM270. How many times did this person say or do something to humiliate you?**

\_\_\_\_\_ TIMES

***[IF ONCE OR MORE THEN ASK]***

**MM280. How many of those *[REPEAT NUMBER]* times would you say *[TEEN'S NAME]* witnessed or heard this? Would you say...**

1 = All of those times

2 = Most of those times

3 = Some of those times

4 = None of those times

98 = DON'T KNOW

99 = REFUSED

**MM290. How many times did this person slap or scratch you?**

\_\_\_\_\_ TIMES

***[IF ONCE OR MORE THEN ASK]***

**MM300. How many of those *[REPEAT NUMBER]* times would you say *[TEEN'S NAME]* witnessed or heard this? Would you say...**

1 = All of those times

2 = Most of those times

3 = Some of those times

4 = None of those times

98 = DON'T KNOW

99 = REFUSED

**MM310. How many times did this person push, grab, or shove you?**

\_\_\_\_\_ TIMES

***[IF ONCE OR MORE THEN ASK]***

**MM320. How many of those *[REPEAT NUMBER]* times would you say *[TEEN'S NAME]* witnessed or heard this? Would you say...**

1 = All of those times

2 = Most of those times

3 = Some of those times

4 = None of those times

98 = DON'T KNOW

99 = REFUSED

**MM330. How many times did this person hit you with a fist or with something else hard?**

\_\_\_\_\_ TIMES

***[IF ONCE OR MORE THEN ASK]***

**MM340. How many of those *[REPEAT NUMBER]* times would you say *[TEEN'S NAME]* witnessed or heard this? Would you say...**

1 = All of those times

2 = Most of those times

3 = Some of those times

4 = None of those times

98 = DON'T KNOW

99 = REFUSED

**MM350. How many times did this person beat you up?**

\_\_\_\_\_ TIMES

**[IF ONCE OR MORE THEN ASK]**

**MM360. How many of those [REPEAT NUMBER] times would you say [TEEN'S NAME] witnessed or heard this? Would you say...**

1 = All of those times

2 = Most of those times

3 = Some of those times

4 = None of those times

98 = DON'T KNOW

99 = REFUSED

**MM370. How many times did this person use a knife or gun on you?**

\_\_\_\_\_ TIMES

**[IF ONCE OR MORE THEN ASK]**

**MM380. How many of those [REPEAT NUMBER] times would you say [TEEN'S NAME] witnessed or heard this? Would you say...**

1 = All of those times

2 = Most of those times

3 = Some of those times

4 = None of those times

98 = DON'T KNOW

99 = REFUSED

**MM390. Okay, how many times did this partner use threats to make you have sex?**  
\_\_\_\_\_ TIMES

**MM400. And how many times did this person use force to have sex with you?**  
\_\_\_\_\_ TIMES

**READ: Okay, I only have a few more questions about your relationship with this person...**

**MM410. How long did you and this partner live together?**  
**[IF WEEKS, ROUND TO NEAREST MONTH]**

\_\_\_\_\_ Years \_\_\_\_\_ Months [enter as years.months]

**MM420. [PUT A CHECK HERE IF THEY NEVER LIVED TOGETHER \_\_\_\_\_  
AND SKIP TO MM440]**

**[MM420A -- Data Entry: 0= NOT CHECKED, 1 = CHECKED]**

**MM430. How long have you lived apart from this partner?**  
**[IF MORE THAN 1 MONTH, ENTER NUMBER OF YEARS AND MONTH  
BELOW AND ROUND TO NEAREST MONTH. IF LESS THAN 1 MONTH, SKIP  
TO MM430A AND ENTER NUMBER OF DAYS.]**

\_\_\_\_\_ Years \_\_\_\_\_ Months [enter as years.months]

**MM430A. \_\_\_\_\_ Days**

**MM440. How long was this partner abusive to you?**  
**[IF WEEKS, ROUND TO NEAREST MONTH]**

\_\_\_\_\_ Years \_\_\_\_\_ Months [enter as years.months]

**MM450. Did you ever file for a domestic violence protection order against this partner?**

1 = NO [**SKIP TO MM470**]

2 = YES

98 = DON'T KNOW

99 = REFUSED

**MM460. Did you receive the Domestic Violence Protection Order?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**MM470. How many times, if any, did law enforcement officers, like the police or sheriff's deputies, come to your home or someplace else because of violence involving this partner and you? \_\_\_\_\_ NUMBER OF TIMES**

**READ: We're almost finished with the interview. I just have a few more questions for you.**

**MN10. How old are you?**

\_\_\_\_\_ *[WRITE IN AGE]*

98 = DON'T KNOW

99 = REFUSED

**MN20. What is your relationship to [TEEN'S NAME]?**

1 = BIOLOGICAL/ADOPTIVE MOTHER

2 = STEPMOTHER

3 = GRANDMOTHER

4 = OTHER -- SPECIFY: [MN20A] \_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**MN30. Are you Hispanic or Latina?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**MN40. Which of the following best describes your race? Are you...**

1 = African American or Black

2 = White

3 = Asian

4 = American Indian or Alaska Native

5 = Native Hawaiian or other Pacific Islander

6 = Biracial or multiracial

7 = Something else you haven't heard me say yet? *[SPECIFY][MN40A]* \_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**MN50. What is the highest level of school you have completed or the highest degree you have received? [DON'T READ RESPONSES BUT PROBE TO GET CORRECT CATEGORY]**

1 = 8<sup>TH</sup> GRADE OR LESS GRADE

2 = 9<sup>TH</sup> GRADE

3 = 10<sup>TH</sup> GRADE

4 = 11<sup>TH</sup> GRADE

5 = 12<sup>TH</sup> GRADE, NO DIPLOMA

6 = HIGH SCHOOL GRADUATE (HIGH SCHOOL DIPLOMA OR EQUIVALENT – FOR EXAMPLE GED)

7 = SOME COLLEGE BUT NO DEGREES

8 = ASSOCIATE DEGREE

9 = BACHELOR'S DEGREE (FOR EXAMPLE: BA, AB, BS)

10 = MASTER'S DEGREE (FOR EXAMPLE: MA, MS, MENG, MED, MSW, MBA)

11 = PROFESSIONAL SCHOOL DEGREE (FOR EXAMPLE: MD, DDS, DVM, LLB, JD)

12 = DOCTORATE DEGREE (FOR EXAMPLE: PHD, DRPH, SCD, EDD)

13 = OTHER

98 = DON'T KNOW

99 = REFUSED

**MN60. Are you currently employed or unemployed?**

1 = Employed

**MN70. Are you employed...**

1 = more than full-time [For example: more than one job or you do a lot of overtime]

2 = fulltime, which means 35 hours or more per week

3 = part-time: Number of hours: [MN70A] \_\_\_\_\_

2 = Unemployed

**MN80. Are you ...**

1 = looking for work

2 = NOT looking for work

3 = retired

4 = SOMETHING ELSE [MN80A] [*WRITE IN* \_\_\_\_\_]**MN90. Are you currently a student?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**MN100. What is your current marital status? Are you...***[IF THE MOTHER SAYS SHE IS DIVORCED OR WIDOWED, WHICH ARE THE NEXT TWO QUESTIONS MN110 AND MN120, SAY: "Okay, so you're divorced/widowed. What is your current marital status? Are you...]*

1 = Married

2 = Single

3 = Separated

4 = Or some other status that I have not mentioned yet [MN100A] \_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**MN110. Have you ever been divorced?**

1= NO

2= YES

98 = DON'T KNOW

99 = REFUSED

**MN120. Are you widowed?**

1 = NO

2 = YES

**MN130. How many brothers does [TEEN'S NAME] have that live in your home?**

\_\_\_\_\_ Brothers

**MN140. How many sisters does [TEEN'S NAME] have that live in your home?**

\_\_\_\_\_ Sisters

**MN150. Do you have a partner who lives with you?**

1 = NO [*SKIP TO MN240 ON PAGE 48*]

2 = YES

**MN160. What is this partner's relationship to [TEEN'S NAME]?**

1 = BIOLOGICAL/ADOPTIVE FATHER

2 = STEPFATHER

3 = MOTHER'S BOYFRIEND

4= MOTHER' GIRLFRIEND

5 = OTHER – SPECIFY: [MN160A]\_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**MN170. What is the highest level of school or degree that this person completed?**  
**[DON'T READ RESPONSES BUT PROBE TO GET CORRECT CATEGORY]**

1 = 8<sup>TH</sup> GRADE OR LESS GRADE

2 = 9<sup>TH</sup> GRADE

3 = 10<sup>TH</sup> GRADE

4 = 11<sup>TH</sup> GRADE

5 = 12<sup>TH</sup> GRADE, NO DIPLOMA

6 = HIGH SCHOOL GRADUATE (HIGH SCHOOL DIPLOMA OR  
EQUIVALENT – FOR EXAMPLE GED)

7 = SOME COLLEGE BUT NO DEGREES

8 = ASSOCIATE DEGREE

9 = BACHELOR'S DEGREE (FOR EXAMPLE: BA, AB, BS)

10 = MASTER'S DEGREE (FOR EXAMPLE: MA, MS, MENG, MED, MSW,  
MBA)

11 = PROFESSIONAL SCHOOL DEGREE (FOR EXAMPLE: MD, DDS,  
DVM, LLB, JD)

12 = DOCTORATE DEGREE (FOR EXAMPLE: PHD, DRPH, SCD, EDD)

13 = OTHER

98 = DON'T KNOW

99 = REFUSED

**MN180. Is this partner currently employed or unemployed?**

1 = Employed

**MN190. Is he employed...**

1 = more than full-time [For example: more than one job or you do a lot of overtime]

2 = fulltime, which means 35 hours or more per week

3 = part-time: Number of hours: [MN190A]\_\_\_\_\_

2 = Unemployed

**MN200. Is this person ...**

1 = looking for work

2 = NOT looking for work

3 = retired

4 = SOMETHING ELSE [MN200A] [*WRITE IN*\_\_\_\_\_]

**MN210. Is this partner currently a student?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**MN220. During the last four weeks, how often did you and this partner have disagreements? Would you say...**

1= Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MN230. During the last four weeks, how often did you feel angry at this partner? Would you say...**

1= Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MN240. Does anyone in your home get any kind of public assistance, like food stamps, financial assistance, housing assistance, or disability?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**MN250. Are there other adults who live in your house with [*TEEN'S NAME*]**

1 = NO [*SKIP TO MN270 ON PAGE 49*]

2 = YES

**MN260. [*IF YES*] How many adults? \_\_\_\_\_ adults**

**MN260. What is the relationship of each of these adults with [TEEN'S NAME]?**

***[CIRCLE ALL THAT APPLY. THE NUMBERS CIRCLED SHOULD MATCH THE NUMBER OF ADULTS LISTED ABOVE.]***

1 = GRANDMOTHER *[MN261 1= CIRCLED 2 = NOT CIRCLED]*

2 = GRANDFATHER *[MN262 1= CIRCLED 2 = NOT CIRCLED]*

3 = AUNT *[MN263 1= CIRCLED 2 = NOT CIRCLED]*

4 = UNCLE *[MN264 1= CIRCLED 2 = NOT CIRCLED]*

5 = BIOLOGICAL MOTHER *[MN265 1= CIRCLED 2 = NOT CIRCLED]*

6 = BIOLOGICAL FATHER *[MN266 1= CIRCLED 2 = NOT CIRCLED]*

7 = OTHER *[MN267 1= CIRCLED 2 = NOT CIRCLED]:*

SPECIFY: *[MN267A]* \_\_\_\_\_

98 = DON'T KNOW *[MN268 1= CIRCLED 2 = NOT CIRCLED]*

99 = REFUSED *[MN269 1= CIRCLED 2 = NOT CIRCLED]*

**MN270. We know that kids live in all kinds of family situations. Does [TEEN'S NAME] live in more than one household?**

1 = NO *[SKIP TO END OF QUESTIONNAIRE TO THANK MOTHER]*

2 = YES

98 = DON'T KNOW *[SKIP TO END OF QUESTIONNAIRE TO THANK MOTHER]*

99 = REFUSED *[SKIP TO END OF QUESTIONNAIRE TO THANK MOTHER]*

**MN280. Which home does [*TEEN'S NAME*] list in most of the time?**

1 = This home

2 = Both equally

3 = Other home

4 = Some other arrangement that involves more than 2 households

[MN280A] \_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**THANK YOU VERY MUCH FOR COMPLETING THE QUESTIONNAIRE! YOU WILL BE RECEIVING A LETTER FROM US SOON TO LET YOU KNOW WHICH GROUP YOU WILL BE IN. WE WILL ALSO BE MAILING YOUR \$20 CHECK FOR COMPLETING THIS INTERVIEW.**

**APPENDIX B:**

**MTSD BASELINE ADOLESCENT  
QUESTIONNAIRE**

**NIJ**  
**Moms and Teens for Safe Dates**  
**Teen Baseline Questionnaire**

**Date of Interview:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Begin Time:** \_\_\_\_\_ am pm

**End Time:** \_\_\_\_\_ am pm

**ASSENT SCRIPT: MUST HAVE PARENTAL CONSENT BEFORE TALKING TO TEEN**

Hello, my name is \_\_\_\_\_, and I am calling from the University of North Carolina at Chapel Hill. We are doing a research study to understand how to prevent teen dating abuse. This study is being done with teens who are dating and those who are not dating. We have already spoken with your mother and she gave us permission to talk to you and for you to be in the study, but we need to describe the study to you so you can decide for yourself if you would like to participate.

For the study, I would like to interview you on the telephone for about 25 minutes and again several months from now. You will receive \$20 for completing each interview for a total of \$40. The questions are about teen dating abuse, your communication with your mom and others, and your feelings. There is a chance your family will be randomly chosen to be in a program that will help you with dating issues and prevent dating abuse.

There are very few risks of being in this study. But one risk is that you may feel uncomfortable answering some of the questions on the interviews. But you can refuse to answer any questions you do not feel comfortable answering. Another risk is loss of confidentiality, but that is very unlikely because we will never keep your names with your answers and none of your answers will be shared with your parents or guardians. It is important for you to have privacy when answering questions, so we will ask you to make sure no one else can hear our questions on the interviews and your answers. Your participation is entirely voluntary and you can stop participating in the study at any time. There are no costs to you for being in the study except for your time. By being in this study, you will help researchers understand how to prevent teen dating abuse.

The Principal Investigator of this study is Dr. Vangie Foshee. I will give you her telephone number to write down so you can ask her questions about the study if you have any. Her phone number at UNC is 919-966-6616. All research on human volunteers at UNC is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to [IRB\\_subjects@unc.edu](mailto:IRB_subjects@unc.edu). I also gave your mother these phone numbers.

Do you have any questions about the study?

**YES** \_\_\_\_ *Answer questions and proceed with the next question*

**NO** \_\_\_\_

Do we have your assent to be in the study?

**NO** \_\_\_\_\_ *Answer additional questions if there are any and then repeat the assent question if appropriate. If the teen gives assent for study participation, continue below. If not, say “Thank you for your time. Can we speak to your mother now?” [Inform Mom that the teen will not be participating but that she can continue to be in the study if she would like as long as she is willing to do the booklets with her teen].*

**YES** \_\_\_\_\_ *Great. (Proceed with script below)*

One last thing before we get to the interview, there is a possibility that we could do a larger study in the future that would be similar to this one that you would also be eligible for. If we do that future study would it be OK if we called you to describe that study to you? Agreeing to let us call you does not at all obligate you to be in that study. Do we have permission to re-contact you if we do a similar study in the future?

**NO, permission is not provided to re-contact the participant** \_\_\_\_\_  
*(proceed with Section A)*

**YES, permission is provided to re-contact the participant** \_\_\_\_\_  
*(proceed with Section A)*

**[SECTION A]**

Your mother said that this would be a good time to do the interview with you. Can you do the first interview now?

**NO** \_\_\_\_\_ *(Reschedule the first interview and confirm time with mother)*

\_\_\_\_\_  
*(Date and Time)*

**YES** \_\_\_\_\_ *[Proceed with teen interview]*

**READ: I'd like to begin the interview now.**

**The first few questions are about dating. Teens have told us they think of two different kinds of dating: Group dating is when teens go out in groups but there is some pairing up, and solo dating is when a couple goes out alone.**

**TA10. Does your mother allow you to group date?**

1 = NO

2 = YES

3 = NO, BUT I GROUP DATE ANYWAY

4 = I AM NOT INTERESTED IN GROUP DATING

**TA20. If you were interested in group dating would you be allowed to group date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

5 = IT HAS NEVER COME UP (I'VE NEVER THOUGHT ABOUT IT)

**TA30. If it came up, would you be allowed to group date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

98 = DON'T KNOW

99 = REFUSED

**TA40. Does your mother allow you to solo date?**

1 = NO

2 = YES

3 = NO, BUT I SOLO DATE ANYWAY

4 = I AM NOT INTERESTED IN DATING

**TA50. If you were interested in solo dating would you be allowed to solo date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

5 = IT HAS NEVER COME UP (I'VE NEVER THOUGHT ABOUT IT)

**TA60. If it came up, would you be allowed to solo date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

98 = DON'T KNOW

99 = REFUSED

***[IF TA10 OR TA40 = 2 (YES) CONTINUE; OTHERWISE, SKIP TO TB10A ON PAGE 7]***

**READ:** Next, I am going to read some dating rules other parents have set for their teens. For each one, please tell me if you have actually been told the rule out loud by your mother.

**TA70.** Have you actually been told by your mother... the time you need to be home from a date?

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA80.** How about that she needs to meet the person before you go out?

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA90.** Have you actually been told by your mother that you cannot go to certain places on a date?

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA100.** How about that you need to tell her where you are going on the date?

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA110. Have you actually been told by your mother that you should call her if something goes wrong on the date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA120. Have you actually been told by your mother that you should not be physically violent to dates?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA130. How about that you should tell her if a date hits you?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TB10A: These next questions are about things that you may or may not do when you have disagreements with people. For these questions, the possible answers are Very often, Sometimes, Rarely, or Never. I'll repeat these as we go.**

**TB10. During the last 4 weeks, how often, if ever, did you have a disagreement with someone? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never *[SKIP TO TC10A ON PAGE 10 ]*

98 = DON'T KNOW

99 = REFUSED

**TB20. During the last 4 weeks when you had a disagreement with someone, how often did you..... stay calm? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TB30. During the last 4 weeks when you had disagreements with someone, how often did you ...let the person know how you felt? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TB40. How about ask the person how he or she felt? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TB50. During the last 4 weeks when you had a disagreement with someone, how often did you ask the person questions to better understand the situation? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TB60. How about suggest possible solutions to the problem?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**TB70. How about listen to the other person's point of view?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**TB80. How about show respect for the other person's opinions and thoughts? [IF TEEN ASKS WHAT YOU MEAN BY "SHOW RESPECT FOR THEIR OPINIONS AND THOUGHTS", SAY "To show respect for someone's opinions and thoughts means to listen to someone without putting them down or making fun of what they say."]**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**TC10A. READ:** These next questions are about things that you may or may not do when you are angry with someone. The possible answers are Very often, Sometimes, Rarely, or Never.

**TC10. How often in the last 4 weeks have you felt angry with someone? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never *[SKIP TO TD10A ON PAGE 13]*

98 = DON'T KNOW

99 = REFUSED

**TC20. During the last 4 weeks, when you were angry with someone, how often would you say that you asked someone for advice on how to handle it? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TC30. How about yelled at the person you were mad at? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TC40. How about explain to the person why you were angry?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**TC50. During the last 4 weeks, when you were angry with someone, how often would you say that you made nasty comments about the person to others?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**TC60. How about tried to mess up something the person was trying to do?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**TC70. During the last 4 weeks, when you were angry with someone, how often would you say that you tried discussing why you were angry with the person? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**TC80. How about damaged something that belonged to the person?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**TC90. During the last 4 weeks, when you were angry with someone, how often would you say that you ...tried to calm yourself down before you talked to the person? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**TD10A.READ:** These next questions are about opinions that youth may or may not have. I'm going to read you some statements and I want you to tell me if you Strongly agree, Agree somewhat, Disagree somewhat, or Strongly disagree.

**TD10.** Girls are always trying to get boys to do what they want them to do. Do you...

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD20.** Swearing is worse for a girl than for a boy. Do you...

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD30.** It is more important for boys than girls to do well in school.

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TD40. How strongly do you agree or disagree with the statement ...girls should have the same freedom as boys. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD50. Most women cannot be trusted. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD60. The father should have more say than the mother in making family decisions. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD70. If both the husband and wife have jobs, the husband should share in doing the housework like washing dishes and doing the laundry.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE WITH THAT STATEMENT
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: The next few statements refer to relationships when boys and girls are dating. Now, please tell me how strongly you agree or disagree with each statement.**

**TD80. In a dating relationship, the boy should be smarter than the girl. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD90. In a dating relationship, the boy and girl should have about equal power. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD100. On a date, the boy should be expected to pay all expenses.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TD110. It is all right for a girl to ask a boy out on a date.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: These next questions are about communication between you and your mother. The possible answers are Very Often, Sometimes, Rarely or Never.**

**TE10. In conversations that you and your mother had during the last 4 weeks, how often would you say that she gave you too much advice? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**TE20. In conversations that you and your mother had during the last 4 weeks, how often would you say that she listened to your point of view? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98= DON'T KNOW

99= REFUSED

**TE30. How often did she stop what she was doing to talk to you? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98= DON'T KNOW

99= REFUSED

**TE40. In conversations that you and your mother had during the last 4 weeks, how often would you say that she ... was critical of what you said or did? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98= DON'T KNOW

99= REFUSED

**TE50. How often did she use encouraging words to keep the conversation going?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98= DON'T KNOW

99= REFUSED

**TE60. How often did she sound like she knew all the answers...Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98= DON'T KNOW

99= REFUSED

**TE70. In conversations that you and your mother had during the last 4 weeks, how often would you say that she put down your choices or preferences?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98= DON'T KNOW

99= REFUSED

**TE80. How often did she show respect for your thoughts and opinions?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98= DON'T KNOW

99= REFUSED

**TE90. In general, how easy or hard is it for you to talk to your mother about things that are personal to you? Would you say...**

1 = Very easy

2 = Somewhat easy

3 = Somewhat hard

4 = Very hard

98 = DON'T KNOW

99 = REFUSED

**TE100. In general, how satisfied are you with the way you and your mother talk about things that are personal to you? Are you...**

1 = Very satisfied

2 = Somewhat satisfied

3 = Somewhat dissatisfied

4 = Very dissatisfied

97 = WE DON'T TALK ABOUT THINGS THAT ARE PERSONAL TO ME

98 = DON'T KNOW

99 = REFUSED

**READ: For these next questions, the possible answers are Very often, Sometimes, Rarely, or Never. I'll repeat these answer options for you as we go.**

**TE110. During the last 4 weeks, how often did you and your mother have disagreements? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TE120. During the last 4 weeks, how often did you feel angry at your mother? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**READ:** These next questions are about your mother in general and the possible answers are Very Often, Sometimes, rarely, or Never .

**TE130. How often does your mother try to understand what you need to be happy? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TE140. How often does your mother pay attention to what you say?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**TE150. How often does your mother try to cheer you up when you're sad?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**TE160. How often does your mother tell you that she loves and cares about you?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**TE170. When you have a problem, how often does your mother try to help you out?**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**TE180. How often does your mother really listen to you? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**TE190. How often does your mother make you feel loved? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**READ** Now, please tell me how well each of the following statements describes your mother. The possible answers are Just like her, A lot like her, Sort of like her, or Not like her. I'll repeat these answer options as we go.

**TE200. She tells you times when you must come home in the evenings? Is that...**

1 = Just like her

2 = A lot like her

3 = Sort of like her

4 = Not like her

98 = DON'T KNOW

99 = REFUSED

**TE210. She finds out where you are going when you go out? Is that...**

1 = Just like her

2 = A lot like her

3 = Sort of like her

4 = Not like her

98 = DON'T KNOW

99 = REFUSED

**TE220. She has rules that you must follow?**

1 = JUST LIKE HER

2 = A LOT LIKE HER

3 = SORT OF LIKE HER

4 = NOT LIKE HER

98 = DON'T KNOW

99 = REFUSED

**TE230. She monitors what you watch on TV?**

1 = JUST LIKE HER

2 = A LOT LIKE HER

3 = SORT OF LIKE HER

4 = NOT LIKE HER

98 = DON'T KNOW

99 = REFUSED

**TE240. She puts restrictions on music CD's, and video and computer games that you can play? Is that...**

1 = Just like her

2 = A lot like her

3 = Sort of like her

4 = Not like her

98 = DON'T KNOW

99 = REFUSED

**TE250. She tries to meet your friends? Is that...**

1 = Just like her

2 = A lot like her

3 = Sort of like her

4 = Not like her

98 = DON'T KNOW

99 = REFUSED

**TE260. She tries to meet the parents of your friends?**

1 = JUST LIKE HER

2 = A LOT LIKE HER

3 = SORT OF LIKE HER

4 = NOT LIKE HER

98 = DON'T KNOW

99 = REFUSED

**TE270. How close do you feel towards your mother? Say "1" if you feel extremely close; "2" if you feel very close; "3" if you feel somewhat close; "4" if you do not feel very close; and "5" if you do not feel close at all.**

1 = Extremely close

2 = Very close

3 = Somewhat close

4 = Not very close

5 = Not close at all

98 = DON'T KNOW

99 = REFUSED

**READ:** These next questions are about talking with your mother specifically about teen dating abuse. Teen dating abuse can include emotional abuse, like insulting a date or controlling what they do; physical abuse, like hitting a date, or sexual abuse, like forcing a date to do something sexual they did not want to do. Please tell me how strongly you agree or disagree with the following statements.

**TF10. You could discuss dating abuse with your mother without feeling too embarrassed.**

**Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TF20. You feel that your mother is knowledgeable about dating abuse. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TF30. You could go to her with questions about dating abuse.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: These next questions are about your family.**

**TG10. How often do members of your family say bad things to each other?**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TG20. How often do members of your family get really mad at one another?**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TG30. How often do your family members yell at each other? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TG40. How often are there arguments in your family?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** These statements are about hitting in situations in which boys and girls are dating. Now, please tell me how much you agree or disagree with the following statements.

**TH10. It is OK for a boy to hit his girlfriend if she did something to make him mad. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH20. It is OK for a boy to hit his girlfriend if she insulted him in front of friends. Do you..**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH30. How about if she hit him first?**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH40. How about if she talked back to him. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH50. It is OK for a boy to hit his girlfriend if she questioned a decision he made.  
Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH60. How about if she did not do what he told her to do.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH70. It is okay for a boy to force a girl to have sex if she got him sexually excited. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH80. Girls sometimes deserve to be hit by the boys they date.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH90. A girl who makes her boyfriend jealous on purpose deserves to be hit.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH100. Girls who get drunk at parties or on a date deserve whatever happens to them. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH110. A girl who wears sexy clothes is asking to be taken advantage of sexually.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: These statements also are about hitting in situations in which boys and girls are dating. Now, please tell me how much you agree or disagree with the following statements.**

**TH120. It is OK for a girl to hit her boyfriend if he did something to make her mad. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH130. It is OK for a girl to hit her boyfriend if he insulted her in front of friends. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH140. How about if he hit her first?**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH150. How about if he let a guy insult her without doing anything about it?**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH160. How about if he did not act tough enough.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH170. How about if he didn't get her anything for her birthday.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH180. Boys sometimes deserve to be hit by the girls they date.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH190. A boy who makes his girlfriend jealous on purpose deserves to be hit. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: For these next questions I am going to ask you how likely or unlikely you think that certain things would happen if you hit someone that you were dating. For these questions we are not referring to a hit that was done in play or by accident but to a hit that was done during a disagreement.**

**TI10. If you hit the person you were dating, how likely or unlikely would that person break up with you. Would you say ...**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**TI20. How likely or unlikely would you be arrested. Would you say...**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**TI30. If you hit the person you were dating, how likely or unlikely would you feel guilty.**

- 1 = VERY LIKELY
- 2 = SOMEWHAT LIKELY
- 3 = SOMEWHAT UNLIKELY
- 4 = VERY UNLIKELY
- 98 = DON'T KNOW
- 99 = REFUSED

**TI40. How likely or unlikely would your friends be very angry with you.**

- 1 = VERY LIKELY
- 2 = SOMEWHAT LIKELY
- 3 = SOMEWHAT UNLIKLEY
- 4 = VERY UNLIKELY
- 98 = DON'T KNOW
- 99 = REFUSED

**TI50. How likely or unlikely would bad things happen to you. Would you say...**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**TI60. How likely or unlikely would your relationship with that person improve.**

- 1 = VERY LIKELY
- 2 = SOMEWHAT LIKELY
- 3 = SOMEWHAT UNLIKELY
- 4 = VERY UNLIKELY
- 98 = DON'T KNOW
- 99 = REFUSED

**TI70. If you hit the person you were dating, how likely or unlikely would the person you were dating do exactly what you wanted him or her to do. Would you say...**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** These next questions are about your own dating experiences. For these questions, a date includes informal activities like going out in a group and then pairing up with someone you are interested in. It also includes things like meeting someone you are interested in at the mall, a park, or at a basketball game. And it includes more formal activities like going out to eat or to a movie together.

**TJ10.** Have you ever been on such a date?

1 = NO *[SKIP TO TK10A ON PAGE 52]*

2 = YES

98 = DON'T KNOW *[SKIP TO TK10A ON PAGE 52]*

99 = REFUSED *[SKIP TO TK10A ON PAGE 52]*

These next questions are about your personal experiences with dates, but we want to assure you that your answers are completely private and that no one besides the researchers will ever see them, including your mother. It is important that you be as honest as possible in answering them.

**READ:** Now, please tell me how many times someone that you dated ever did the following things to you.

**TJ20.** How many times has someone that you dated insulted you in front of others? Would you say...

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ30. How many times has someone that you dated not let you do things with other people that you wanted to do? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ40. How many times has someone that you dated threatened to hurt you? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ50. How many times has someone that you dated hurt your feelings on purpose?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ60. How many times has someone that you dated said mean things to you to make you feel bad about yourself? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**READ: Now, please tell me how many times if any, someone that you dated did the following things to you. Don't count it if they did it to you in self-defense.**

**TJ70. How many times has someone that you dated slapped or scratched you? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ80. How many times has someone that you dated physically twisted your arm or bent back your fingers? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ90. How many times has someone that you dated pushed, grabbed, shoved, or kicked you?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ100. How about hit you with their fist or with something hard?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ110. How about assaulted you with a knife or a gun? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ120. How many times has someone that you dated kissed you when you did not want them to?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ130. How about showed you pictures of naked people that you did not want to see?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ140. How about showed you their private parts when you did not want them to?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ150. How about put their hands on one of your private parts when you did not want them to? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ160. How about forced you to have sex or to do something else sexual that you did not want to do?**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**READ:** Now, please tell me how many times someone you dated did the following things to you using a cell phone, e-mail, IM, text messaging, Web chat, a blog, or a networking site like MySpace or Facebook.

**TJ170.** How many times has someone that you dated spread rumors about you using one of these technologies?

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ180.** How many times has someone that you dated called you names, put you down, or said really mean things to you using one of these technologies?

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ190. How about showed private or embarrassing pictures/video of you to others using one of these technologies?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ200. How about repeatedly checked up on you to see where you were using one of these technologies?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**READ:** These next questions are about things that you may or may not have done to someone that you were dating. Remember that your answers are private and that we would like for you to be as honest as possible. Now, please tell me how often you have done the following things to someone that you dated.

**TJ210.** How many times have you insulted someone you dated in front of others? Would you say...

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ220.** How many times have you not let someone you dated do things with other people that they wanted to do? Would you say...

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ230. How many times have you threatened to hurt someone you dated?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ240. How many times have you hurt their feelings on purpose?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ250. How many times have you said mean things to them to make them feel bad about themselves? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**READ:** Now, please tell me how many times if any, you have done the following things to someone you dated. Don't count it if you did it in self-defense.

**TJ260.** How many times have you slapped or scratched someone you dated? Would you say...

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ270.** How many times have you physically twisted their arm or bent back their fingers?

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ280.** How many times have you pushed, grabbed, shoved, or kicked someone you dated?

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ290. How about hit them with your fist or with something hard?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ300. How about assaulted them with a knife or a gun?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ310. How many times have you kissed someone you dated when they did not want to be kissed? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ320. How about showed them pictures of naked people that they did not want to see?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ330. How about showed them your private parts when they did not want you to?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ340. How about put your hand on one of their private parts when they did not want you to?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ350. How about force someone to have sex or to do something else sexual that they did not want to do? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**READ: Now, please tell me how many times you have done the following things to someone you dated using a cell phone, e-mail, IM, text messaging, Web chat, a blog, or a networking site like MySpace or Facebook.**

**TJ360. How many times have you used one of these technologies to spread rumors about someone you dated? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ370. How about called them bad names, put them down, or said really mean things to them using one of these technologies?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TJ380. How about showed private or embarrassing pictures/video of them to others using these technologies?**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TJ390. How about repeatedly checked up on them to see where they were using one of these technologies?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TK10A READ:** These next questions are about someone you were NOT dating. During the last **THREE MONTHS** please tell me how many times **some one you were not dating did each of the following things to you.**

**TK10. How many times did someone pick on you? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TK20. How about exclude you from their group of friends? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TK30. How about made fun of you? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TK40. Touched, grabbed, or pinched you in a sexual way?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TK50. How about made sexual jokes about you?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TK60. How about made sexual gestures or looks at you?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TK70. How many times did someone you were not dating push, grab, shove, or kick you?  
Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TK80. How about hit you with their fist or with something else hard? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**READ: During the last THREE MONTHS please tell me how many times you have done each of the following things to someone that you were NOT dating.**

**TK90. How many times did you pick on someone? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TK100. How about exclude someone from your group of friends? Would you say...**

- 1 = Never
- 2 = Once
- 3 = 2-4 Times
- 4 = More than 4 times
- 98 = DON'T KNOW
- 99 = REFUSED

**TK110. How about made fun of someone?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**TK120. Touched, grabbed, or pinched someone in a sexual way?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**TK130. How about made sexual jokes about someone? Would you say...**

- 1 = Never
- 2 = Once
- 3 = 2-4 Times
- 4 = More than 4 times
- 98 = DON'T KNOW
- 99 = REFUSED

**TK140. How about made sexual gestures or looks at someone?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**TK150. How many times did you push, grab, shove, or kick someone that you were not dating?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**TK160. How about hit someone with your fist or with something else hard?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**READ:** The next questions are about your thoughts and feelings during the last 4 weeks. The possible answers are Very often, Sometimes, Rarely, or Never.

**TL10. How often have you had trouble keeping your mind on what you were doing? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TL20. How often have you felt depressed? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TL30. How often have you felt that everything you did was an effort? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TL40. How often have you felt hopeful about the future? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**READ: We're almost finished with the interview. I just have a few demographic questions for you.**

**TM10. What is your sex? [ONLY ASK OUT LOUD IF YOU ARE NOT COMPLETELY SURE OF THE TEEN'S SEX]**

1 = FEMALE

2 = MALE

**TM20. What is your date of birth?**

\_\_\_\_/\_\_\_\_/\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**TM30. How old are you?**

AGE IN YEARS \_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**TM40. Have you ever had to repeat a grade in school?**

1 = NO

2 = YES

**TM50. Are you of Hispanic or Latino origin?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TM60. Which of the following best describes your race? Are you...**

1 = African American or Black

2 = White

3 = Asian

4 = American Indian or Alaska Native

5 = Native Hawaiian or other Pacific Islander

6 = Biracial or multiracial

7 = Something else you haven't heard me say yet? [TM60A] [*Specify*]\_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**THANK YOU SO MUCH FOR COMPLETING THE SURVEY. YOU WILL BE RECEIVING YOUR \$20 CHECK SOON!**

**APPENDIX C:**  
**MTSD FOLLOW-UP MOTHER**  
**QUESTIONNAIRE**

NIJ  
Moms and Teens for Safe Dates  
Mother **FOLLOW UP** Questionnaire

Date of Interview: \_\_\_\_/\_\_\_\_/\_\_\_\_

Begin Time: \_\_\_\_\_ am pm

End Time: \_\_\_\_\_ am pm

**READ: I'd like to begin the survey now.**

**The first questions are about your beliefs related to teen dating. Some parents believe that teen dating is personal and that they should not be involved in it, while others believe that parents should be involved in it. We'd like to know your views. For each statement I read, please tell me if you strongly agree, agree somewhat, disagree somewhat, or strongly disagree. I'll repeat these for you as we go so you don't have to remember them now.**

**MA10. Parents should set rules for their teen's dating. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 98 = REFUSED

**MA20. Parents should know where their teen is going on a date. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MA30. Parents need to leave dating issues up to their teen. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MA40. Parents should personally meet their teen's dates.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**MA50. Teens need guidance from parents on dating.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**MA60. Teens need room to explore dating without much rule setting from parents. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** These next questions are about talking with your teen about teen dating abuse. Teen dating abuse can include emotional abuse, like insulting a date or controlling what they do; physical abuse, like hitting a date; or sexual abuse, like forcing a date to do something sexual they did not want to do.

**MB10. How comfortable or uncomfortable would you feel talking to [TEEN'S NAME] about teen dating abuse? Would you feel...**

- 1 = Very comfortable
- 2 = Somewhat comfortable
- 3 = Somewhat uncomfortable
- 4 = Very uncomfortable
- 98 = DON'T KNOW
- 99 = REFUSED

**MB20. How confident do you feel in your ability to talk to [TEEN'S NAME] about teen dating abuse? Would you say...**

- 1 = Very confident
- 2 = Somewhat confident
- 3 = Not very confident
- 4 = Not at all confident
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: Now, please tell me how strongly you agree or disagree with the following statements.**

**MB30. You would be too embarrassed to talk to [TEEN'S NAME] about teen dating abuse. Would you say you ...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MB40. You do not know enough about teen dating abuse to talk to [TEEN'S NAME] about it. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MB50. Because you were in an abusive relationship, you would feel uncomfortable talking to [TEEN'S NAME] about dating abuse.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**MB60. The type of communication you have with [TEEN'S NAME] would make it hard for you to talk to [HIM/HER] about dating abuse. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: Please tell me how strongly you agree or disagree with the following statements.**

**MC10. Talking to [TEEN'S NAME] about dating abuse will prevent [HIM/HER] from being a victim of dating abuse. Do you.....**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MC20. Talking to [TEEN'S NAME] about dating abuse will decrease [HIS/HER] chances of being a victim of dating abuse.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**MC30. Because you were in an abusive relationship, talking to [TEEN'S NAME] about dating abuse will have little effect on whether [HE/SHE] becomes a victim of dating abuse or not. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MC40. Talking to [TEEN'S NAME] about dating abuse will prevent [HIM/HER] from abusing dates. Do you .....**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**MC50. Talking to [TEEN'S NAME] about dating abuse will decrease [HIS/HER] chances of abusing dates.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**MC60. Because you were in an abusive relationship, talking to [TEEN'S NAME] about dating abuse will have little effect on whether [HE/SHE] starts abusing dates or not.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: Okay, the possible answers to the next questions are Very likely, Somewhat likely, Somewhat unlikely, or Very unlikely.**

**MD10. Compared to other teens [TEEN'S NAME] age, how likely or unlikely is it that [HE/SHE] will become a victim of psychological or emotional dating abuse in the future? Would you say....**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**MD20. Compared to other teens [TEEN'S NAME] age, how likely or unlikely is it that [HE/SHE] will become a victim of physical dating abuse in the future? Would you say..**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**MD30. Compared to other teens [*TEEN'S NAME*] age, how likely or unlikely is it that [*HE/SHE*] will use psychological or emotional abuse against a dating partner in the future?**

- 1 = VERY LIKELY
- 2 = SOMEWHAT LIKELY
- 3 = SOMEWHAT UNLIKELY
- 4 = VERY UNLIKELY
- 98 = DON'T KNOW
- 99 = REFUSED

**MD40. Compared to other teens [*TEEN'S NAME*] age, how likely or unlikely is it that [*HE/SHE*] will use physical violence against a dating partner in the future?**

- 1 = VERY LIKELY
- 2 = SOMEWHAT LIKELY
- 3 = SOMEWHAT UNLIKELY
- 4 = VERY UNLIKELY
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: Please tell me how much you agree or disagree with the following statements about teen dating. You can answer that you Strongly agree, Somewhat agree, Somewhat disagree, or Strongly disagree.**

**ME10. If a teen is frequently insulted by a date it is not that big a deal as long as there is no physical violence. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**ME20. Teen dating abuse is not likely to cause serious harm, since teens can easily end dating relationships. Do you ...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**ME30. Teens who are involved in dating abuse will likely grow out of it before they become adults. Do you ...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**ME40. Calling each other names and insulting each other are bound to happen in teen dating relationships. Do you ...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**ME50. How serious do you think it would be if a teen pushed, grabbed, or shoved someone he or she was dating? Would you say...**

- 1 = Very serious
- 2 = Somewhat serious
- 3 = Not so serious
- 4 = Not at all serious
- 98 = DON'T KNOW
- 99 = REFUSED

**ME60. How serious do you think it would be if a teen frequently insulted or put down someone that he or she was dating? Would you say...**

- 1 = Very serious
- 2 = Somewhat serious
- 3 = Not so serious
- 4 = Not at all serious
- 98 = DON'T KNOW
- 99 = REFUSED

**ME70. How serious do you think it would be if a teen forced a date to kiss him or her? Would you say...**

- 1 = Very serious
- 2 = Somewhat serious
- 3 = Not so serious
- 4 = Not at all serious
- 98 = DON'T KNOW
- 99 = REFUSED

**ME80. For families today, would you say that teen dating abuse is...**

- 1 = A very serious problem
- 2 = A somewhat serious problem
- 3 = Not really a serious problem
- 4 = Not a problem at all
- 98 = DON'T KNOW
- 99 = REFUSED

**ME90. How concerned are you about teen dating abuse, would you say you are...**

- 1 = Very concerned
- 2 = Somewhat concerned
- 3 = Not so concerned
- 4 = Not at all concerned
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: Now, please let me know if you think the following statements are true or false.**

**MF10. Boys are the victims of physical dating abuse about as often as girls. Do you think this statement is true or false?**

- 1 = TRUE
- 2 = FALSE
- 98 = DON'T KNOW
- 99 = REFUSED

**MF20. Most teens in abusive dating relationships have witnessed abuse between their parents.**

1 = TRUE

2 = FALSE

98 = DON'T KNOW

99 = REFUSED

**MF30. About 5% of teens have been physically abused by a date.**

1 = TRUE

2 = FALSE

98 = DON'T KNOW

99 = REFUSED

**MF40. Most teen rapes are by someone the teen knows.**

1 = TRUE

2 = FALSE

98 = DON'T KNOW

99 = REFUSED

**MF50. Boys are the victims of sexual dating abuse about as often as girls. Do you think this statement is...**

1 = True

2 = False

98 = DON'T KNOW

99 = REFUSED

**MF60. Dating abuse is more common among teens from poor families than among teens from families with more money.**

1 = TRUE

2 = FALSE

98 = DON'T KNOW

99 = REFUSED

**READ:** These next questions are about communication between you and [*TEEN'S NAME*]. Sometimes communication with teens can be very challenging and sometimes it goes very well. We're interested in your experiences. The next questions are about conversations that you and [*TEEN'S NAME*] had during the last 4 weeks. The possible answers are Very Often, Sometimes, Rarely, Never.

**MG10. In conversations that you and [*TEEN'S NAME*] had during the last 4 weeks, how often would you say that you gave too much advice? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MG20. How about listen to [*HIS/HER*] point of view? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MG30. How about stopped what you were doing to talk to [HIM/HER]? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MG40. In conversations that you and [TEEN'S NAME] had during the last 4 weeks, how often were you critical of what [HE/SHE] said or did? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MG50. How about used encouraging words to keep the conversation going with [HIM/HER]?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**MG60. How about said things in a way that sounded like you knew all the answers?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**MG70. In conversations that you and [TEEN'S NAME] had during the last 4 weeks, how often would you say that you put down [HIS/HER] choices or preferences? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**MG80. How about showed respect for [HIS/HER] thoughts and opinions?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** These next questions are also about conversations with [*TEEN'S NAME*].

**MG90.** In general, how easy or hard is it for you to talk to [*TEEN'S NAME*] about things that are personal to [*HIM/HER*]? Would you say...

- 1 = Very easy
- 2 = Somewhat easy
- 3 = Somewhat hard
- 4 = Very hard
- 98 = DON'T KNOW
- 99 = REFUSED

**MG100.** In general, how satisfied are you with the way you and [*TEEN'S NAME*] talk about things that are personal to [*HIM/HER*]? Are you...

- 1 = Very satisfied
- 2 = Somewhat satisfied
- 3 = Somewhat dissatisfied
- 4 = Very dissatisfied
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** The next questions are about disagreements you may or may not have had with [*TEEN\_NAME*].

**MH10.** During the last 4 weeks, how often, if ever, did you feel angry at [*TEEN'S NAME*]? Would you say...

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**MH20. During the last 4 weeks, how often, if ever, did you and [*TEEN'S NAME*] have a disagreement? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never [*SKIP TO MH10A ON PAGE 19*]

98 = DON'T KNOW

99 = REFUSED

**MH30. During the last 4 weeks when you and [*TEEN'S NAME*] had a disagreement, how often did you stay calm? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MH40. During the last 4 weeks when you and [*TEEN'S NAME*] had a disagreement, how often did you... let [*HIM/HER*] know how you felt?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**MH50. During the last 4 weeks when you and [*TEEN'S NAME*] had a disagreement, how often did you ... ask [*HIM/HER*] how [*HE/SHE*] felt? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MH60. How about ask [*HIM/HER*] questions to better understand the situation?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**MH70. How about suggest possible solutions to the problem? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MI10A READ:** These next questions are about your relationship with [*TEEN'S NAME*].

**MI10.** How often do you try to understand what [*TEEN'S NAME*] needs to be happy?  
Would you say...

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MI20.** How often do you pay attention to what [*TEEN'S NAME*] says to you? Would you say...

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MI30.** How often do you try to cheer up [*TEEN'S NAME*] when [*HE/SHE*] is sad? Would you say...

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MI40. How often do you tell [*TEEN'S NAME*] that you love and care about [*HIM/HER*]?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**MI50. When [*TEEN'S NAME*] has a problem, how often do you try to help [*HIM/HER*] out?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**MI60. How often do you really listen to [*TEEN'S NAME*]?** Would you say...

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**MI70. How often do you try to make [TEEN'S NAME] feel you love [HIM/HER]?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**MI80. How close do you feel to [TEEN'S NAME]? Say "1" if you feel extremely close; "2" if you feel very close; "3" if you feel somewhat close; "4" if you do not feel very close; and "5" if you do not feel close at all.**

- 1 = Extremely close
- 2 = Very close
- 3 = Somewhat close
- 4 = Not very close
- 5 = Not close at all
- 98 = DON'T KNOW
- 99 = REFUSED

**READ** Now, please tell me how well each of the following statements describe you. The possible answers are just like you, a lot like you, sort of like you, or not like you.

**MJ10. You tell [TEEN'S NAME] times when [HE/SHE] must come home in the evenings? Is this...**

- 1 = Just like you
- 2 = A lot like you
- 3 = Sort of like you
- 4 = Not like you
- 98 = DON'T KNOW
- 99 = REFUSED

**MJ20. You find out where [*TEEN'S NAME*] is going when [*HE/SHE*] goes out? Is this...**

1 = Just like you

2 = A lot like you

3 = Sort of like you

4 = Not like you

98 = DON'T KNOW

99 = REFUSED

**MJ30. You have rules that [*TEEN'S NAME*] must follow? Is this...**

1 = Just like you

2 = A lot like you

3 = Sort of like you

4 = Not like you

98 = DON'T KNOW

99 = REFUSED

**MJ40. You monitor what [*TEEN'S NAME*] watches on TV?**

1 = JUST LIKE YOU

2 = A LOT LIKE YOU

3 = SORT OF LIKE YOU

4 = NOT LIKE YOU

98 = DON'T KNOW

99 = REFUSED

**MJ50. You put restrictions on music CD's, and video and computer games that [*TEEN'S NAME*] can play? Is this...**

1 = Just like you

2 = A lot like you

3 = Sort of like you

4 = Not like you

98 = DON'T KNOW

99 = REFUSED

**MJ60. You try to meet [*TEEN'S NAME*] friends? Is this...**

1 = Just like you

2 = A lot like you

3 = Sort of like you

4 = Not like you

98 = DON'T KNOW

99 = REFUSED

**MJ70. You try to meet the parents of [*TEEN'S NAME's*] friends?**

1 = JUST LIKE YOU

2 = A LOT LIKE YOU

3 = SORT OF LIKE YOU

4 = NOT LIKE YOU

98 = DON'T KNOW

99 = REFUSED

**READ: These next questions are about your immediate family. Please answer with Very often, Sometimes, Rarely, or Never.**

**MK10. How often does your family sit down to eat dinner together at the same time? Would you say....**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MK20. How often do members of your family say bad things to each other? Would you say....**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MK30. How often does your family try to do things that are fun for everyone?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**MK40. How often is there a feeling of togetherness in your family?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**MK50. How often do members of your family get really mad at one another? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**MK60. How often do your family members yell at each other? Would you say....**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**MK70. How often are there arguments in your family?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** The next questions are about your thoughts and feelings during the last 4 weeks. The possible answers are Very often, Sometimes, Rarely, or Never.

**ML10. In the last 4 weeks, how often have you been upset because of something that happened unexpectedly? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**ML20. In the last 4 weeks, how often have you felt that you were unable to control the important things in your life? Would you say.....**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**ML30. In the last 4 weeks, how often have you felt nervous and “stressed”?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**ML40. In the last 4 weeks, how often have you felt confident about your ability to handle your personal problems?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**ML50. How often have you felt that things were going your way? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**ML60. How often have you found that you could not cope with all the things that you had to do?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**ML70. In the last 4 weeks, how often have you been able to control irritations in your life?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**ML80. In the last 4 weeks, how often have you felt that you were on top of things?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**ML90. In the last 4 weeks, how often have you been angered because of things that happened that were outside of your control? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**ML100. In the last 4 weeks, how often have you felt difficulties were piling up so high that you could not overcome them?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**ML110. How often have you had trouble keeping your mind on what you were doing? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**ML120. How often have you felt depressed? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**ML130. How often have you felt that everything you did was an effort?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**ML140. How often have you felt hopeful about the future? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**READ: The next questions are about your experiences with current partners.**

**MM10. Do you have a current partner who lives with you?**

1 = NO [*SKIP TO MN10A ON PAGE 40*]

2 = YES

**MM20. What is this partner's relationship to [TEEN'S NAME]?**

1 = BIOLOGICAL/ADOPTIVE FATHER

2 = STEPFATHER

3 = MOTHER'S BOYFRIEND

4 = MOTHER' GIRLFRIEND

5 = OTHER – SPECIFY: [MM20A] \_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**MM30. What is the highest level of school or degree that this person completed? [*DON'T READ RESPONSES BUT PROBE TO GET CORRECT CATEGORY*]**

1 = 8<sup>TH</sup> GRADE OR LESS GRADE

2 = 9<sup>TH</sup> GRADE

3 = 10<sup>TH</sup> GRADE

4 = 11<sup>TH</sup> GRADE

5 = 12<sup>TH</sup> GRADE, NO DIPLOMA

6 = HIGH SCHOOL GRADUATE (HIGH SCHOOL DIPLOMA OR EQUIVALENT – FOR EXAMPLE GED)

7 = SOME COLLEGE BUT NO DEGREES

8 = ASSOCIATE DEGREE

9 = BACHELOR'S DEGREE (FOR EXAMPLE: BA, AB, BS)

10 = MASTER'S DEGREE (FOR EXAMPLE: MA, MS, MENG, MED, MSW, MBA)

11 = PROFESSIONAL SCHOOL DEGREE (FOR EXAMPLE: MD, DDS, DVM, LLB, JD)

12 = DOCTORATE DEGREE (FOR EXAMPLE: PHD, DRPH, SCD, EDD)

13 = OTHER

98 = DON'T KNOW

99 = REFUSED

**MM40. Is this partner currently employed or unemployed?**

1 = Employed

**MM50. Is he employed...**

1 = more than full-time [For example: more than one job or you do a lot of overtime]

2 = fulltime, which means 35 hours or more per week

3 = part-time: Number of hours: [MM50A]\_\_\_\_\_

2 = Unemployed

**MM60. Is this person ...**

1 = looking for work

2 = NOT looking for work

3 = retired

4 = SOMETHING ELSE [MM60A] [**WRITE IN**\_\_\_\_\_]

**MM70. Is this partner currently a student?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**MM80. During the last four weeks, how often did you and this partner have disagreements? Would you say...**

1= Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**MM90. During the last four weeks, how often did you feel angry at this partner? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**READ: Please tell me how many times, if any, this partner did the following things to you IN THE PAST THREE MONTHS?**

**MM100. In the last three months, how many times did this person threaten you with physical harm? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**MM110. In the last three months, how many times did this person insult you? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**MM120. How many times did this person say or do something to humiliate you?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN FOUR TIMES

98 = DON'T KNOW

99 = REFUSED

**MM130. In the last three months, how many times did this person slap or scratch you?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN FOUR TIMES

98 = DON'T KNOW

99 = REFUSED

**MM140. How about push, grab, or shove you?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN FOUR TIMES

98 = DON'T KNOW

99 = REFUSED

**MM150. In the last three months, how many times did this person hit you with a fist or with something else hard?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN FOUR TIMES

98 = DON'T KNOW

99 = REFUSED

**MM160. How many times did this person beat you up?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN FOUR TIMES

98 = DON'T KNOW

99 = REFUSED

**MM170. In the last three months, how many times did this person use a knife or gun on you?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN FOUR TIMES

98 = DON'T KNOW

99 = REFUSED

**READ: Please tell me how many times, if any, you did the following things, if any, to your current partner IN THE PAST THREE MONTHS? Don't count it if you did these things in self-defense.**

**MM180. In the last three months, how many times did you threaten your current partner with physical harm? Would you say...**

- 1 = Never
- 2 = Once
- 3 = 2-4 Times
- 4 = More than 4 times
- 98 = DON'T KNOW
- 99 = REFUSED

**MM190. In the last three months, how many times did you insult your current partner? Would you say...**

- 1 = Never
- 2 = Once
- 3 = 2-4 Times
- 4 = More than 4 times
- 98 = DON'T KNOW
- 99 = REFUSED

**MM200. How about say or do something to humiliate your partner?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN FOUR TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**MM210. In the last three months, how many times did you slap or scratch your current partner?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN FOUR TIMES

98 = DON'T KNOW

99 = REFUSED

**MM220. How many times did you push, grab, or shove your current partner?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN FOUR TIMES

98 = DON'T KNOW

99 = REFUSED

**MM230. In the last three months, how many times did you hit your current partner with a fist or with something else hard?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN FOUR TIMES

98 = DON'T KNOW

99 = REFUSED

**MM240. In the last three months, how many times did you beat up your current partner?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN FOUR TIMES

98 = DON'T KNOW

99 = REFUSED

**MM250. How many times did you use a knife or gun on your current partner?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN FOUR TIMES

98 = DON'T KNOW

99 = REFUSED

**MN10A. READ: Okay. We're almost finished with the interview. I just have a few more questions for you.**

**MN10. Are you currently employed or unemployed?**

1 = Employed

**MN20. Are you employed...**

1 = more than full-time [For example: more than one job or you do a lot of overtime]

2 = fulltime, which means 35 hours or more per week

3 = part-time: Number of hours: [MN20A] \_\_\_\_\_

2 = Unemployed

**MN30. Are you ...**

1 = looking for work

2 = NOT looking for work

3 = retired

4 = SOMETHING ELSE [MN30A] [*WRITE IN* \_\_\_\_\_])

**MN40. Are you currently a student?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

99 = REFUSED

1 = NO

2 = YES

**MN50. Are there other adults who live in your house with [TEEN'S NAME]**

1 = NO [*SKIP TO MN80 ON PAGE 41*]

2 = YES

**MN260. [IF YES] How many adults? \_\_\_\_\_ adults**

**MN70. What is the relationship of each of these adults with [TEEN'S NAME]?**

***[CIRCLE ALL THAT APPLY. THE NUMBERS CIRCLED SHOULD MATCH THE NUMBER OF ADULTS LISTED ABOVE.]***

1 = GRANDMOTHER *[MN71 1= CIRCLED 2 = NOT CIRCLED]*

2 = GRANDFATHER *[MN72 1= CIRCLED 2 = NOT CIRCLED]*

3 = AUNT *[MN73 1= CIRCLED 2 = NOT CIRCLED]*

4 = UNCLE *[MN74 1= CIRCLED 2 = NOT CIRCLED]*

5 = BIOLOGICAL MOTHER *[MN75 1= CIRCLED 2 = NOT CIRCLED]*

6 = BIOLOGICAL FATHER *[MN76 1= CIRCLED 2 = NOT CIRCLED]*

7 = OTHER *[MN77 1= CIRCLED 2 = NOT CIRCLED]:*

SPECIFY: *[MN77A]* \_\_\_\_\_

98 = DON'T KNOW *[MN78 1= CIRCLED 2 = NOT CIRCLED]*

99 = REFUSED *[MN79 1= CIRCLED 2 = NOT CIRCLED]*

**MN80. What is your current marital status? Are you...**

***[IF THE MOTHER SAYS SHE IS DIVORCED OR WIDOWED, WHICH ARE THE NEXT TWO QUESTIONS MN90 AND MN100, SAY: "Okay, so you're divorced/widowed. What is your current marital status? Are you...]***

1 = Married

2 = Single

3 = Separated

4 = Or some other status that I have not mentioned yet *[MN80A]* \_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**MN90. Have you ever been divorced?**

1= NO

2= YES

98 = DON'T KNOW

99 = REFUSED

**MN100. Are you widowed?**

1 = NO

2 = YES

**MN110. How many brothers does [TEEN'S NAME] have that live in your home?**

\_\_\_\_\_ Brothers

**MN120. How many sisters does [TEEN'S NAME] have that live in your home?**

\_\_\_\_\_ Sisters

**MN130. We know that kids live in all kinds of family situations. Does [TEEN'S NAME] live in more than one household?**

1 = NO *[SKIP TO END OF QUESTIONNAIRE TO THANK MOTHER]*

2 = YES

98 = DON'T KNOW *[SKIP TO END OF QUESTIONNAIRE TO THANK MOTHER]*

99 = REFUSED *[SKIP TO END OF QUESTIONNAIRE TO THANK MOTHER]*

**MN140. Which home does [TEEN'S NAME] list in most of the time?**

1 = This home

2 = Both equally

3 = Other home

4 = Some other arrangement that involves more than 2 households

[MN140A] \_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**THANK YOU VERY MUCH FOR COMPLETING THE QUESTIONNAIRE! WE WILL BE MAILING YOUR \$20 CHECK FOR COMPLETING THIS INTERVIEW. IT MAY TAKE UP TO TWO WEEKS FOR YOU TO RECEIVE THE \$20 CHECK IN THE MAIL.**

What address should we use to mail your check?

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APPENDIX D:  
MTSD FOLLOW-UP ADOLESCENT  
QUESTIONNAIRE

**NIJ**  
**Moms and Teens for Safe Dates**  
**Teen FOLLOW-UP Questionnaire**

Date of Interview: \_\_\_\_/\_\_\_\_/\_\_\_\_

Begin Time: \_\_\_\_\_ am pm

End Time: \_\_\_\_\_ am pm

**READ: I'd like to begin the interview now. The first few questions are about dating. Teens have told us they think of two different kinds of dating: Group dating is when teens go out in groups but there is some pairing up, and solo dating is when a couple goes out alone.**

**TA10. Does your mother allow you to group date?**

1 = NO

2 = YES

3 = NO, BUT I GROUP DATE ANYWAY

4 = I AM NOT INTERESTED IN GROUP DATING

**TA20. If you were interested in group dating would you be allowed to group date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

5 = IT HAS NEVER COME UP (I'VE NEVER THOUGHT ABOUT IT)

**TA30. If it came up, would you be allowed to group date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

98 = DON'T KNOW

99 = REFUSED

**TA40. Does your mother allow you to solo date?**

1 = NO

2 = YES

3 = NO, BUT I SOLO DATE ANYWAY

4 = I AM NOT INTERESTED IN DATING

**TA50. If you were interested in solo dating would you be allowed to solo date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

5 = IT HAS NEVER COME UP (I'VE NEVER THOUGHT ABOUT IT)

**TA60. If it came up, would you be allowed to solo date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

98 = DON'T KNOW

99 = REFUSED

***[IF TA10 OR TA40 = 2 (YES) CONTINUE; OTHERWISE, SKIP TO TB10A ON PAGE 5]***

**READ: Next, I am going to read some dating rules other parents have set for their teens. For each one, please tell me if you have actually been told the rule out loud by your mother.**

**TA70. Have you actually been told by your mother... the time you need to be home from a date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA80. How about that she needs to meet the person before you go out?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA90. Have you actually been told by your mother that you cannot go to certain places on a date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA100. How about that you need to tell her where you are going on the date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA110. Have you actually been told by your mother that you should call her if something goes wrong on the date?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA120. Have you actually been told by your mother that you should not be physically violent to dates?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TA130. How about that you should tell her if a date hits you?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TB10A: These next questions are about things that you may or may not do when you have disagreements with people. For these questions, the possible answers are Very often, Sometimes, Rarely, or Never. I'll repeat these as we go.**

**TB10. During the last 4 weeks, how often, if ever, did you have a disagreement with someone? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never *[SKIP TO TC10A ON PAGE 8 ]*

98 = DON'T KNOW

99 = REFUSED

**TB20. During the last 4 weeks when you had a disagreement with someone, how often did you..... stay calm? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TB30. During the last 4 weeks when you had disagreements with someone, how often did you ...let the person know how you felt? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TB40. How about ask the person how he or she felt? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TB50. During the last 4 weeks when you had a disagreement with someone, how often did you ask the person questions to better understand the situation? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TB60. How about suggest possible solutions to the problem?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**TB70. How about listen to the other person's point of view?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**TB80. How about show respect for the other person's opinions and thoughts? [IF TEEN ASKS WHAT YOU MEAN BY "SHOW RESPECT FOR THEIR OPINIONS AND THOUGHTS", SAY "To show respect for someone's opinions and thoughts means to listen to someone without putting them down or making fun of what they say."]**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**TC10A. READ:** These next questions are about things that you may or may not do when you are angry with someone. The possible answers are Very often, Sometimes, Rarely, or Never.

**TC10. How often in the last 4 weeks have you felt angry with someone? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never *[SKIP TO TD10A ON PAGE 13]*

98 = DON'T KNOW

99 = REFUSED

**TC20. During the last 4 weeks, when you were angry with someone, how often would you say that you asked someone for advice on how to handle it? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TC30. How about yelled at the person you were mad at? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TC40. How about explain to the person why you were angry?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**TC50. During the last 4 weeks, when you were angry with someone, how often would you say that you made nasty comments about the person to others?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**TC60. How about tried to mess up something the person was trying to do?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**TC70. During the last 4 weeks, when you were angry with someone, how often would you say that you tried discussing why you were angry with the person? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**TC80. How about damaged something that belonged to the person?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**TC90. During the last 4 weeks, when you were angry with someone, how often would you say that you ...tried to calm yourself down before you talked to the person? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**TD10A.READ: These next questions are about opinions that youth may or may not have. I'm going to read you some statements and I want you to tell me if you Strongly agree, Agree somewhat, Disagree somewhat, or Strongly disagree.**

**TD10. Girls are always trying to get boys to do what they want them to do. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD20. Swearing is worse for a girl than for a boy. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD30. It is more important for boys than girls to do well in school.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TD40. How strongly do you agree or disagree with the statement ...girls should have the same freedom as boys. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD50. Most women cannot be trusted. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD60. The father should have more say than the mother in making family decisions. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TD70. If both the husband and wife have jobs, the husband should share in doing the housework like washing dishes and doing the laundry.**

1 = STRONGLY AGREE

2 = AGREE SOMEWHAT

3 = DISAGREE SOMEWHAT

4 = STRONGLY DISAGREE WITH THAT STATEMENT

98 = DON'T KNOW

99 = REFUSED

**READ: The next few statements refer to relationships when boys and girls are dating. Now, please tell me how strongly you agree or disagree with each statement.**

**TD80. In a dating relationship, the boy should be smarter than the girl. Do you...**

1 = Strongly agree

2 = Agree somewhat

3 = Disagree somewhat

4 = Strongly disagree

98 = DON'T KNOW

99 = REFUSED

**TD90. In a dating relationship, the boy and girl should have about equal power. Do you...**

1 = Strongly agree

2 = Agree somewhat

3 = Disagree somewhat

4 = Strongly disagree

98 = DON'T KNOW

99 = REFUSED

**TD100. On a date, the boy should be expected to pay all expenses.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TD110. It is all right for a girl to ask a boy out on a date.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: These next questions are about communication between you and your mother. The possible answers are Very Often, Sometimes, Rarely or Never.**

**TE10. In conversations that you and your mother had during the last 4 weeks, how often would you say that she gave you too much advice? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**TE20. In conversations that you and your mother had during the last 4 weeks, how often would you say that she listened to your point of view? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98= DON'T KNOW

99= REFUSED

**TE30. How often did she stop what she was doing to talk to you? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98= DON'T KNOW

99= REFUSED

**TE40. In conversations that you and your mother had during the last 4 weeks, how often would you say that she ... was critical of what you said or did? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98= DON'T KNOW

99= REFUSED

**TE50. How often did she use encouraging words to keep the conversation going?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98= DON'T KNOW

99= REFUSED

**TE60. How often did she sound like she knew all the answers...Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98= DON'T KNOW

99= REFUSED

**TE70. In conversations that you and your mother had during the last 4 weeks, how often would you say that she put down your choices or preferences?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98= DON'T KNOW

99= REFUSED

**TE80. How often did she show respect for your thoughts and opinions?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98= DON'T KNOW

99= REFUSED

**TE90. In general, how easy or hard is it for you to talk to your mother about things that are personal to you? Would you say...**

1 = Very easy

2 = Somewhat easy

3 = Somewhat hard

4 = Very hard

98 = DON'T KNOW

99 = REFUSED

**TE100. In general, how satisfied are you with the way you and your mother talk about things that are personal to you? Are you...**

1 = Very satisfied

2 = Somewhat satisfied

3 = Somewhat dissatisfied

4 = Very dissatisfied

97 = WE DON'T TALK ABOUT THINGS THAT ARE PERSONAL TO ME

98 = DON'T KNOW

99 = REFUSED

**READ: For these next questions, the possible answers are Very often, Sometimes, Rarely, or Never. I'll repeat these answer options for you as we go.**

**TE110. During the last 4 weeks, how often did you and your mother have disagreements? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TE120. During the last 4 weeks, how often did you feel angry at your mother? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**READ: These next questions are about your mother in general and the possible answers are Very Often, Sometimes, rarely, or Never .**

**TE130. How often does your mother try to understand what you need to be happy? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TE140. How often does your mother pay attention to what you say?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**TE150. How often does your mother try to cheer you up when you're sad?**

1 = VERY OFTEN

2 = SOMETIMES

3 = RARELY

4 = NEVER

98 = DON'T KNOW

99 = REFUSED

**TE160. How often does your mother tell you that she loves and cares about you?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**TE170. When you have a problem, how often does your mother try to help you out?**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**TE180. How often does your mother really listen to you? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**TE190. How often does your mother make you feel loved? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**READ** Now, please tell me how well each of the following statements describes your mother. The possible answers are Just like her, A lot like her, Sort of like her, or Not like her. I'll repeat these answer options as we go.

**TE200. She tells you times when you must come home in the evenings? Is that...**

1 = Just like her

2 = A lot like her

3 = Sort of like her

4 = Not like her

98 = DON'T KNOW

99 = REFUSED

**TE210. She finds out where you are going when you go out? Is that...**

1 = Just like her

2 = A lot like her

3 = Sort of like her

4 = Not like her

98 = DON'T KNOW

99 = REFUSED

**TE220. She has rules that you must follow?**

1 = JUST LIKE HER

2 = A LOT LIKE HER

3 = SORT OF LIKE HER

4 = NOT LIKE HER

98 = DON'T KNOW

99 = REFUSED

**TE230. She monitors what you watch on TV?**

1 = JUST LIKE HER

2 = A LOT LIKE HER

3 = SORT OF LIKE HER

4 = NOT LIKE HER

98 = DON'T KNOW

99 = REFUSED

**TE240. She puts restrictions on music CD's, and video and computer games that you can play? Is that...**

1 = Just like her

2 = A lot like her

3 = Sort of like her

4 = Not like her

98 = DON'T KNOW

99 = REFUSED

**TE250. She tries to meet your friends? Is that...**

- 1 = Just like her
- 2 = A lot like her
- 3 = Sort of like her
- 4 = Not like her
- 98 = DON'T KNOW
- 99 = REFUSED

**TE260. She tries to meet the parents of your friends?**

- 1 = JUST LIKE HER
- 2 = A LOT LIKE HER
- 3 = SORT OF LIKE HER
- 4 = NOT LIKE HER
- 98 = DON'T KNOW
- 99 = REFUSED

**TE270. How close do you feel towards your mother? Say "1" if you feel extremely close; "2" if you feel very close; "3" if you feel somewhat close; "4" if you do not feel very close; and "5" if you do not feel close at all.**

- 1 = Extremely close
- 2 = Very close
- 3 = Somewhat close
- 4 = Not very close
- 5 = Not close at all
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** These next questions are about talking with your mother specifically about teen dating abuse. Teen dating abuse can include emotional abuse, like insulting a date or controlling what they do; physical abuse, like hitting a date, or sexual abuse, like forcing a date to do something sexual they did not want to do. Please tell me how strongly you agree or disagree with the following statements.

**TF10. You could discuss dating abuse with your mother without feeling too embarrassed.**

**Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TF20. You feel that your mother is knowledgeable about dating abuse. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TF30. You could go to her with questions about dating abuse.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: These next questions are about your family.**

**TG10. How often do members of your family say bad things to each other?**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TG20. How often do members of your family get really mad at one another?**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TG30. How often do your family members yell at each other? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TG40. How often are there arguments in your family?**

- 1 = VERY OFTEN
- 2 = SOMETIMES
- 3 = RARELY
- 4 = NEVER
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** These statements are about hitting in situations in which boys and girls are dating. Now, please tell me how much you agree or disagree with the following statements.

**TH10. It is OK for a boy to hit his girlfriend if she did something to make him mad. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH20. It is OK for a boy to hit his girlfriend if she insulted him in front of friends. Do you..**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH30. How about if she hit him first?**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH40. How about if she talked back to him. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH50. It is OK for a boy to hit his girlfriend if she questioned a decision he made.  
Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH60. How about if she did not do what he told her to do.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH70. It is okay for a boy to force a girl to have sex if she got him sexually excited. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH80. Girls sometimes deserve to be hit by the boys they date.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH90. A girl who makes her boyfriend jealous on purpose deserves to be hit.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH100. Girls who get drunk at parties or on a date deserve whatever happens to them. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH110. A girl who wears sexy clothes is asking to be taken advantage of sexually.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: These statements also are about hitting in situations in which boys and girls are dating. Now, please tell me how much you agree or disagree with the following statements.**

**TH120. It is OK for a girl to hit her boyfriend if he did something to make her mad. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH130. It is OK for a girl to hit her boyfriend if he insulted her in front of friends. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**TH140. How about if he hit her first?**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH150. How about if he let a guy insult her without doing anything about it?**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH160. How about if he did not act tough enough.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH170. How about if he didn't get her anything for her birthday.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH180. Boys sometimes deserve to be hit by the girls they date.**

- 1 = STRONGLY AGREE
- 2 = AGREE SOMEWHAT
- 3 = DISAGREE SOMEWHAT
- 4 = STRONGLY DISAGREE
- 98 = DON'T KNOW
- 99 = REFUSED

**TH190. A boy who makes his girlfriend jealous on purpose deserves to be hit. Do you...**

- 1 = Strongly agree
- 2 = Agree somewhat
- 3 = Disagree somewhat
- 4 = Strongly disagree
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: For these next questions I am going to ask you how likely or unlikely you think that certain things would happen if you hit someone that you were dating. For these questions we are not referring to a hit that was done in play or by accident but to a hit that was done during a disagreement.**

**TI10. If you hit the person you were dating, how likely or unlikely would that person break up with you. Would you say ...**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**TI20. How likely or unlikely would you be arrested. Would you say...**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**TI30. If you hit the person you were dating, how likely or unlikely would you feel guilty.**

- 1 = VERY LIKELY
- 2 = SOMEWHAT LIKELY
- 3 = SOMEWHAT UNLIKELY
- 4 = VERY UNLIKELY
- 98 = DON'T KNOW
- 99 = REFUSED

**TI40. How likely or unlikely would your friends be very angry with you.**

- 1 = VERY LIKELY
- 2 = SOMEWHAT LIKELY
- 3 = SOMEWHAT UNLIKELY
- 4 = VERY UNLIKELY
- 98 = DON'T KNOW
- 99 = REFUSED

**TI50. How likely or unlikely would bad things happen to you. Would you say...**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**TI60. How likely or unlikely would your relationship with that person improve.**

- 1 = VERY LIKELY
- 2 = SOMEWHAT LIKELY
- 3 = SOMEWHAT UNLIKELY
- 4 = VERY UNLIKELY
- 98 = DON'T KNOW
- 99 = REFUSED

**TI70. If you hit the person you were dating, how likely or unlikely would the person you were dating do exactly what you wanted him or her to do. Would you say...**

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely
- 98 = DON'T KNOW
- 99 = REFUSED

**READ:** These next questions are about your own dating experiences. For these questions, a date includes informal activities like going out in a group and then pairing up with someone you are interested in. It also includes things like meeting someone you are interested in at the mall, a park, or at a basketball game. And it includes more formal activities like going out to eat or to a movie together.

**TJ10.** Have you ever been on such a date?

1 = NO [*SKIP TO TK10A ON PAGE 57*]

2 = YES

98 = DON'T KNOW [*SKIP TO TK10A ON PAGE 57*]

99 = REFUSED [*SKIP TO TK10A ON PAGE 57*]

The next questions are about your personal experiences with dates. We want to assure you that your answers are private and that no one besides the researchers will see them, including your mother. It's important that you be as honest as possible in answering them.

**READ:** Please tell me how many times someone that you dated ever did the following things to you.

**TJ20.** How many times has someone that you dated insulted you in front of others? Would you say...

1 = Never [*SKIP TO TJ30*]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [*SKIP TO TJ30*]

99 = REFUSED [*SKIP TO TJ30*]

**TJ20A.** Did this happen in the last 4 weeks?

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ30. How many times has someone that you dated not let you do things with other people that you wanted to do? Would you say...**

1 = Never [*SKIP TO TJ40*]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [*SKIP TO TJ40*]

99 = REFUSED [*SKIP TO TJ40*]

**TJ30A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ40. How many times has someone that you dated threatened to hurt you?**

1 = NEVER [*SKIP TO TJ50*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ50*]

99 = REFUSED [*SKIP TO TJ50*]

**TJ40A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ50. How many times has someone that you dated hurt your feelings on purpose?**

- 1 = NEVER [*SKIP TO TJ60*]
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW [*SKIP TO TJ60*]
- 99 = REFUSED [*SKIP TO TJ60*]

**TJ50A. Did this happen in the last 4 weeks?**

- 1 = NO
- 2 = YES
- 98 = DON'T KNOW
- 99 = REFUSED

**TJ60. How many times has someone that you dated said mean things to you to make you feel bad about yourself? Would you say...**

- 1 = Never [*SKIP TO TJ70A ON PAGE 38*]
- 2 = Once
- 3 = 2-4 Times
- 4 = More than 4 times
- 98 = DON'T KNOW [*SKIP TO TJ70A ON PAGE 38*]
- 99 = REFUSED [*SKIP TO TJ70A ON PAGE 38*]

**TJ60A. Did this happen in the last month?**

- 1 = NO
- 2 = YES
- 98 = DON'T KNOW
- 99 = REFUSED

**TJ70A. READ:** Now, please tell me how many times if any, someone that you dated did the following things to you. Don't count it if they did it to you in self-defense.

**TJ70.** How many times has someone that you dated slapped or scratched you? Would you say...

- 1 = Never [*SKIP TO TJ80*]
- 2 = Once
- 3 = 2-4 Times
- 4 = More than 4 times
- 98 = DON'T KNOW [*SKIP TO TJ80*]
- 99 = REFUSED [*SKIP TO TJ80*]

**TJ70A.** Did this happen in the last 4 weeks?

- 1 = NO
- 2 = YES
- 98 = DON'T KNOW
- 99 = REFUSED

**TJ80.** How many times has someone that you dated physically twisted your arm or bent back your fingers? Would you say...

- 1 = Never [*SKIP TO TJ90*]
- 2 = Once
- 3 = 2-4 Times
- 4 = More than 4 times
- 98 = DON'T KNOW [*SKIP TO TJ90*]
- 99 = REFUSED [*SKIP TO TJ90*]

**TJ80A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ90. How many times has someone that you dated pushed, grabbed, shoved, or kicked you?**1 = NEVER [*SKIP TO TJ100*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ100*]99 = REFUSED[*SKIP TO TJ100*]**TJ90A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ100. How about hit you with their fist or with something hard?**1 = NEVER [*SKIP TO TJ110*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ110*]99 = REFUSED [*SKIP TO TJ110*]

**TJ100A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ110. How about assaulted you with a knife or a gun? Would you say...**

1 = Never [*SKIP TO TJ120*]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [*SKIP TO TJ120*]

99 = REFUSED [*SKIP TO TJ120*]

**TJ110A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ120. How many times has someone that you dated kissed you when you did not want them to?**

1 = NEVER [*SKIP TO TJ130*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ130*]

99 = REFUSED [*SKIP TO TJ130*]

**TJ120A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ130. How about showed you pictures of naked people that you did not want to see?**

1 = NEVER [*SKIP TO TJ140*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ140*]

99 = REFUSED [*SKIP TO TJ140*]

**TJ130A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ140. How about showed you their private parts when you did not want them to?**

1 = NEVER [*SKIP TO TJ150*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ150*]

99 = REFUSED [*SKIP TO TJ150*]

**TJ140A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ150. How about put their hands on one of your private parts when you did not want them to? Would you say...**1 = Never [*SKIP TO TJ160*]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [*SKIP TO TJ160*]99 = REFUSED [*SKIP TO TJ160*]**TJ150A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ160. How about forced you to have sex or to do something else sexual that you did not want to do?**1 = Never [*SKIP TO TJ170A ON PAGE 43*]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [*SKIP TO TJ170A ON PAGE 43*]99 = REFUSED [*SKIP TO TJ170A ON PAGE 43*]

**TJ160A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ170A. READ:** Now, please tell me how many times someone you dated did the following things to you using a cell phone, e-mail, IM, text messaging, Web chat, a blog, or a networking site like MySpace or Facebook.

**TJ170.** How many times has someone that you dated spread rumors about you using one of these technologies?

1 = NEVER [*SKIP TO TJ180*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ180*]

99 = REFUSED [*SKIP TO TJ180*]

**TJ170A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ180. How many times has someone that you dated called you names, put you down, or said really mean things to you using one of these technologies?**

1 = NEVER [*SKIP TO TJ190*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ190*]

99 = REFUSED[*SKIP TO TJ190*]

**TJ180A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ190. How about showed private or embarrassing pictures/video of you to others using one of these technologies?**

1 = NEVER [*SKIP TO TJ200*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ200*]

99 = REFUSED[*SKIP TO TJ200*]

**TJ190A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ200. How about repeatedly checked up on you to see where you were using one of these technologies?**

1 = NEVER *[SKIP TO TJ210A ON PAGE 46]*

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW *[SKIP TO TJ210A ON PAGE 46]*

99 = REFUSED *[SKIP TO TJ210A ON PAGE 46]*

**TJ200A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ210A. READ:** These next questions are about things that you may or may not have done to someone that you were dating. Remember that your answers are private and that we would like for you to be as honest as possible. Now, please tell me how often you have done the following things to someone that you dated.

**TJ210.** How many times have you insulted someone you dated in front of others? Would you say...

1 = Never [*SKIP TO TJ220*]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [*SKIP TO TJ220*]

99 = REFUSED [*SKIP TO TJ220*]

**TJ210A.** Did this happen in the last 4 weeks?

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ220.** How many times have you not let someone you dated do things with other people that they wanted to do? Would you say...

1 = Never [*SKIP TO TJ230*]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [*SKIP TO TJ230*]

99 = REFUSED [*SKIP TO TJ230*]

**TJ220A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ230. How many times have you threatened to hurt someone you dated?**

1 = NEVER [*SKIP TO TJ240*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ240*]

99 = REFUSED[*SKIP TO TJ240*]

**TJ230A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ240. How many times have you hurt their feelings on purpose?**

1 = NEVER [*SKIP TO TJ250*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ250*]

99 = REFUSED[*SKIP TO TJ250*]

**TJ240A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ250. How many times have you said mean things to them to make them feel bad about themselves? Would you say...**

1 = Never [*SKIP TO TJ260A ON PAGE 49*]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [*SKIP TO TJ260A ON PAGE 49*]

99 = REFUSED [*SKIP TO TJ260A ON PAGE 49*]

**TJ250A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ260A. READ:** Now, please tell me how many times if any, you have done the following things to someone you dated. Don't count it if you did it in self-defense.

**TJ260.** How many times have you slapped or scratched someone you dated? Would you say...

1 = Never *[SKIP TO TJ270]*

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW *[SKIP TO TJ270]*

99 = REFUSED*[SKIP TO TJ270]*

**TJ260A.** Did this happen in the last 4 weeks?

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ270.** How many times have you physically twisted their arm or bent back their fingers?

1 = NEVER *[SKIP TO TJ280]*

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW *[SKIP TO TJ280]*

99 = REFUSED*[SKIP TO TJ280]*

**TJ270A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ280. How many times have you pushed, grabbed, shoved, or kicked someone you dated?**

1 = NEVER [*SKIP TO TJ290*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ290*]

99 = REFUSED[*SKIP TO TJ290*]

**TJ280A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ290. How about hit them with your fist or with something hard?**

1 = NEVER [*SKIP TO TJ300*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ300*]

99 = REFUSED[*SKIP TO TJ300*]

**TJ290A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ300. How about assaulted them with a knife or a gun?**

1 = NEVER [*SKIP TO TJ310*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ310*]

99 = REFUSED [*SKIP TO TJ310*]

**TJ300A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ310. How many times have you kissed someone you dated when they did not want to be kissed? Would you say...**

1 = Never [*SKIP TO TJ320*]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [*SKIP TO TJ320*]

99 = REFUSED [*SKIP TO TJ320*]

**TJ310A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ320. How about showed them pictures of naked people that they did not want to see?**

1 = NEVER [*SKIP TO TJ330*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ330*]

99 = REFUSED[*SKIP TO TJ330*]

**TJ320A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ330. How about showed them your private parts when they did not want you to?**

1 = NEVER [*SKIP TO TJ340*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ340*]

99 = REFUSED [*SKIP TO TJ340*]

**TJ330A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ340. How about put your hand on one of their private parts when they did not want you to?**

1 = NEVER [*SKIP TO TJ350*]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [*SKIP TO TJ350*]

99 = REFUSED [*SKIP TO TJ350*]

**TJ340A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ350. How about force someone to have sex or to do something else sexual that they did not want to do? Would you say...**

1 = Never [*SKIP TO TJ360A BELOW*]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [*SKIP TO TJ360A BELOW*]

99 = REFUSED [*SKIP TO TJ360A BELOW*]

**TJ350A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ360A. READ: Now, please tell me how many times you have done the following things to someone you dated using a cell phone, e-mail, IM, text messaging, Web chat, a blog, or a networking site like MySpace or Facebook.**

**TJ360. How many times have you used one of these technologies to spread rumors about someone you dated? Would you say...**

1 = Never [*SKIP TO TJ370*]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [*SKIP TO TJ370*]

99 = REFUSED [*SKIP TO TJ370*]

**TJ360A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ370. How about called them bad names, put them down, or said really mean things to them using one of these technologies?**

1 = NEVER [SKIP TO TJ380]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [SKIP TO TJ380]

99 = REFUSED [SKIP TO TJ380]

**TJ370A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ380. How about showed private or embarrassing pictures/video of them to others using these technologies?**

1 = Never [SKIP TO TJ390]

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW [SKIP TO TJ390]

99 = REFUSED [SKIP TO TJ390]

**TJ380A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TJ390. How about repeatedly checked up on them to see where they were using one of these technologies?**

1 = NEVER [SKIP TO TK10A ON PAGE 57]

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW [SKIP TO TK10A ON PAGE 57]

99 = REFUSED [SKIP TO TK10A ON PAGE 57]

**TJ390A. Did this happen in the last 4 weeks?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TK10A READ:** These next questions are about someone you were NOT dating. During the last 4 WEEKS please tell me how many times some one you were not dating did each of the following things to you.

**TK10. How many times did someone pick on you? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TK20. How about exclude you from their group of friends? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TK30. How about made fun of you? Would you say...**

- 1 = Never
- 2 = Once
- 3 = 2-4 Times
- 4 = More than 4 times
- 98 = DON'T KNOW
- 99 = REFUSED

**TK40. In the past 4 weeks, how many times did someone you were not dating touch, grab, or pinch you in a sexual way?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**TK50. How about made sexual jokes about you?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**TK60. How about made sexual gestures or looks at you?**

1 = NEVER

2 = ONCE

3 = 2-4 TIMES

4 = MORE THAN 4 TIMES

98 = DON'T KNOW

99 = REFUSED

**TK70. How many times did someone you were not dating push, grab, shove, or kick you?  
Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**TK80. How about hit you with their fist or with something else hard? Would you say...**

1 = Never

2 = Once

3 = 2-4 Times

4 = More than 4 times

98 = DON'T KNOW

99 = REFUSED

**READ: During the last 4 WEEKS please tell me how many times you have done each of the following things to someone that you were NOT dating.**

**TK90. How many times did you pick on someone? Would you say...**

- 1 = Never
- 2 = Once
- 3 = 2-4 Times
- 4 = More than 4 times
- 98 = DON'T KNOW
- 99 = REFUSED

**TK100. How about exclude someone from your group of friends? Would you say...**

- 1 = Never
- 2 = Once
- 3 = 2-4 Times
- 4 = More than 4 times
- 98 = DON'T KNOW
- 99 = REFUSED

**TK110. How about made fun of someone?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**TK120. Touched, grabbed, or pinched someone in a sexual way?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**TK130. In the past 4 weeks, how many times did you make sexual jokes about someone you were not dating? Would you say...**

- 1 = Never
- 2 = Once
- 3 = 2-4 Times
- 4 = More than 4 times
- 98 = DON'T KNOW
- 99 = REFUSED

**TK140. How about made sexual gestures or looks at someone?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**TK150. How many times did you push, grab, shove, or kick someone that you were not dating?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**TK160. How about hit someone with your fist or with something else hard?**

- 1 = NEVER
- 2 = ONCE
- 3 = 2-4 TIMES
- 4 = MORE THAN 4 TIMES
- 98 = DON'T KNOW
- 99 = REFUSED

**READ: The next questions are about your thoughts and feelings during the last 4 WEEKS. The possible answers are Very often, Sometimes, Rarely, or Never.**

**TL10. How often have you had trouble keeping your mind on what you were doing? Would you say...**

- 1 = Very often
- 2 = Sometimes
- 3 = Rarely
- 4 = Never
- 98 = DON'T KNOW
- 99 = REFUSED

**TL20. How often have you felt depressed? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TL30. How often have you felt that everything you did was an effort? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**TL40. How often have you felt hopeful about the future? Would you say...**

1 = Very often

2 = Sometimes

3 = Rarely

4 = Never

98 = DON'T KNOW

99 = REFUSED

**READ:** We're almost finished with the interview. I just have a few demographic questions for you.

**TM10. What is your sex? [ONLY ASK OUT LOUD IF YOU ARE NOT COMPLETELY SURE OF THE TEEN'S SEX]**

1 = FEMALE

2 = MALE

**TM20. What is your date of birth?**

\_\_\_\_/\_\_\_\_/\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**TM30. How old are you?**

AGE IN YEARS \_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**TM40. Have you ever had to repeat a grade in school?**

1 = NO

2 = YES

**TM50. Are you of Hispanic or Latino origin?**

1 = NO

2 = YES

98 = DON'T KNOW

99 = REFUSED

**TM60. Which of the following best describes your race? Are you...**

1 = African American or Black

2 = White

3 = Asian

4 = American Indian or Alaska Native

5 = Native Hawaiian or other Pacific Islander

6 = Biracial or multiracial

7 = Something else you haven't heard me say yet? [TM60A] [*Specify*]\_\_\_\_\_

98 = DON'T KNOW

99 = REFUSED

**THANK YOU SO MUCH FOR COMPLETING THE SURVEY. YOU WILL BE RECEIVING YOUR \$20 CHECK SOON! IT MAY TAKE UP TO TWO WEEKS FOR YOU TO RECEIVE THE CHECK IN THE MAIL.**

**What address should we use to mail your check?**

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DRAFT: NOT YET TESTED FOR EFFICACY



# Getting Started

Introducing Moms to the  
*Moms & Teens for Safe Dates* Program

*NOT TESTED FOR EFFICACY*

# Welcome to *Moms and Teens for Safe Dates*

This booklet introduces moms to the *Moms and Teens for Safe Dates* program and explains why it is important to do this program with your teen. **This *Getting Started* booklet is just for moms. Your teen will be involved in later booklets.**

*Moms and Teens for Safe Dates* is a program for moms to help their teens have safe and healthy dating relationships and avoid dating abuse. Teens can be abused emotionally, physically, and sexually by dates. Both boys and girls can become *victims* of dating abuse. Both boys and girls can also become *abusers* of the people they date. Preventing teens from being in abusive dating relationships is an important step towards preventing adult domestic violence.

*Moms and Teens for Safe Dates* is for teens who are not yet dating and for teens who are already dating. The program helps you keep your teen from becoming a *victim* of dating abuse or an *abuser* of dates. The program also can help you help your teen if he or she is already in an abusive dating relationship.

## What is Dating Abuse?

***Emotional abuse*** includes things like insulting a date, threatening a date, making a date afraid, yelling and screaming at a date, humiliating a date, controlling who a date sees and what he or she does, and making a date feel bad about him or herself.

***Physical abuse*** includes things like hitting, pushing, shoving, pinching, kicking, dumping a date out of a car, slamming a date against a wall, beating up, and assaulting a date with a weapon.

***Sexual abuse*** means forcing a date to do sexual things he or she does not want to do, including rape.

# Who is this Program for?

This program is for moms who have experienced domestic violence in the past and are no longer living with the abuser. We know how painful and difficult abusive relationships can be and admire your courage to end your relationship with an abusive partner. **Although all teens can become involved in dating abuse, teens who live in homes where domestic violence has occurred are at increased risk of being a victim or perpetrator of dating abuse.** Your decision to help prevent your teen from becoming involved in dating abuse shows strength and is admirable.

For safety reasons, it's important that moms live apart from the person who was abusive to them while doing this program with their teen.

*Moms and Teens for Safe Dates* is designed so that you don't ever have to talk to your teen about your own abuse if you choose not to. The booklets that you and your teen will do together do not refer to mom's previous abuse at all. If you decide to talk to your teen or your teen brings it up, this booklet offers suggestions for how to talk to your teen about your previous abuse.

## Dating is an Important Part of Being a Teen

Besides being fun and exciting for teens, dating is important for teens' development. Through dating, teens learn responsibility and cooperation, communication and social skills, and loyalty, trust, and respect. What teens learn while dating carries over into their adult relationships. That is why it is so important to teach teens how to have healthy and respectful dating relationships. *Moms and Teens for Safe Dates* will help you prepare your teen to have healthy and respectful dating relationships when your teen begins dating.

## This Getting Started booklet will:

- ✓ Answer your questions about the *Moms and Teens for Safe Dates* program,
- ✓ Describe how *Moms and Teens for Safe Dates* will help you talk to your teen about dating and dating abuse,
- ✓ Introduce you to some important facts about teen dating abuse,
- ✓ Inform you of some of the harmful consequences of dating abuse for teens and their families,
- ✓ Present strategies for how to improve communication between you and your teen so that you can talk to your teen about important topics like dating abuse, and
- ✓ Describe ways of introducing *Moms and Teens for Safe Dates* to your teen.

# Answering Your Questions about *Moms and Teens for Safe Dates*

## **Q: What is *Moms and Teens for Safe Dates*?**

**A:** A program to prevent teen dating abuse, *Moms and Teens for Safe Dates* consists of five short, easy-to-do booklets mailed to your home. Each booklet contains useful information and fun conversation-starting activities for moms and teens to do together.

## **Q: What is covered in the five *Moms and Teens for Safe Dates* booklets?**

**A: Booklet 1, *Talking about Dating***, helps moms and teens communicate better so that they can talk comfortably about dating and so that it will be easier to talk about dating abuse in later booklets.

**Booklet 2, *How You Feel & How You Deal: Skills for Handling Conflict***, teaches teens ways to recognize and manage anger and settle disagreements with dates and others. These skills are useful for decreasing conflict in any kind of relationship, including dating relationships.

**Booklet 3, *Now I See: Recognizing Dating Abuse***, helps moms and teens recognize dating abuse, learn about the things that abusers do to control dating partners, and identify harmful consequences of dating abuse. It also presents characteristics of healthy dating relationships.

**Booklet 4, *Preventing Dating Sexual Abuse and Rape***, helps moms and teens recognize dating sexual abuse, including date rape, identify harmful consequences of dating sexual abuse, and learn about ways to avoid dating sexual abuse and rape.

**Booklet 5, *Ready, Set, Date! Planning for the Future***, encourages teens to develop goals for how they treat and are treated by dating partners and encourages teens to develop a plan for what they will do if they are treated disrespectfully or abusively by a dating partner. It also helps moms and teens set dating guidelines.

**Q: How much time will *Moms and Teens for Safe Dates* take?**

**A:** It takes from 45 minutes to an hour to do all of the activities in each booklet. We know families are very busy, so *Moms and Teens for Safe Dates* was designed to be done at times and places that are convenient for you.

**Q: Who will be involved?**

**A:** Each *Moms and Teens for Safe Dates* booklet is given to the teen's mom. Most of the activities involve both the mom and the teen, but activities could also involve other teens or adults in your family if you choose to involve them.

**Q. My teen is not dating yet. Is this program for us?**

**A:** Yes. Even if your teen is not yet dating, it is likely that he or she will start dating in the next couple of years. Teens begin to date very informally when they are as young as 12 and 13 years old by meeting groups of friends at places like ballgames or the mall. Dating abuse sometimes happens even in these situations. *Moms and Teens for Safe Dates* will prepare you to help your teen date safely when he or she does begin dating.

**Q. I suspect that my teen is already in an abusive dating relationship. Is it too late to do *Moms and Teens for Safe Dates*?**

**A.** No. *Moms and Teens for Safe Dates* also helps teens who are already in abusive relationships. The program can help teens better understand what's happening to them and open up the door for them to talk to their moms about the abuse. Continue with the *Moms and Teens for Safe Dates* program and for immediate help, call one of the help-lines on the purple Resource Guide included in Booklet 1.

**Q. How likely is it that *Moms and Teens for Safe Dates* will prevent my teen from being involved in dating abuse?**

**A.** *Moms and Teens for Safe Dates* has a high likelihood of being effective in preventing teen dating abuse because it is based on a program called *Families for Safe Dates* which was found to be effective in improving parent knowledge about dating abuse, increasing parent confidence in talking to their teen about dating abuse, decreasing teen acceptance of dating abuse, improving parent-teen communication, and preventing teen dating abuse. *Moms and Teens for Safe Dates* is like *Families for Safe Dates* except that it was designed specifically to be used by moms who have experienced domestic violence.

**Q. Is dating abuse really an issue for teens as young as mine?**

**A.** Yes. The latest research shows that about 26% of girls and 28% of boys in the 8<sup>th</sup> and 9<sup>th</sup> grades have already been a victim of physical dating abuse. Emotional abuse is even more common. Girls are more likely than boys to be victims of sexual abuse and to be victims of severe physical abuse. About 11% of the girls in the 8<sup>th</sup> and 9<sup>th</sup> grades have already experienced sexual abuse from a dating partner.

**Q. What do I do next?**

**A.** Read the following **Marcus and his Mom** story and then continue on to find out how *Moms and Teens for Safe Dates* will help you talk to your teen about dating abuse.

## Does this sound like you? Marcus and his Mom

Amanda and her 13 year-old son Marcus are watching a movie together. In one of the scenes, a girl is being disrespectful to her partner. Amanda wants to say something to her son because she feels this would be a good time to talk with him about dating and what a healthy relationship is, but she decides not to. She thinks to herself, “This could be embarrassing for both of us...what if he doesn’t take me seriously? Besides, I don’t have much information to share with him anyway. And he is not even really dating yet. I’ll wait.”

**Are you like the parent in this story?** If so, you are not alone. Some moms do not talk to their teens about dating issues. Some feel too embarrassed to talk to their teen about dating. Others feel that they do not have the knowledge they need to talk about dating issues. Others feel it is too early to discuss dating issues. Some moms who have been in abusive relationships find it too difficult or painful to talk to their teens about dating issues. And others feel their relationship with their teen or communication skills are too poor to have those kinds of discussions.

*Moms and Teens for Safe Dates* will make it easier for you to talk with your teen about dating. After doing all of the *Moms and Teens for Safe Dates* booklets, one parent said,

*“My daughter and I opened up a discussion that probably should have taken place a long time ago. But as a parent, I did not know how to start that conversation. I am going to go back to my older daughter with these books.”*

**The following are some of the challenges that moms and teens may face and some suggestions for dealing with those challenges.**

**Challenge: I do not communicate well with my teen. Will I be able to do *Moms and Teens for Safe Dates*?**

A goal of *Moms and Teens for Safe Dates* is to improve communication about dating between moms and teens so that it will be easier to talk about dating abuse. All 5 booklets offer suggestions to make communication easier. After completing *Moms and Teens for Safe Dates*, one teenage girl said,

*“This is the first time I’ve ever really talked to my mom about boys and it got somewhere. Usually we argue, but this time it was constructive. That is why I liked this program.”*

**Challenge: It will be embarrassing for me and my teen to talk about dating and relationships.**

*Moms and Teens for Safe Dates* eases moms into discussing dating issues by starting with activities in Booklet 1 that are fun and not about sensitive and potentially embarrassing topics. More sensitive issues, like dating sexual abuse, will come up in later booklets after you and your teen have been discussing dating for awhile and are comfortable. One teenage boy who completed *Moms and Teens for Safe Dates* said,

*“It was helpful in breaking the ice... It helped us get a lot of those uncomfortable feelings about talking about stuff out of the way so now we can all talk about that kind of stuff.”*

## Challenge: It will be hard to get my teen to do this program.

Teens like expressing their opinions and beliefs and are especially eager to talk about dating issues. They want to talk to their moms about important issues like dating but face some of the same challenges you do. The *Moms and Teens for Safe Dates* activities are designed to help teens discuss their views about dating and dating abuse with their moms. This Getting Started booklet will give you some ideas for how to introduce the program to your teen. About doing the program with his mom, one teenage boy said,

*"I think it's really important that kids do this stuff...after I did it and I got to spend time with my mom where it was just like a one on one thing --we learned a little bit about each other. I don't know, I just felt like I could open up to her about stuff."*

Another teenage girl thought the activities helped improve communication with her mom about dating and said,

*"...because it gave us time to like be together and just express what we think about dating."*

## Challenge: I don't know much about teen dating. How can I help my teen avoid dating abuse?

Teens are more willing to discuss sensitive topics with their moms when they believe their moms know something about the topic and understand the issues. *Moms and Teens for Safe Dates* will give you the information you need to discuss dating issues with your teen. For example, you will be learning dating abuse facts like how common it is, how it affects teens and their families, and some reasons teens abuse the people they date.

**Challenge: I feel like I've lost credibility with my teen because of my own experiences with abuse. How can I help my teen avoid dating abuse when I have been abused myself?**

All moms want their children's lives to be better than their own. You've been through a lot and have probably had to make some difficult decisions. You can tell your teen that you understand first-hand what it's like to be in an abusive relationship and understand the negative consequences. You can also acknowledge that it may have been painful for your teen to witness or hear the abuse towards you and that you want to do everything possible to help your teen avoid abuse in his or her own relationships. You have a lot of wisdom and can help your teen by doing this program together.

**Challenge: I know my teen will ask questions or make comments about my own abusive relationship. How do I handle this when it comes up?**

Although this program is not intended to focus on moms' experiences with abuse, you may choose to talk to your teen about your abuse or your teen might bring it up. Your teen's questions are a way of trying to understand what happened to you. Answer your teen's questions as honestly as possible. It's good to talk about how this relates back to your teen and his/her dating activities.

**Challenge: I'm afraid my teen will feel like I can't help him/her because I stayed in an abusive relationship for as long as I did.**

You once cared (and may still care) for the person who abused you and that makes it harder to leave. The important thing is that you decided to end the relationship. You can tell your teen that abusive relationships are often very complicated because the person you love is the person who is hurting you and abusive behaviors usually worsen over time. You can tell your teen that's why it's important to recognize abuse right away and end the relationship as fast as you can. You can tell your teen that you've learned a lot from your experiences and you want to help him/her avoid the pain you've gone through.

**Challenge: My teen wants to start dating, but I feel protective and think s/he is too young to date. How do we deal with this?**

It's natural to protect your teen, especially because you've seen first-hand how harmful abusive relationships can be, but being too strict with your teen may backfire. Booklet #5 of this program helps moms and teens have a conversation about dating rules. Teens are more likely to follow the rules if you set reasonable rules, if they have an opportunity to share their opinions, and if you help them understand your rules for dating.

**Challenge: My teen has visitation with the person who was abusive to me. How do I talk to my teen about that person's abuse towards me?**

Custody and visitation are challenging for many parents and teens. If you decide to talk with your teen about the abuse, try to avoid shaming the abuser because it could make your teen feel caught in the middle and cause confusion and resentment. But being honest about the abusive relationship may help your teen understand what happened and open up communication between you and your teen. It may also help for you and your teen to talk with a professional counselor.

## Tips for Healing

**The best thing you can do to help your teen is to continue to take care of yourself. Here are some things to remember during your own healing process:**

- ❑ Don't blame yourself for the abuse towards you. It's not your fault.
- ❑ Try not to isolate yourself from others. Surround yourself with people who care about and support you.
- ❑ Find people you can confide in and who understand what you've been through.
- ❑ Be kind to yourself. Revisit or take up a new hobby or interest. Do simple things that are good for you such as go for a walk, take a hot bath, make a cup of hot tea, work in a garden, exercise, take a yoga class, or call a friend.
- ❑ Seek counseling or attend a support group to talk about and sort through your feelings.
- ❑ Healing from abuse takes time. Be patient with yourself.
- ❑ Call the NATIONAL DOMESTIC VIOLENCE HOTLINE at 1-800-799-SAFE (7233) as often as needed.
- ❑ Break the cycle of abuse by doing *Moms and Teens for Safe Dates* with your teen!

## Tips for Staying Safe

- ❑ If you have a protective order, always keep a copy with you. If your abuser makes contact with you, call the police and show them a copy of the order. Write down the name and badge number of the officer who took your report.
- ❑ Keep a phone in a room you can lock from the inside. If you can, keep a cell phone with you at all times.
- ❑ After the abuser moves out, change the locks on your door. Get locks on the windows.
- ❑ Ask your neighbors to call the police if they see the abuser at your house.
- ❑ Give the principal at school or the daycare center a copy of your protective and/or custody order. Tell them not to release your children to anyone without talking to you first. Give them a photo of the abuser.
- ❑ Make sure your children know who to tell at school if they see the abuser.

# Dating Abuse Myths and Realities

How much do you know about teen dating abuse? Decide whether you think each of the following statements is true or false. Circle your answers. The correct responses are given after this section.

- 1. True False** Moms usually do not know when their teen is being abused by a dating partner.
- 2. True False** Boys are rarely victims in abusive dating relationships and girls are rarely abusers.
- 3. True False** Being insulted by a date is not that big a deal as long as there is no physical violence.
- 4. True False** Teens who live in homes where domestic violence is happening always become involved in abusive dating relationships.
- 5. True False** Date rape is more common among women in their 20's than it is for high school students.
- 6. True False** Dating abuse only happens in heterosexual relationships.
- 7. True False** Dating abuse is more common among teens from poor families than among teens from families with more money.
- 8. True False** My teen could never be a dating victim or abuser.
- 9. True False** When dating abuse happens once, it is likely to happen again.
- 10. True False** Moms have a lot of influence on how teens act with dates.

## **Dating Abuse Myths and Realities Answers**

- 1. Moms usually do not know when their teen is being abused by a date: True.** Most teens involved in dating abuse do not tell their parents. In fact, teens will go to great lengths to hide dating abuse from their parents. Teens say that they don't tell their parents because they are afraid their parents will overreact, be judgmental, and make them end a relationship they are not ready to end. Often, they feel embarrassed, ashamed, and afraid of losing independence.
- 2. Boys are rarely victims in abusive dating relationships and girls are rarely abusers: False.** Both boys and girls are victims of emotional, physical, and sexual dating abuse and both boys and girls emotionally, physically, and sexually abuse dates. Girls are more likely than boys, however, to be victims of sexual abuse and severe physical abuse.
- 3. Being insulted by a date is not that big a deal as long as there is no physical violence: False.** Emotional abuse can be very devastating to the victim. Emotional abuse often leads to physical abuse. Being insulted is a sign of disrespect. People who are in physically abusive relationships often mention that at first they were victims of emotional abuse only, like being insulted.
- 4. Teens who live in homes where domestic violence is happening always become involved in abusive dating relationships: False.** Not all teens who live in homes where domestic violence is happening will become victims or perpetrators of dating abuse. However, we know that they are at greater risk of becoming a victim or abuser if they live in homes where domestic violence is happening.
- 5. Date rape is more common among women in their 20's than it is for high school students: False.** Teens between the ages of 15 and 19 are at the highest risk for date rape. Rape by a date is by far the most common form of rape.

6. **Dating abuse only happens in heterosexual relationships: False.** Some teens date people of their own sex. About 25% of those teens report being victims of psychological dating abuse and 10% report being a victim of physical abuse. The *Moms and Teens for Safe Dates* booklets focus on heterosexual dating relationships, but the information in the booklets applies to dating abuse among same sex dating relationships as well.
7. **Dating abuse is more common among teens from poor families than among teens from families with more money: False.** Dating abuse is just as common among wealthy and middle class teens as among poor teens.
8. **My teen could never be a dating victim or abuser: False.** Teens from all kinds of families have become dating victims and abusers. Parents of teens involved in dating abuse often say they do not know how their teen, who was well behaved and from a supportive family, could become involved in dating abuse.
9. **When dating abuse happens once, it is likely to happen again: True.** Abuse usually occurs again in the relationship and gets worse over time. It does not just go away.
10. **Moms have a lot of influence on how teens act with dates: True.** You may feel like you no longer have an influence over your child now that he or she is a teenager. It may seem that your teen does not listen to what you say. That is because your teen is trying hard to find a balance between independence and dependence. They don't always know how to find that balance. But teens need and want guidance from their moms. Despite how they act, it does matter to teens what their moms think about the people they date. Teens learn a lot about how to act with others by watching and listening to their moms. Now that your teen is dating or getting ready to date, he or she will be looking to you even more for clues about how to act in dating situations.

# Some Harmful Consequences of Dating Abuse

There are many harmful consequences that can come to teens who are being abused by dating partners, those who are abusing dating partners, and to their families. These could be problems that happen right away or months and years from now.

## **When a teen is in an abusive dating relationship, it can disrupt the whole family.**

- Victims tend to become isolated from family members, resulting in family conflict and communication problems.
- Brothers, sisters, and other family members can experience a lot of heartbreak.
- Family members, pets, and personal property could also be hurt or damaged.
- Families may have to pay large doctor bills and lawyer expenses.
- When sexual abuse occurs, moms may have to help raise their teen's child if the abuse resulted in pregnancy.
- Teens who are dating victims and abusers tend to be in abusive relationships as adults and thus the cycle of violence continues with their own families.

**The next page lists potential harmful consequences to dating abuse victims and dating abusers. Through your experiences, you may know of additional harmful consequences.**

## Harmful Consequences of Dating Abuse for the Abuser and the Victim

### Potential Consequences for the Abuser

Isolation from family and friends  
Conflict with parents  
Inability to maintain long-lasting or fulfilling relationships  
Get a sexually transmitted infection  
Get a girl pregnant  
Large doctor or lawyer expenses  
Losing date's love and respect  
Abandonment of dreams and goals  
Become depressed, anxious, fearful, or suicidal  
Have problems at work, school, and other activities  
Get arrested  
Not allowed to go to college because of felony charges  
Feelings of shame and guilt  
Spend time in jail

### Potential Consequences for the Victim

Isolation from family and friends  
Inability to maintain long-lasting or fulfilling relationships  
Get a sexually transmitted infection  
Become pregnant  
Large doctor or lawyer expenses  
Abandonment of dreams and goals  
Become depressed, anxious, fearful, or suicidal  
Have problems at work, school, and other activities  
Lose confidence in one's self  
Afraid to express feelings of anger  
Feelings of shame and guilt  
Feelings of loneliness  
Doubt own abilities, feelings, and decision-making  
Have personal property damaged  
Physical injury or death

# Communicating with your Teen

For many of the activities in *Moms and Teens for Safe Dates*, teens will be telling you about their thoughts, opinions, and preferences. This is an important opportunity for you to learn more about your teen. **In fact, many moms who have done the program said that learning more about their teen is one of their favorite things about the program.** However, how you respond to what your teen tells you will influence how much you learn about him/her.

## Teens have told us that they tend to shut-down if their moms:

- are judgmental of their answers and choices
- jump to conclusions without listening
- use accusatory and blaming statements
- use the information they tell their moms against the teen in some way
- don't allow the teen to be who he/she is
- use words like "you always" or "you never" in a negative way

## Teens have told us that communication is better when their moms:

- listen without judging
- are encouraging
- share life stories and how they dealt with them
- say things like "I used to do or feel the same way" or "I had a friend who did that"
- are sensitive to what the teen is feeling or experiencing

**Practice using good communication skills when doing program activities and you may be surprised by all you learn about your teen!**

## Telling Your Teen about *Moms & Teens for Safe Dates*

**When you introduce *Moms and Teens for Safe Dates* to your teen, you may want to make the following points:**

- Tell your teen that you want to do a program called *Moms and Teens for Safe Dates* with him or her, and tell your teen what you know about the program. If you decide you want to talk to your teen about your own abusive relationships, this may be a good time to acknowledge those experiences, the pain your teen may have experienced because of that abuse towards you, and that you want to do this program to help your teen avoid abuse in their own dating relationships.
- Tell your teen that he/she will receive a \$15 Visa gift card for each of the five booklets that they complete with you!
- Let your teen know that *Moms and Teens for Safe Dates* is not all about abusive dating. It also includes fun activities related to dating in general.
- Let your teen know that *Moms and Teens for Safe Dates* can help them to have better dating relationships when they begin dating and that it can help keep them safe.
- Let your teen know that *Moms and Teens for Safe Dates* can help them help friends who are involved in dating abuse.
- If your teen is not yet dating, point out that *Moms and Teens for Safe Dates* will help prepare him/her for dating. Also, let your teen know that *Moms and Teens for Safe Dates* deals with dating situations that come up even in informal group dating that often begins when teens are in the 7<sup>th</sup> or 8<sup>th</sup> grades.

- If your teen says he or she would never abuse anyone, tell him or her that is great to hear. Then let your teen know that *Moms and Teens for Safe Dates* helps teens know if they are being abused by a date and what to do about that.
- Let your teen know that *Moms and Teens for Safe Dates* includes lots of fun activities for moms and teens to do together, and that they will even learn some things about their mom's dating experiences.
- Let your teen know that doing *Moms and Teens for Safe Dates* is a chance for you and your teen to spend some special time together and a chance to get to know each other even better than you do now!

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**As you can see, there are many good reasons for doing *Moms and Teens for Safe Dates* with your teen. Your next steps are to:**

1. Think about the family members besides your teen, if any, that you would like to involve in *Moms and Teens for Safe Dates* and discuss the program with them. If you would like to involve other adult family members, you may want to give them this *Getting Started* booklet to read.
2. Choose a time soon to tell your teen that you will be doing *Moms and Teens for Safe Dates* with him/her.
3. Read over Booklet 1: Talking About Dating (which is enclosed) and begin *Moms and Teens for Safe Dates* by doing the activities in the booklet with your teen! After doing Booklet 1 with your teen, be sure to fill out the Completion Card and mail it in the self-addressed and stamped envelope in the back of that booklet so your teen can receive the \$15 Visa gift card.

**Welcome to *Moms and Teens for Safe Dates*!**

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## How to Receive the \$15 Visa Gift Card!

- ✓ Moms and teens, read and do the activities in this booklet together.
- ✓ Fill in the green Completion Card in the back of this booklet.
- ✓ Return the green Completion Card in the enclosed stamped and addressed envelope as soon as you complete this booklet together.
- ✓ Teens will receive the \$15 Visa gift card in about two weeks!

Thank you for  
participating in the  
Moms & Teens for  
Safe Dates  
research study!



**moms &  
Teens for  
safe dates**

# Booklet 1

Talking About Dating

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# Welcome to Booklet 1: Talking About Dating

Booklet 1 includes information and activities to help moms and teens talk comfortably about dating.

## Booklet 1 Instructions

1. Read **Tips for Successful Activities**.
2. Do Activity 1, **Introducing and Using Communication Skills**.
3. Do Activity 2, **Date Talk**, to open communication between moms and teens about dating.
4. Do Activity 3, **Dream Date**, so moms can learn more about their teen's hopes for dating.
5. Read the **Recap** of this booklet.
6. Do the **Next Steps** listed at the end of this booklet.

Before you start each activity, read the information and instructions aloud, taking turns if you prefer.



You'll need a total of about 55 minutes to do these activities, in one or more sittings. They should be done in the order they appear.

## Moms and Teens

Teens, to receive the \$15 Visa gift card, look for "code letters" as you complete this booklet with your mom and write those letters in the "CODE" spaces on the green Completion Card in the back of the booklet.

# Tips for Successful Activities



**Introduction:** *Moms and Teens for Safe Dates* involves activities for moms and teens to do together. This will involve finding times for the mom and teen and other family members, if others are participating, to get together.

**Instructions:** Below are some ideas for planning activities. Read through these together. Decide on the ideas you would like to use for planning successful activities. You can use the ideas below or come up with your own.

- Decide which family members to include in the booklets.
- Be sure everyone involved knows when your family will be doing the booklets.
- Plan a time to do booklets that does not conflict with other important things and does not come right before stressful events like school exams or performances.
- Choose a place where there will be few interruptions and the TV won't be on.
- Let phone calls roll to the answering machine or voicemail.
- Turn off cell phones (and no texting).
- Some families like to plan for enough time to do a whole booklet in one sitting. Other families find it easier to plan smaller amounts of time to do individual activities. Do whatever works best for your family.
- Some families like to pick a specific time on a specific day of each week to do a booklet. If you choose this option, write down the day of the week and time that your family would like to do the booklets.

**My family would like to do the booklets on:**

\_\_\_\_\_

(Day of the week)

\_\_\_\_\_

(Time)

## ACTIVITY 1

# Introducing and Using Communication Skills

**Why:** To introduce communication skills to moms and teens

**What you will need:** The bright yellow card

**How long:** 10 minutes



**Introduction:** All of the activities in *Moms and Teens for Safe Dates* center around teens and moms talking with each other. Good communication skills will help these activities go smoothly.

**PART A Instructions:** Go over the **Tips for Successful Communication** and **Communication Blockers** that are listed on page 5 and on the enclosed bright yellow card (that can be placed on the refrigerator with a magnet). One goal of this program is for moms and teens to use these skills while doing program activities.

**PART B Instructions:** Read the following four scripts and discuss the question at the end of each script.

### SCRIPT 1:

***Katie is talking to her sister Megan:*** Megan, there is this new guy at school that I would love to go out with. He is so good looking and wears the coolest clothes.

***Mom overhears the conversation and says:*** Katie, why do you always want to date the best looking and stylish guys? You're so shallow. There are more important qualities to think about in who you date.

What **Communication Blocker(s)** did the mom use?

**SCRIPT 2:**

**Alisha:** Mom, Janelle is having a Halloween party Friday night. Can I go?

**Mom:** That sounds like fun. I need to find out if Janelle's parents will be home. If they will, you can certainly go. Are people going to wear costumes?

What **Tips for Successful Communication** did the mom use?

**SCRIPT 3: (Mom and Emma are in the car)**

**Mom:** Emma, I've been hearing that there is a lot of bullying going on in your school. Are you seeing more of that recently?

**Emma:** Mom, that's so lame. Can you please turn the radio on?

What **Communication Blocker(s)** did Emma use?

**SCRIPT 4:**

**Mom:** Phillip, I've been hearing that there is a lot of pressure on the boys in your class to ask girls to the 7<sup>th</sup> grade dance. Is that something that you want to talk about?

**Phillip:** Yeah right. That will never happen (*goes in his room and closes the door*)

What **Communication Blocker(s)** did Phillip use?

Write "B" as the 1<sup>st</sup> letter for the Code on the green Completion Card.

## Tips for Successful Communication



**Listen carefully** for words, meanings, and feelings. You may be surprised by what you learn from others simply by listening. It's one of the most important communication skills.



**Use encouraging words and ask questions** to show that you are interested in what the other person has to say, to better understand the person's feelings, and to keep the conversation going.



**Show respect** for the other person's thoughts and feelings, even if you disagree. Try not to interrupt. Let the person finish speaking before you express your opinion.

## Communication Blockers



**Giving too much advice and lecturing**



**Acting like you know all the answers**



**Forcing your opinions on others**



**Being critical, judgmental, or sarcastic**



**Putting down the other person's opinions, preferences, choices, and feelings**



**Using body language that suggests that you are not interested in what the other person has to say. Write "Z" as the 2<sup>nd</sup> letter for the Code on the green Completion Card.**

## ACTIVITY 2

### Date Talk

**Why:** To open communication between moms and teens about dating

**What you will need:** The stack of white cards, placed face down

**How long:** 30 minutes



**Introduction:** Dating practices change over time. Some things that moms did while dating as teens are different from what teens do today. Even the word for “dating” changes from one generation to the next. Moms often don’t know current dating practices, and teens may find it hard to believe that their moms were ever young and ever dated. In this activity, moms will learn about current teen dating trends and teens will learn what dating was like when their moms were teens. This understanding will make talking about dating easier.

**Instructions:** Each white card has two questions about dating. Teens, pick a card and chose which question (Choice A or Choice B) to ask your mom. Then mom, you ask your teen that same question. When moms answer the question, they should think about what dating was like when they were teenagers. When teens answer the question, they should think about what dating is like now.

Take turns selecting cards until all cards have been selected. If you want, you can repeat the game and answer the questions that you did not answer the first time.

### Moms and Teens

Remember to use the **Tips for Successful Communication** and avoid the **Communication Blockers**. When you are done with the activity, moms and teens should complete the **Communication Checklist** that follows. Each of you should answer for yourself. The goal is to have many checks next to the **Tips for Successful Communication** and few checks next to **Communication Blockers**. Then share your checklists and discuss them.

# COMMUNICATION CHECKLIST FOR ACTIVITY 2

## Tips for Communicating Successfully

Teen

Mom

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I listened carefully.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I used encouraging words and asked questions.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I showed respect. Write "C" as the 3 <sup>rd</sup> letter for the Code on the green Completion Card. |

## Communication Blockers

Teen

Mom

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I gave too much advice or lectured.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I acted like I knew it all.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I forced my opinion on others.   |
| <input type="checkbox"/> | <input type="checkbox"/> | I was critical, judgmental, or sarcastic.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I put down other's opinions, preferences, choices, or feelings.                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | I used body language that suggested that I was not interested in what the other person had to say. |

## ACTIVITY 3

### Dream Date

**Why:** So moms can learn more about their teen's hopes for dating

**What you will need:** The orange and green cards

**How long:** 15 minutes



**Introduction:** In this activity teens imagine their dream date and moms learn more about their teen's hopes for dating.

#### Instructions:

**TEENS:** The **orange card** is for teens to complete. On one side of the card (the side that says "I would like dates who are..."), circle 5 qualities that you would like in a dating partner. On the other side (the side that says "On dates, I would like to ...."), circle 5 things that you would like to do on a date. Teens, you may want to go to your bedroom or somewhere private to think about how you want to complete your card. Write "G" as the 4<sup>th</sup> letter for the Code on the green Completion Card.

**MOMS:** The **green card** is for moms to complete. On one side (the side that says "My teen would like dates who are..."), circle the 5 qualities that you think your teen will choose. On the other side (the side that says "On dates, my teen would like to..."), circle the 5 things that you think your teen will choose to do on a date.

#### ALERT FOR MOMS

Moms, allowing your teens to be who they are and not criticizing or judging their choices and preferences in this activity is another tip for successful communication!

After you have completed the cards, discuss the questions below. Moms and teens, remember to use the **Tips for Successful Communication** and avoid the **Communication Blockers**.

## DISCUSSION QUESTIONS

- How are your cards similar?
- How are they different?
- Moms, what did your teen choose that surprised you and why?
- Teens, what did your mom choose that surprised you and why?
- Write “L” as the 5<sup>th</sup> letter for the Code on the green Completion Card.

**Here are some other questions you could discuss about the teen’s dream date qualities:**

- What qualities would you both add to the list?
- Why did you both pick the ones you picked?
- Teens, which of these qualities are the most important to you?

**Here are some other questions you could discuss about the teen’s dream date activities:**

- Teens, what dating activities would you add to the list?
- Teens, what activity would you enjoy the most?
- Teens, what activity would you like the least?
- Moms, if your teen chose “go out to eat,” ask your teen where and what they would eat. If your teen chose “play some kind of sport,” ask which sport.

## Moms and Teens

**When you are done with the activity, complete the Communication Checklist that follows and discuss each other’s checklists.**

# COMMUNICATION CHECKLIST FOR ACTIVITY 3

## Tips for Communicating Successfully

Teen      Mom

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I listened carefully.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I used encouraging words and asked questions.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I showed respect. Write "C" as the 6 <sup>th</sup> letter for the Code on the green Completion Card. |

## Communication Blockers

Teen      Mom

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I gave too much advice or lectured.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I acted like I knew it all.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I forced my opinion on others.   |
| <input type="checkbox"/> | <input type="checkbox"/> | I was critical, judgmental, or sarcastic.  |
| <input type="checkbox"/> | <input type="checkbox"/> | I put down other's opinions, preferences, choices, or feelings.                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | I used body language that suggested that I was not interested in what the other person had to say. |

## Recap

- Booklet 1 of *Moms and Teens for Safe Dates* was designed to improve communication between moms and teens about dating.
- Understanding more about teen dating can help moms and teens communicate better about dating and about dating abuse in later booklets.
- Moms, in your discussions with your teen, you may have discovered that he or she is in an abusive relationship. If so, please refer to the purple Resource Guide included in the back of this booklet and to the hotline numbers below.



**The NATIONAL TEEN DATING ABUSE HOTLINE**  
**1-866-331-9474**



**NATIONAL DOMESTIC VIOLENCE HOT LINE NUMBER**  
**1-800-799-SAFE (7233)**



- Moms and teens, continue to practice communication skills.
- Moms and teens, on the green Completion Card in the back of this booklet, make sure the Code is completed, answer the questions, and fill in your current contact information. Place the completed card in the enclosed stamped and addressed envelope. Then, just drop it in the mailbox so the teen can receive the \$15 Visa gift card.
- Booklet 2, *How You Feel & How You Deal: Skills for Handling Conflict*, will be mailed to you approximately two weeks after you received this booklet. Complete that booklet together.

**Teens, you will receive another \$15 Visa gift card for completing Booklet 2 with your mom!**

**Booklet 2 includes activities for learning:**

- Ways to recognize and deal with anger, and
- Skills for settling disagreements.

These skills are useful for decreasing conflict in any relationship, including the mom-teen relationship and dating relationships.

**Congratulations for completing Booklet 1!**

## How to Receive the \$15 Visa Gift Card!

- ✓ Moms and teens, read and do the activities in this booklet together.
- ✓ Fill in the green Completion Card in the back of this booklet.
- ✓ Return the green Completion Card in the enclosed stamped and addressed envelope as soon as you complete this booklet together.
- ✓ Teens will receive the \$15 Visa gift card in about two weeks!

Thank you for  
participating in the  
Moms & Teens for  
Safe Dates  
research study!

Appendix E.3: Booklet 2

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**moms &  
TEENS FOR  
safe dates**

# Booklet 2

**How You Feel & How You Deal:  
Skills for Handling Conflict**

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# Welcome to Booklet 2: How You Feel & How You Deal: Skills for Handling Conflict

Dating is mostly fun and exciting, but arguments, disagreements, and conflict do happen between dating teens. This booklet helps teens learn skills for handling conflict. Teens will learn 1) ways to manage their own anger and 2) skills for settling disagreements. Using these skills can keep conflicts from turning into unhealthy dating situations. Moms and teens can also use these skills in other kinds of relationships, including their relationship with each other.

## Booklet 2 Instructions

1. Do Activity 1, **How You Feel and How You Deal**.
2. Do Activity 2, **Skills for Settling Disagreements**.
3. Do Activity 3, **Practicing SAFE Skills**.
4. Read the **Recap** of this booklet.
5. Do the **Next Steps** listed at the end of this booklet.

Before you start each activity, read the information and instructions aloud, taking turns if you prefer.



You'll need a total of about 50 minutes to do these activities, in one or more sittings. They should be done in the order they appear.

## Moms and Teens

Teens, to receive the \$15 Visa gift card, look for “code letters” as you complete this booklet with your mom and write those letters in the “CODE” spaces on the green Completion Card in the back of the booklet.

# Activity 1: How You Feel & How You Deal



**Why:** To help teens deal with anger toward dating partners

**How long:** 20 minutes

---

**Introduction:** It's natural to feel angry sometimes. But how do we deal with being angry? That can make the difference between a healthy and an unhealthy dating relationship. To better handle anger, people need to:

- ✓ understand their **Hot Buttons**, or things that make them angry,
- ✓ identify their **Signs of Anger**, and
- ✓ have some **Calming Strategies** they can use when they are angry.

This activity includes **three parts** that help you with each of these. Moms will be doing the activities along with their teen, so you both can learn some anger management skills.



## PART 1: Identifying **HOT BUTTONS**

**Instructions:** When do you get really mad? What situations trigger those feelings? Write your answers below. These are some of your **Hot Buttons**. Moms and teens, share your **Hot Buttons with each other**. (If none of these types of people have made you mad, change the leading statement to “It would really make me mad if...”) Write “D” as the 1<sup>st</sup> letter for the Code on the green Completion Card.

### TEEN

**My hot buttons:**

**“I get really mad when...”**

one of my friends \_\_\_\_\_

my teacher \_\_\_\_\_

a brother or sister (if you have one) \_\_\_\_\_

a stranger \_\_\_\_\_

a teen I don't know well \_\_\_\_\_

### MOM

**My hot buttons:**

**“I get really mad when...”**

one of my friends \_\_\_\_\_

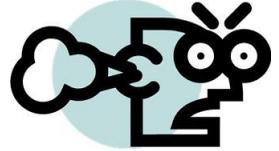
my teen's teacher \_\_\_\_\_

a brother or sister (if you have one) \_\_\_\_\_

a stranger \_\_\_\_\_

another parent \_\_\_\_\_

## PART 2: Identifying SIGNS OF ANGER



**Introduction:** Sometimes we do not realize how angry we are until we're about to explode. But when we're angry, our bodies give us signs-- some physical and some psychological. In this activity, you'll learn to recognize your **Signs of Anger**.

**What you will need:** The two red **Signs of Anger** cards (one for moms and one for teens).

**Instructions:** Moms and teens, in the previous activity you wrote down some **Hot Buttons** that make you angry. For this activity, think about the signs that let you know you are angry. To do this activity, find the two red **Signs of Anger** cards (one for moms and one for teens). For the **Hot Buttons** that you listed earlier, write on the card your **Signs of Anger** that let you know you're angry. Moms and teens, you can choose to share your answers with each other or keep them private. Remember to respect each other's decisions and choices.

Below are some examples of **Signs of Anger**. You also may have some **Signs of Anger** that are not on the list.

### Examples of SIGNS OF ANGER

trembling

clenching fists

grinding teeth

palms get sweaty

tensing muscles

glaring

slamming doors

face gets red

scowling

throwing things

sulking

headache

getting really quiet

cursing

hyperventilating

eyes watering

trouble swallowing

"butterflies" in the stomach

heart rate speeding up

taking deep breaths

feeling chills or goose bumps



### PART 3: CALMING STRATEGIES

**Introduction:** Right after you realize a **Hot Button** has been pushed, your thinking is clear and you can choose how to respond to the anger. But you may only have a few seconds! Once you get really angry, it's harder to think clearly. So, you need to have in mind some **Immediate Calming Strategies** you can use before you get really angry. One example is taking a few deep breaths before responding to the situation. If you're still angry after a while, you can use some other calming strategies for later. One example is to go for a walk. Write "N" as the 2<sup>nd</sup> letter for the Code on the green Completion Card.

**Instructions:** Write down **Immediate Calming Strategies** and **Later Calming Strategies** that would work for you. Some examples are on the following page.

**"When a Hot Button has been pushed and I am feeling my personal Signs of Anger, I can calm down by:"**

*(Moms and teens, share your answers with each other.)*

**TEEN**

Immediate Calming Strategies

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Later Calming Strategies

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**MOM**

Immediate Calming Strategies

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Later Calming Strategies

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Examples of Immediate Calming Strategies

Take a deep breath	Think of something that makes you happy	Talk to yourself (“stay cool,” “relax,” “take it easy”)	Use humor (e.g., tell a joke)
Cry	Tell the person why you are angry	Tell the person you need to leave the room to calm down	Count forward or backward
Use My Space, Facebook or other social networking site	Go into another room and scream	Write down your feelings	Walk outside and take a deep breath

## Examples of Later Calming Strategies

Walk/run	Listen to music	Play a sport	Play with a pet
Exercise	Go dancing	Ask someone for advice	Meditate
Play video or Wii games	Watch a movie	Read a book	Call a friend
Take a nap	Clean your room	Wash the car	Clean the house

Once you are calm, you can better respond to the person who made you angry by letting them know why you are angry, apologizing to the person if that is needed, and by using the following Skills for Settling Disagreements.

## ACTIVITY 2

# Skills for Settling Disagreements

**Why:** To teach teens skills for settling disagreements

**What you will need:** The yellow card

**How long:** 15 minutes



**Introduction:** Disagreements sometimes happen between dating teens. This two-part activity is to teach teens ways of settling disagreements with dates. These are skills that can be used when someone makes you angry as a way to resolve the conflict.

**PART 1 Instructions:** Four skills for settling disagreements are described on the yellow card. Each skill is represented by one letter in the word **SAFE** to make it easy to remember. For Part 1 of this activity, read and think about these four skills.

**PART 2 Instructions:** Now turn to the Michelle and Kevin script on the next page, and decide who will read the role of Michelle and who will read the role of Kevin. The word **SAFE** is written next to each part of the script where a skill for settling the disagreement was used. While you are reading the script, look at the skills on the yellow card and circle the letters in **SAFE** next to each part of the script that goes along with the skills that are being used. When you have finished reading the script, discuss why you circled certain skills. Then, read and discuss the Answers on page 10.

## The Script: Michelle and Kevin

Michelle and Kevin have been dating for six months. They met just before finishing 8<sup>th</sup> grade and spent a great summer together.

Now they are beginning high school. Michelle is on the school swim team. She has had long swim practices after school every day, but today the coach let them go early. Michelle ran home and called Kevin to ask him to come over. Kevin said he'd be right over, but he sounded a little upset over the telephone.

**REFER TO THE YELLOW CARD and circle the letters in the word SAFE below that show the skills used in each passage. You may circle more than one letter in each passage.**

<p><b>Kevin:</b> <i>(Knocks on the door.)</i></p> <p><b>Michelle:</b> <i>(Answers the door and sees Kevin.)</i> I'm so glad to see you. I have so much to tell you.</p> <p><b>K:</b> Yeah, I bet you do.</p>	
<p><b>1. M:</b> What do you mean by "I bet you do?" Kevin, are you angry?</p>	<p><b>1. <u>S</u> <u>A</u> <u>F</u> <u>E</u></b></p>
<p><b>2. K:</b> Yeah I'm angry <i>(raising his voice)</i>. I never see you any more. You say it's because of swim practice, but I think it's because you would rather spend time with that guy on your team. I see you talking to him all the time at school. What's that all about?</p>	<p><b>2. <u>S</u> <u>A</u> <u>F</u> <u>E</u></b></p>
<p><b>3. M:</b> <i>(Wants to raise her voice back at him, but instead takes a deep breath and pauses a minute)</i>. I think you're talking about Greg. The coach has Greg helping me with my backstroke. He made the national team last year in backstroke.</p>	<p><b>3. <u>S</u> <u>A</u> <u>F</u> <u>E</u></b></p>

<p><b>K:</b> Oh great. I bet while he's coaching you, he has his hands all over you.</p>	
<p><b>4. M:</b> Kevin, I feel mad when you say that because it sounds like you don't trust me. When Greg and I are talking at school, it's about what I should be working on in my next swim practice. Write "U" as the 3<sup>rd</sup> letter for the Code on the green Completion Card.</p>	<p>4. <u>S</u> <u>A</u> <u>F</u> <u>E</u></p>
<p><b>5. K:</b> I'm sorry. I do trust you. But I don't like it that I hardly ever see you anymore, and I'm worried that you'd rather be with him than me. Is that true?</p>	<p>5. <u>S</u> <u>A</u> <u>F</u> <u>E</u></p>
<p><b>6. M:</b> No, that's not true. I love you. I don't want to be with Greg or anyone else but you. Swimming is important to me. I don't want to give that up, and Greg is giving me some good ideas on how to improve my backstroke. But I don't like not seeing you either. What can we do?</p>	<p>6. <u>S</u> <u>A</u> <u>F</u> <u>E</u></p>
<p><b>7. K:</b> Are you always going to get out early on Fridays?</p>	<p>7. <u>S</u> <u>A</u> <u>F</u> <u>E</u></p>
<p><b>8. M:</b> No, but I can see you later on Fridays and over the weekend.</p>	<p>8. <u>S</u> <u>A</u> <u>F</u> <u>E</u></p>
<p><b>9. K:</b> Yeah, maybe during the week we could talk on the phone more.</p>	<p>9. <u>S</u> <u>A</u> <u>F</u> <u>E</u></p>
<p><b>10. M:</b> Definitely. You know I have to have dinner with my family, but maybe you could come over after dinner sometimes -- or even have dinner with us.</p>	<p>10. <u>S</u> <u>A</u> <u>F</u> <u>E</u></p>
<p><b>11. K:</b> Look, Michelle, I'm sorry I got so upset. I didn't mean to insult you. I trust you, and I know we can make enough time to see each other. I'm glad to know that you would rather be with me than Greg.</p>	<p>11. <u>S</u> <u>A</u> <u>F</u> <u>E</u></p>

## The Answers

1. **A and E:** Michelle Asked Kevin a question to better understand the situation. She also asked Kevin about his Feelings.
2. **F and A:** Kevin told Michelle what he was Feeling and why. He also Asked Michelle a question (“What’s that all about?”) to better understand the situation. It would have been good if Kevin had used one of the immediate calming strategies from Activity 1 to Stay calm.
3. **S:** Instead of yelling back at Kevin, Michelle took a deep breath and paused. This is a great way to Stay calm. She also provided Kevin with information to help him better understand the situation.
4. **F:** Michelle told Kevin how she was Feeling by using an “I statement.” She also provided more details to help him understand the situation.
5. **F and A:** Kevin told Michelle how he Feels. He also Asked her a question to help him better understand the situation. Write “H” as the 4<sup>th</sup> letter for the code on the green Completion Card.
6. **F:** Michelle told Kevin how she Feels and what’s important to her. She also opened the door to discuss solutions (“What can we do?”).
- 7-11. **E:** Michelle and Kevin both Exchanged ideas for a possible solution.

## ACTIVITY 3

### Practicing SAFE Skills



**Why:** To give teens and moms practice in using the four SAFE skills

**How long:** 15 minutes

**Introduction:** In this activity, moms and teens practice using the four SAFE skills for settling disagreements. You'll work toward solving a disagreement between Jamal and Kisha. Read the background information and the script that follows. Then answer the questions at the end to practice settling a disagreement.

### Background Information

#### What is going on with Jamal:

Jamal has been dating Kisha for three months, and they've been spending ALL their time together. He hasn't hung out or played basketball with his friends in several weeks and they've started to tease him about spending all his time with his girlfriend.

This weekend his friends are going to a basketball game, and they invited Jamal along. But Jamal had already told Kisha that he'd go to a party with her, so he feels he has to go. He is angry, though, because he may be losing his friends. Jamal REALLY wants to skip the party and go to the game with his friends instead.

#### What is going on with Kisha:

Tomorrow night Kisha's best friend is having a party. Kisha really wants to go, and Jamal said that he would go with her. Her friends are impressed that she has a boyfriend, and she can't wait to walk into the party together. In the last couple of days Kisha has tried to talk to Jamal about the party, but he seems angry about it. Once he even said that he did not understand why she was so excited about a "stupid" party. Kisha just thought he was in a bad mood.

## The Script: Jamal and Kisha

Today is the day before the party and basketball game. Kisha calls Jamal to find out what time he is going to pick her up for the party.

**Kisha:** Hi, Jamal. What time will you be picking me up tomorrow?

**Jamal:** I'm not. I'm going to the basketball game.

**Kisha:** What? But we're supposed to go to the party! I'll look stupid going by myself!

**Jamal:** It's a stupid party anyway. I told you I didn't want to go.

Now answer the following questions:



1. What can Kisha do to **Stay Calm**?
2. What can Jamal do to **Stay Calm**?
3. What questions could Kisha **Ask** Jamal to help her understand the situation better?
4. What questions could Jamal **Ask** Kisha to help him understand the situation better?
5. What could Kisha say to Jamal to let him know how she **Feels** and why? Write "X" as the 5<sup>th</sup> letter for the Code on the green Completion Card.
6. What could Jamal say to Kisha to let her know how he **Feels** and why?
7. What ideas could each **Exchange** to the other to solve the problem in a way that makes them both happy?

## Some Possible Answers

**1 and 2. What can Kisha and Jamal do to stay calm?** They have many options. For example, taking a deep breath could help them both calm down and think more clearly about what they wanted to say. For more ideas, look back at the Immediate Calming Strategies from Activity 1.

**3. What questions could Kisha ask Jamal to help her understand the situation better?** Kisha could ask Jamal, “Why don’t you want to go to the party?” or “What is bothering you?” By asking these questions and listening to Jamal’s answers, Kisha will be able to understand his side better.

**4. What questions could Jamal ask Kisha to help him understand the situation better?** Jamal could ask Kisha “Why is the party so important to you?” or “Why do you think you’ll look stupid without me?” Kisha’s answers to these questions could help Jamal understand her side better.

**5. What could Kisha say to Jamal to let him know how she feels and why?** She could use an “I” statement such as, “I feel upset when you change plans without telling me because I’m afraid you don’t care about me.” Letting Jamal know how she feels will help him to understand her better.

**6. What could Jamal say to Kisha to let her know how he feels and why?** He could use an “I” statement such as, “I feel frustrated when I don’t get to spend time with my friends because I’m afraid I’m losing them.”

**7. What ideas could each exchange to solve the problem in a way that makes them both happy?** Kisha could suggest that in the future, in addition to planning time together, they should also plan things to do separately with their friends. Jamal could suggest that instead of going to the party, he could meet Kisha’s friends another time. Another solution: they could both go to the party, since Jamal said he’d go, then join his friends for the next two basketball games. Or they could go to the party together after the basketball game. All of these solutions are good because they respect each person’s feelings and wishes.

## Recap

- All relationships have conflict at some point in time. Learning skills for settling disagreements may keep conflict from turning into an unhealthy dating situation. Write “F” as the 6<sup>th</sup> letter for the Code on the green Completion Card.
- People who are dating feel angry at each other sometimes. How we deal with anger can make the difference between a healthy and an unhealthy dating relationship.
- Skills for managing anger and settling disagreements are useful for managing conflict in all kinds of relationships, not just dating relationships.
- Moms, in your discussions with your teen, you may have discovered that he or she is in an abusive relationship. If so, please refer to the purple Resource Guide that was included with Booklet 1 or call the hotline numbers below.



**The NATIONAL TEEN DATING ABUSE HOTLINE**

**1-866-331-9474**



**NATIONAL DOMESTIC VIOLENCE HOT LINE NUMBER**

**1-800-799-SAFE (7233)**

## Next Steps



- Moms and teens, continue to practice communication skills and skills for managing anger and settling disagreements.
- Moms and teens, on the green Completion Card in the back of this booklet, make sure the Code is completed, answer the questions, and fill in your current contact information. Place the completed card in the enclosed stamped and addressed envelope and drop it in the mailbox so teens can receive the \$15 Visa gift card.
- Booklet 3, *Now I See: Recognizing Dating Abuse*, will be mailed to you approximately two weeks after you received this booklet. Complete that booklet together.

**Teens, you will receive another \$15 Visa gift card for completing Booklet 3 with your mom!**

**Booklet 3 includes activities to help teens and moms:**

- Recognize abusive dating,
- Identify some of the harmful consequences of teen dating abuse,
- Recognize some of the things abusers do to control dates,
- Consider ways to handle abusive dating, and
- Identify characteristics of healthy dating relationships.

**Congratulations for completing Booklet 2!**

## How to Receive the \$15 Visa Gift Card!

- ✓ Moms and teens, read and do the activities in this booklet together.
- ✓ Fill in the green Completion Card in the back of this booklet.
- ✓ Return the green Completion Card in the enclosed stamped and addressed envelope as soon as you complete this booklet together.
- ✓ Teens will receive the \$15 Visa gift card in about two weeks!

Thank you for participating in the Moms & Teens for Safe Dates research study!

Appendix E.4: Booklet 3

DRAFT: NOT YET TESTED FOR EFFICACY



**Moms &  
Teens for  
safe dates**

# Booklet 3

Now I See:  
Recognizing Dating Abuse

*NOT TESTED FOR EFFICACY*

# Welcome to Booklet 3

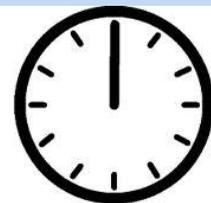
## Now I See: Recognizing Dating Abuse

Booklet 3 includes information and activities to help moms and teens talk about dating abuse.

### Booklet 3 Instructions

1. Do Activity 1, **Recognizing Dating Abuse**, to help moms and teens recognize dating abuse and its harmful consequences.
2. Do Activity 2, **Recognizing Ways Abusers Control Dates**, to help moms and teens recognize some of the things that abusers do to control dating partners.
3. Do Activity 3, **Word Search**, to identify healthy dating characteristics.
4. Do Activity 4, **Practicing Healthy Dating Behaviors**.
5. Read the **Recap** of this booklet.
6. Do the **Next Steps** listed at the end of this booklet.

Before you start each activity, read the information and instructions aloud, taking turns if you prefer.



You'll need a total of about 55 minutes to do these activities, in one or more sittings. They should be done in the order they appear.

### Moms and Teens

Teens, to receive the \$15 Visa gift card, look for “code letters” as you complete this booklet with your mom and write those letters in the “CODE” spaces on the green Completion Card in the back of the booklet.

## Welcome to Booklet 3: Now I See: Recognizing Dating Abuse



### **For teens, dating is mostly fun and exciting.**

It's a natural part of growing up. But some dating can harm teens. If a person is treated disrespectfully or physically injured by a dating partner, it's dating abuse, and it can take several forms: emotional, physical, and sexual. Both boys and girls can be *victims* of dating abuse, and both boys and girls can be *abusers* of the people they date.

In Booklet 2, you learned some skills that can keep conflict from turning into an unhealthy dating situation. But those skills won't always prevent dating abuse if the other person isn't using them. It's good to have a plan for getting out of those situations safely and for thinking about ways to avoid being abusive to your dating partners.

- This booklet helps moms and teens talk about dating abuse.
- It includes information and activities to help you better understand and recognize dating abuse, and to think about what to do if it happens.
- It also describes what a healthy dating relationship looks like so that teens can seek out those kinds of dating relationships.

## Activity 1: Recognizing Dating Abuse

**Why:** To help moms and teens recognize dating abuse and its harmful consequences

**What you will need:** The white card and the yellow card

**How long:** 20 minutes



**Introduction:** Dating abuse can be emotional, physical, sexual, or a combination of these. Some kinds of abuse may be hard to recognize, especially emotional abuse, but all kinds of abuse can lead to harmful consequences for teens and their families. This activity helps moms and teens recognize dating abuse and its harmful consequences. It also gives moms and teens a chance to plan for what to do if dating abuse happens.

**Instructions:** Read the four short stories and the questions that follow each. Because emotional abuse is often hard to recognize, examples can be found on the white card.

When you're asked to think about the harmful consequences of dating abuse, for both the victim and the abuser, refer to the list of consequences on the yellow card (see both sides of the card). You can select them from the list or come up with your own. After discussing each story, go over the **Story Points** that follow.

### Moms and Teens

Remember the **Tips for Having Successful Activities** and **Tips for Successful Communication** from Booklet 1.

## Story #1: THE PARK

Nicole has liked James all through middle school. He is a year ahead of Nicole but they have a lot in common. They hang out every day after school and go to movies together. They had been dating for four months when one day after school James asked Nicole to come hang out with him and his older brother at the park. Nicole went along, and when they got there, James found his brother with a group of high school kids who were smoking cigarettes and drinking beer. Nicole told James she felt uncomfortable and wanted to go home. But James was trying to act cool in front of the other boys, telling Nicole not to be a baby and offering her a beer. Write “V” as the 1<sup>st</sup> letter for the Code on the green Completion Card. The other boys started snickering and laughing at her. Nicole was obviously upset, but James joined in with the other boys and made fun of her. She took the beer.



**How is James being abusive?**

**What are some harmful consequences of the abuse for Nicole and for James?**

**How do you think Nicole should handle this situation?**

## **THE PARK STORY POINTS**

- James is being emotionally abusive to Nicole. He is treating her disrespectfully. He ignored her feelings, called her names (“Don’t be a baby”), humiliated her in front of others, didn’t respect her request to leave the park, and got her to do something she did not want to do.
- If Nicole continues to date James, she may lose confidence and start feeling bad about herself. She might become afraid of expressing her feelings to James and get into trouble for doing things she shouldn’t be doing, like drinking beer. James could lose Nicole’s respect and love.
- Nicole tried to use some of the SAFE skills: she told James how she felt. But James ignored her feelings and her request to leave. In this case, Nicole should trust her feelings and leave the situation. Later, Nicole should tell James privately that she doesn’t like feeling pressured to drink and being put down in front of his friends. Write “A” as the 2<sup>nd</sup> letter for the Code on the green Completion Card. If James continues to ignore her feelings and treat her disrespectfully, she should stop dating him.

## Story #2: COMPUTER CHATTING DATES



Tiffany and Dwayne are in the 8th grade and recently started hanging out at school and eating lunch together. Tiffany, who's especially popular, added Dwayne's username to her friends list and they started chatting through instant messaging every night. Dwayne's computer curfew was 9:30 pm, but Tiffany pressured him to sneak onto the computer and chat later than that. Dwayne told Tiffany that the sneaking felt uncomfortable, but he kept doing it anyway, not wanting to lose her. Then Dwayne's mom caught him using the computer after his curfew and took away his computer privileges. Tiffany got mad about missing that evening's chat and ignored Dwayne at school the next day.

**How is Tiffany being abusive?**

**What are some harmful consequences of the abuse for Dwayne and for Tiffany? Write "P" as the 3<sup>rd</sup> letter for the Code on the green Completion Card.**

**How do you think Dwayne should handle this situation?**

## **COMPUTER CHATTING DATES STORY POINTS**

- Both boys and girls can abuse their dates. Tiffany is being abusive by ignoring Dwayne's feelings, encouraging him to do something that feels uncomfortable, making him feel guilty and bad about not being allowed to chat, getting angry about something beyond his control, and being over-controlling and manipulative. Wanting to spend time talking with a boyfriend or girlfriend is a normal part of dating. But teens have responsibilities to families, school, and work that sometimes limit how much time they can spend with a dating partner.
- If the relationship continues, Tiffany may start controlling and manipulating other parts of Dwayne's life, such as interfering with activities with his friends and family. He could lose friends and get into arguments at home. If this continues, Tiffany could lose Dwayne and become unable to maintain long-lasting and fulfilling relationships.
- Dwayne should request that Tiffany respect the 9:30 pm curfew and other rules of his household. Dwayne could suggest a time for them to chat online that doesn't break the rules and that works for both of them. If Tiffany doesn't agree, Dwayne should consider just being friends and ending the "dating" relationship.

### Story #3: CELL PHONE PICTURES

Joseph and Meg had been dating for a while. One night Meg and several of her girlfriends were at Meg's house and her parents were not home. Meg and her girlfriends started laughing about how funny it would be to send Joseph pictures of Meg in her underwear through their cell phones. They took the pictures and sent them to Joseph. A month later, Joseph got really mad at Meg for talking to another boy in school. He decided he would get her back by spreading the pictures of her in her underwear to other students in the school. Meg was humiliated.



**How was Joseph being abusive?**

**What are some harmful consequences of the abuse for Meg?**

**How could this have been prevented?**

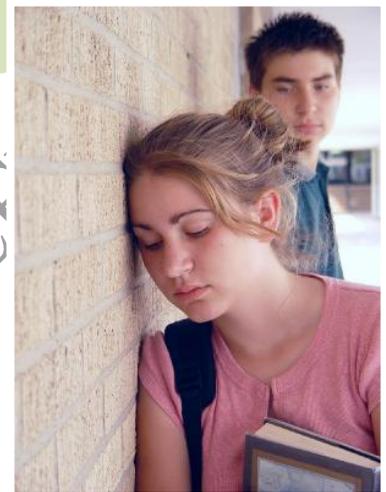
## **CELL PHONE PICTURES STORY POINTS**

- Joseph violated Meg's trust by sending intimate photos of her to other people. In doing this, Joseph acted on being angry in an abusive way and humiliated Meg. Trying to humiliate your date because you are mad is abusive.
- What Joseph did can have long-lasting harmful consequences for Meg. The photos could be uploaded to the Internet or sent electronically (through email or phone texting) to even more people, causing more humiliation for Meg. Someone could post them on their Facebook page or other Internet sites, and Meg would have no control over getting them removed. The photos could be viewed by teachers, parents, future potential employers, and strangers, causing ongoing humiliation for Meg. The harm Joseph did to Meg can't be undone.
- Joseph is completely responsible for his own behavior and for sending the photos to others to try to get back at Meg. When he got angry with Meg for talking to another boy, he could have talked to her about how he felt and used the SAFE skills to work out the disagreement. Even though Meg was not responsible for Joseph's behavior, she should have been more cautious by not sending intimate photos of herself electronically – to anyone. Once these photos were sent, Meg lost control over them.

### Story #4: THE BREAK-UP

Juan and Christina have been dating for a few weeks. Juan likes Christina, but he's not in love with her. In fact, he wants to date another girl. When he tells Christina that he wants to break up with her, she gets angry. Then she starts crying. Juan is uncomfortable. He doesn't know what to say, but he does not want to be in a relationship with Christina anymore.

**Is Juan abusive? Why or why not?**



**Is Christina abusive? Why or why not?**

### **THE BREAK-UP STORY POINTS**

- Not all upsetting behaviors and conflicts are abusive. Teens may have difficult and painful experiences while dating, but they're not necessarily abusive. If you want to break up with someone, it's important to communicate your feelings in a respectful way. A breakup may be upsetting, but it's not necessarily abusive.

NOT TESTED FOR

## Activity 2: Recognizing Ways Abusers Control Dates



**Why:** To help teens and moms recognize what abusive partners do to try to control their dates

**How long:** 15 minutes

**Introduction:** People who abuse other people try to control them in different ways. This activity is to show moms and teens some of the things abusers do to control dating partners. With this awareness, teens are less likely to allow someone else to control them.

**Instructions:** Read the list of **Control Methods** below. Then read the following three stories and circle the letters at the end of each story that go with the control methods being used in the story by the abuser. After discussing each story, go over the **Story Points** together.

### CONTROL METHODS

#### Abusers try to control dates by:

- A. Following the abuse with later kindness or romance.
- B. Misleading the date's friends and family by being nice and funny around them, so they'll find it hard to imagine any abuse.
- C. Trying to convince dating partners that no one else would date them.
- D. Saying that the abuse is to help the dating partner in some way (like to be more popular or successful).
- E. Making dates feel bad about themselves so that they become dependent on the abuser.
- F. Threatening to harm him- or herself if the dating partner leaves.
- G. Saying the abuse is because of love and jealousy.
- H. Telling a date that his/her help is needed for the abuser to become a better person.
- I. Saying a dating partner deserved the abuse because the person wasn't acting like a boy or a girl should act.

## Story #1: THE FRIEND'S BIRTHDAY

Last Saturday was Caroline's best friend's birthday, and a bunch of girls planned to dress up and go to a fun restaurant to celebrate. Caroline's boyfriend Erick didn't want her to go, but she told him it was really important to her friend.

The night of the party, Erick showed up at the restaurant. Caroline was surprised, but happy to see him. Her friends all thought Erick was cute and funny. Then Erick asked Caroline to come outside with him for a minute. In the parking lot, he shoved her against his car and told her she looked like a tramp in her outfit. He said, "How am I supposed to trust you when you go out looking like this?" Caroline started crying, and Erick left in anger.



The next day, Erick brought Caroline roses and the sweetest card. He apologized for overreacting the night before. He told her that she was so beautiful, he was afraid someone else would try to steal her away. He told Caroline that he loved her very much and that she was the only person that could make his life better.

### Which of the Control Methods did Erick use?

**Erick controlled Caroline by: (circle all the methods he used)**

- A. Following the abuse with later kindness or romance.
- B. Acting nice and funny with Caroline's friends, so that they wouldn't see him as an abuser.
- C. Trying to convince Caroline that no one else would date her.
- D. Saying that the abuse was to help Caroline in some way (like to be more popular or successful).
- E. Making Caroline feel bad about herself so that she will become dependent on him.
- F. Threatening to harm himself if Caroline leaves.
- G. Saying the abuse was because of love and jealousy.
- H. Telling Caroline that he needed her help to change and become a better person.
- I. Telling Caroline that she deserved the abuse because she was not acting like a girl should act.

## **THE FRIEND'S BIRTHDAY STORY POINTS**

- To control their dates, abusive partners may behave sweetly and generously after the abuse. In this story, Erick brought Caroline roses after he abused her. Abusers often do this because it “hooks” the victim even more. Seeing a person be sweet makes it hard to leave them. That’s why nice things, such as bringing flowers and gifts, can be a way of controlling dates. Victims believe that maybe the abuse will stop. But dating abuse doesn’t just go away -- it often keeps happening and gets worse over time.
- In addition, abusers often hide their abusive nature by acting outgoing, funny, and friendly with others. That makes it hard for victims to get support from others who may have trouble believing there is abuse. Abusers often justify the mistreatment by saying that love and jealousy caused it. Jealousy over a girlfriend or boyfriend may seem flattering at first, but it is actually a way of manipulating and controlling.
- Another way Erick manipulated and controlled Caroline was to tell her that he needed her for his life to be better. This can appear flattering at first, but it’s another way of manipulating and controlling a date. Also, Erick insulted and humiliated Caroline. With repeated insults, over time Caroline may start feeling bad about herself and start depending more and more on Erick.

**[Answers: A, B, E, G, H]**

## Story #2: THE YEARBOOK COMMITTEE

Derek and Michelle have been dating for about three months. Derek really likes Michelle – she’s pretty and really nice. But sometimes he worries about how jealous she gets over nothing.

Derek works on the yearbook committee. It takes up a lot of time, and there are several girls on the committee. Michelle wants Derek to quit because she hates all the time he’s spending with other girls. Derek has tried many times to tell her that those girls are just friends.

Finally, Derek tells Michelle maybe they should break up if she doesn’t trust him. Michelle gets really upset. She says she doesn’t know what she would do without him and threatens to hurt herself if he breaks up with her. The next day, Derek quits the yearbook committee.



### Which of the Control Methods did Michelle use?

**Michelle controlled Derek by: (circle all the methods she used)**

- A. Following the abuse with later kindness or romance.
- B. Acting nice and funny with Derek’s friends and family so that they would not think that she was an abuser.
- C. Trying to convince Derek that no one else would date him.
- D. Saying that the abuse is to help Derek in some way (like to be more popular or successful).
- E. Making Derek feel bad about himself so that he would become dependent on her.
- F. Threatening to harm herself if Derek leaves.
- G. Saying the abuse was because of love and jealousy.
- H. Telling Derek that she needed his help to change and become a better person.
- I. Telling Derek that he deserved the abuse because he was not acting like a boy should act.

## **THE YEARBOOK COMMITTEE STORY POINTS**

- This scenario is about jealousy. Michelle may love Derek, but controlling someone does not show love. Michelle was controlling Derek by telling him she would hurt herself if he left her and by suggesting that she could not make it on her own without Derek.
- When people like each other a lot, it is normal to feel jealous sometimes. It is not wrong or unusual to feel jealous, but limiting the people that a date can talk to is emotionally abusive. Write “J” as the 4<sup>th</sup> letter for the Code on the green Completion Card. If you feel jealous, you can use the SAFE skills you learned in Booklet 2 to express your feelings in a healthy way.
- Having a girlfriend or boyfriend who is so jealous that they don’t want you to talk to others may seem flattering at first, but it is actually a way of manipulating and controlling you.
- If a relationship like this continues the victim might become isolated from his or her friends and family.

**[Answers: F, G, H]**

### **Important!**

**If you feel like hurting yourself or someone else – or a friend tells you he or she feels that way – talk to a teacher, counselor, or parent right away.**

**You can also call:**

**NATIONAL SUICIDE HOTLINE  
1-800-273-TALK (8255)**

### Story #3: PIZZA PARTY

Taylor is 17. His parents were out of town for the night. So he invited several of his friends and his 15 year old girlfriend, Sarah, to his house to eat pizza and watch a movie. Sarah arrived first, and Taylor asked her to put some chips and drinks out for everyone and to get the pizza ready. When Taylor's friends arrived, they all sat down to watch the movie. When someone wanted more to eat or drink, Taylor would tell Sarah to go to the kitchen for refills.

At first, she did, but when Taylor asked the third time, Sarah told everyone where to find the drinks and food, so they could help themselves. This made Taylor angry, and he ordered Sarah to come into the kitchen with him. In the kitchen, he yelled at Sarah and shoved her against the wall. He told her she had messed up the whole night because she didn't get his friends drinks and food -- and the pizza wasn't even hot. He told her she had a lot to learn about being a woman. Sarah felt like a failure. Taylor said he'd just have to teach her how to do what she should already know how to do.



#### Which of the Control Methods did Taylor use?

**Taylor controlled Sarah by: (circle the methods he used)**

- A. Following the abuse with later kindness or romance.
- B. Acting nice and funny with Sarah's friends and family so that they would not think that he was an abuser.
- C. Trying to convince Sarah that no one else would date her.
- D. Saying that the abuse was to help Sarah in some way (like to be more popular or successful).
- E. Making Sarah feel bad about herself so that she would become dependent on him.
- F. Threatening to harm himself if Sarah leaves.
- G. Saying the abuse was because of love and jealousy.
- H. Telling Sarah that he needed her to help him change and be a better person.
- I. Telling Sarah that she deserved the abuse because she was not acting like a girl should act.

## **THE PIZZA PARTY STORY POINTS**

- Sometimes abusers justify their behavior with their beliefs about how men or women should act, such as “men should make the important decisions” or “women shouldn’t speak up.” But we harm people when we expect them to act certain ways just because of their sex.
- Taylor justified his abuse by saying that Sarah wasn’t acting the way women are supposed to, and that he was actually helping her by teaching her. Write “L” as the 5<sup>th</sup> letter for the Code on the green Completion Card. He also tried to make Sarah feel bad about herself, so that she would become dependent on him.

### **TEENS: If you are dating someone, think about your expectations of your boyfriend or girlfriend:**

- Are your expectations reasonable and fair? If “yes”, that’s great!
- Are your expectations based on how you think all men or women are supposed to be? If “yes”, it’s important for you to know that having expectations about your dating partner that are based on how you think all males or all females should be or act could lead to abusive dating behaviors. The next two activities will give you a chance to identify and practice healthy dating behaviors.

**[Answers D, E, I]**

# Activity 3: Healthy Dating Behaviors

## Word Search

**Why:** To learn about healthy dating relationships

**How long:** 10 minutes



**Introduction:** Although abusive dating relationships are more common than they should be and are very harmful, it's good to know that most dating relationships are not abusive. It's important for you to know what a healthy dating relationship looks like so you can seek out those kinds of dating relationships.

**Instructions:** Moms and teens, in the puzzle below, find 7 characteristics of healthy dating relationships, circle them, and write them on the lines next to the puzzle. Words can go across, down, or diagonal.

S	U	P	P	O	R	T	I	V	E
A	R	D	G	Y	J	P	O	Q	F
B	E	B	L	S	N	D	P	O	I
S	S	L	O	Y	A	L	T	Y	Q
S	P	L	Z	M	H	F	N	U	K
K	E	A	L	L	T	U	E	E	V
R	C	A	R	I	N	G	I	T	H
M	T	L	O	V	I	N	G	R	Y
J	X	E	Q	U	A	L	I	T	Y

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*(Puzzle answers are at the bottom of the next page.)*

The words you circled in the previous puzzle are some characteristics of healthy dating relationships. Below are some more characteristics of healthy dating relationships.

### **Characteristics of Healthy Dating Relationships**

- Feeling safe and comfortable expressing your thoughts and feelings to your date.
- Listening to each other's opinions and being supportive of each other.
- Supporting each other's interests and activities.
- Talking openly and truthfully and admitting when you're wrong.
- Being willing to work out problems and work together to find solutions.
- Write "R" as the 6<sup>th</sup> letter for the Code on the green Completion Card. Accepting when your date changes his or her mind and being willing to compromise sometimes.
- Valuing each other's independence.
- Inspiring each other to grow and reach your full potential.

**Moms and Teens:** During the next week or so, see if you can find characteristics of healthy dating relationships among your friends and family, and in movies and videos, etc. When you see signs of a healthy dating relationship, talk about them with each other.

### **Puzzle Answers**

*Respect, Equality, Loyalty, Safety, Caring, Supportive, Loving*

## Activity 4: Practicing Healthy Dating Behaviors

**Why:** To practice healthy dating behaviors

**How long:** 10 minutes



**Introduction:** In the previous sections, you learned what an abusive dating relationship looks like and what a healthy dating relationship looks like. It's good to practice how you can interact with your dating partners in supportive and respectful ways. This activity gives teens a chance to practice responding to dating partners in a healthy and respectful way.

**Instructions:** Teens, the following three scenarios were pulled from three of the previous stories – The Park, Computer Chatting Dates, and The Friend's Birthday. In each scenario, read the statement being made by one dating partner. Then, write a supportive and respectful response to this dating partner in the space provided.

### The Park

What could James say to show that he is listening to Nicole's opinions and being supportive of her?

**Nicole:** *I don't feel comfortable being here with people who are drinking beer and smoking.*

**James:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

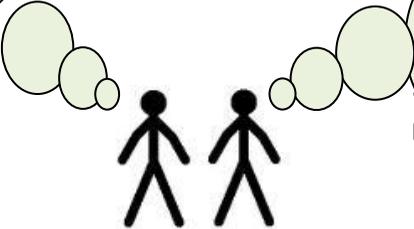
\_\_\_\_\_

\_\_\_\_\_

**Dwayne:** *My mom doesn't let me chat on the computer past 9:30. I'll get in trouble if I sneak to chat with you and it makes me feel uncomfortable.*

**Computer Chatting Dates**  
What could Tiffany say to show that she is being supportive of Dwayne and show that she is willing to work with him to find a solution?

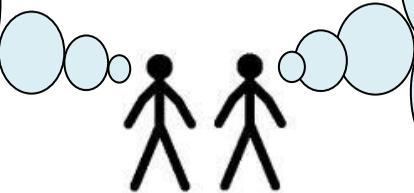
**Tiffany:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Friend's Birthday**  
What could Erick say to show that he supports Caroline's interests and activities?

**Caroline:** *I know you don't want me to go, but this party is really important to me. All of us girls are going to dress up. It will be fun!*

**Erick:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Recap

- In addition to being fun and exciting for teens, dating is important for their development. Through dating, teens learn responsibility and cooperation, communication and social skills, and loyalty, trust, and respect. What teens learn while dating carries over into their adult relationships.
- Booklet 3 of *Moms and Teens for Safe Dates* shows you ways that dating partners can be abusive.
- Teens, if you recognize what abusers do to control dating partners, then you will be less likely to be controlled by them. Preventing dating abuse now may keep you from becoming involved in an abusive relationship when you are an adult.
- In relationships that are already abusive, the SAFE skills for settling disagreements that you learned in Booklet 2 may not help the victim. When victims of abuse try to use these skills, their efforts may be blocked because the abuser doesn't want to give any power to the partner. In these situations, it's important to seek help outside of the dating relationship.
- Not all upsetting behaviors are abusive. Behaviors are abusive when they are used to manipulate, control, or intimidate someone.
- Luckily most dating relationships are not abusive. By knowing characteristics of healthy dating relationships, you can choose healthy, happy, and fun dating experiences.
- Moms, in your discussions with your teen, you may have discovered that he or she is in an abusive relationship. If so, please refer to the purple Resource Guide that was included with Booklet 1 or call the hotline numbers below.



**The NATIONAL TEEN DATING ABUSE HOTLINE**

**1-866-331-9474**



**NATIONAL DOMESTIC VIOLENCE HOT LINE NUMBER**

**1-800-799-SAFE (7233)**



- Moms and teens, continue to practice your communication skills.
- Moms and teens, on the green Completion Card in the back of this booklet, make sure the Code is completed, answer the questions, and fill in your current contact information. Place the completed card in the enclosed stamped and addressed envelope and drop it in the mailbox so teens can receive the \$15 Visa gift card.
- Booklet 4, *Preventing Dating Sexual Abuse and Rape*, will be mailed to you approximately two weeks after you received this booklet. Do that booklet together.

**Teens, you will receive another \$15 Visa gift card for completing Booklet 4 with your mom!**

**Booklet 4 includes activities to help teens and moms:**

- Understand some issues related to date rape and other types of dating sexual abuse,
- Learn strategies for avoiding dating sexual abuse and rape, and
- Learn about date rape drugs.

**Congratulations for completing Booklet 3!**

NOT TESTED FOR EFFICACY

## How to Receive the \$15 Visa Gift Card!

- ✓ Moms and teens, read and do the activities in this booklet together.
- ✓ Fill in the green Completion Card in the back of this booklet.
- ✓ Return the green Completion Card in the enclosed stamped and addressed envelope as soon as you complete this booklet together.
- ✓ Teens will receive the \$15 Visa gift card in about two weeks!

Thank you for participating in the Moms & Teens for Safe Dates research study!

Appendix E.5: Booklet 4

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**moms &  
Teens for  
safe dates**

# Booklet 4

Preventing Dating  
Sexual Abuse and Rape

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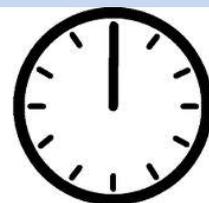
# Welcome to Booklet 4: Preventing Dating Sexual Abuse and Rape

This booklet focuses on one type of dating abuse -- dating sexual abuse, including rape. The FBI estimates that sixty percent of all rapes in the U.S. are by people the victim knows, including dating partners. This booklet helps moms and teens talk about dating sexual abuse, how to recognize it, and how to prevent it. Teens, there is no way to guarantee that dating sexual abuse or rape won't happen to you, but with the information and activities in this booklet, together you can lower your chances of becoming a victim or a perpetrator.

## Booklet 4 Instructions

1. Do Activity 1, **It Isn't Necessarily So**, to learn about beliefs that may lead to dating sexual abuse and rape.
2. Do Activity 2, **Recognizing Dating Sexual Abuse and Rape**, to raise mom's and teen's awareness of dating sexual abuse and rape.
3. Do Activity 3, **Strategies for Preventing Dating Sexual Abuse and Rape**, to learn ways to decrease the chance of dating sexual abuse and rape.
4. Read the information in **Date Rape Drugs: Precautions**.
5. Read the **Recap** of this booklet.
6. Do the **Next Steps** listed at the end of Booklet 4.

Before you start each activity, read the information and instructions aloud, taking turns if you prefer.



You'll need a total of about 45 minutes to do these activities, in one or more sittings. They should be done in the order they appear.

## Moms and Teens

Teens, to receive the \$15 Visa gift card, look for "code letters" as you complete this booklet with your mom and write those letters in the "CODE" spaces on the green Completion Card in the back of the booklet.

# Activity 1:

## It Isn't Necessarily So

**Why:** To increase awareness of beliefs that can lead to dating sexual abuse and rape

**How long:** 15 minutes

---

**Introduction:** Teens sometimes think that what their dating partner says or does means that they want to have sex, when it does not mean that at all. That can lead to dating sexual abuse and rape.

**Instructions:** Moms, read each of following six statements to your teen. After each one, ask what your teen thinks about it, including whether it is true or false. Then ask what a teen of the opposite sex might think about it, and how it could lead to dating sexual abuse and rape. After discussing the statements, read the **Points** that follow.

Remember the **Tips for Having Successful Activities** and **Tips for Successful Communication** from Booklet 1

1. When a girl dresses in tight, sexy clothing for a date, it means that she wants to have sex.
2. Boys who talk about sex a lot are having sex.
3. When a girl goes into a bedroom alone with a boy, it means she wants to have sex with him.
4. Boys always want to have sex, so they can't really be sexually abused or raped by a dating partner.
5. When a guy tries to have sex and the girl is very still and doesn't say anything, it means she wants to have sex and what he's doing is okay.
6. A girl sometimes resists sex because she thinks her boyfriend expects her to resist—even if she really wants to go further.

## POINTS

1. **When a girl dresses in tight, sexy clothing for a date, it means that she wants to have sex.** Boys sometimes believe this, but it's not usually true. Girls wear clothes like this sometimes because they want to look attractive and in style, but it doesn't necessarily mean that they want to have sex.
2. **Boys who talk about sex a lot are having sex.** Sometimes boys talk about it because they want others to think they're having sex, even though they're not. They may be interested in sex and therefore talk about it, but they may not want to actually have sex.
3. **When a girl goes into a bedroom alone with a boy, it means she wants to have sex with him.** A girl may go into a bedroom with a boy because she wants to get closer, which to her may mean hugging and kissing and cuddling. It doesn't necessarily mean that she wants to have sex.
4. **Boys always want to have sex, so they can't really be sexually abused or raped by a dating partner.** Girls between 15 and 19 years old are most likely to get raped but many boys also report being forced by the person they are dating to do sexual things they did not want to do. Write "Y" as the 1<sup>st</sup> letter for the Code on the green Completion Card. Just like girls, boys who are forced to do sexual things they do not want to do have bad feelings about it and can suffer from psychological effects such as anxiety and depression.
5. **When a guy tries to have sex and the girl is very still and doesn't say anything, it means she wants to have sex and what he's doing is okay.** Under pressure to have sex, a girl may freeze or hold still simply because she's afraid and doesn't know how to get out of the situation. If a girl is holding still, the boy should ask her if she wants to have sex or not. If the girl gives any sign of not wanting to have sex, he should IMMEDIATELY stop trying to have sex with her.
6. **A girl sometimes resist sex because she thinks her boyfriend expects her to resist—even if she really wants to go further.** If a girl resists, it means that she **DOES NOT** want to have sex, and the boy should **IMMEDIATELY** stop trying to have sex with her. **NO always means NO!**

## Activity 2: Recognizing Dating Sexual Abuse and Rape

**Why:** To help teens and moms more easily recognize dating sexual abuse and rape

**What you will need:** The yellow consequences card

**How long:** 20 minutes

---



**Introduction:** Dating sexual abuse takes many forms, including unwanted sexual contact like forced kissing, unwanted touching, fondling, grabbing, threats of unwanted sexual contact, forced oral sex, attempted rape, and rape. Forced sexual acts at any time, under any circumstance, are crimes. Sexual abuse and rape by a date are as criminal as those by a stranger. This

activity gives moms and teens a chance to talk about dating sexual abuse and rape. Write “E” as the 2<sup>nd</sup> letter for the Code on the green Completion Card.

**Instructions:** This activity has two parts:

**FOR PART A,** read the story about Matt and Lisa, answer the questions, and review the Question Points that follow.

**FOR PART B,** read the two short stories that describe two other types of dating sexual abuse and then use the Discussion Guide that follows to discuss the stories together.

## PART A

Read the story about Matt and Lisa, answer the questions on the next page, and review the question points that follow.

### MATT AND LISA

Lisa and Matt have been dating for several months. Matt invited Lisa to a party that was coming up in a week. Lisa was very excited about going to the party with Matt. Friday she went shopping with her friends and bought a sexy outfit to impress Matt. On Saturday they went to the party together and she wore her new clothes.

At the party, Lisa and Matt got bored and they started kissing and touching each other. Neither of them cared much about the party, so Matt led Lisa upstairs to an empty bedroom. They continued kissing. Matt wanted to have sex. Lisa told him she was scared and didn't want to have sex.

Because Lisa's previous boyfriend had bragged about having sex with her, Matt was upset. He asked her if she loved that guy she used to date more than she loved him. Lisa said no, she loved Matt more than she'd ever loved any boyfriend. Matt started pressuring her for sex again and Lisa told him again that she was scared, but she didn't know what to do. She did love Matt, and she didn't want to lose him. She started to cry a little. Matt told her not to worry; he would take care of her. He wiped her tears away. Lisa was frozen, she was afraid to move. Matt had sex with Lisa.

***In this story Matt raped Lisa.***

***Sexual activity can be forced on someone in many different ways, from verbal persuasion, guilt, and emotional teasing to frequent attempts, threats, and physical force. No matter what methods are used, if someone is forced to have sex without permission, it is rape, and rape is a crime. Write "K" as the 3<sup>rd</sup> letter for the Code on the green Completion Card.***



- 1. What methods did Matt use to force Lisa to have sex? (record answers below)**
  
- 2. Lisa gave Matt signs that she didn't want to have sex. What were those signs? (record answers below)**
  
- 3. Rape often causes serious physical and emotional problems. What are some bad things that could happen to Lisa because of being raped? (Answer this question first using your own ideas. Then look at the yellow card to see if you can identify more bad things that could happen.)**
  
- 4. What are some bad things that could happen to Matt because he raped Lisa? (Answer this question first using your own ideas. Then look at the yellow card to see if you can identify more bad things that could happen.)**
  
- 5. At what points in the story could Matt have done something different to avoid the rape from happening? What could have happened instead?**

## QUESTION POINTS

- 1. What methods did Matt use to force Lisa to have sex?** Matt made her feel bad about herself, scared her, told her he would take care of her, and made her think she'd lose him if she didn't have sex with him. No matter what methods are used, sex without permission is rape.
- 2. What were the signs that Lisa did not want to have sex?** Lisa said she didn't want to have sex with him, said she was scared, she was crying and unsure, and she froze. Teens need to pay attention to the signs that their dates are not ready to have sex.
- 3. What are the bad things that could happen to Lisa because she was raped?** Lisa could become pregnant or get a sexually transmitted infection. She might also have sexual and intimacy problems in the future. She could become depressed, anxious, and fearful. She may have trouble focusing on school, work, or other activities that were important to her before she was raped.
- 4. What are bad things that could happen to Matt because he raped Lisa?** Matt could be arrested and found guilty of rape. He could have a felony record for the rest of his life, which could prevent him from going to college or having a military career, or from getting a good job. He could get a sexually transmitted infection or father a child before he is ready. Matt could feel shame and guilt. Write "M" as the 4<sup>th</sup> letter for the Code on the green Completion Card. He might also have trouble in other relationships.
- 5. At what points in the story could Matt have done something different to avoid the rape from happening? What could have happened instead?** Matt made the mistake of interpreting Lisa's joining him in the bedroom as a sign that she wanted to have sex. He also made the mistake of believing that Lisa had had sex with her previous boyfriend based on the bragging he'd heard from the previous boyfriend (it might not even be true). But even if she had, Matt shouldn't assume that just because Lisa had sex before that, she was ready to have sex now with him. He also ignored Lisa's signs that she did not want to have sex. **When Lisa said that she was scared and that she didn't want to have sex, Matt should have immediately stopped pressuring her.**

The person who is forced to have sex is often blamed for it. However, it never is that person's fault. There are no circumstances that make forced sexual acts okay. Forced sex is rape and rape is a crime.

Sometimes girls don't yell or scream during a date rape because they're afraid of embarrassing the boy or of getting him into trouble. But girls who do scream, yell for help, fight back, or run away can sometimes stop the rape.

## PART B

Read the following two stories and use the guide found on the following page to discuss the stories together.

### Story 1

#### SOPHIE AND MARK

Sophie and Mark have been flirting a lot in school. Sophie really liked Mark and was hoping he would ask her out. One day after school, Mark told Sophie his parents weren't home and he invited her to come over to his house. Sophie was excited and agreed to walk home with Mark to his house.

When they got there, Mark said he wanted to kiss Sophie. She was embarrassed, but she wanted Mark to kiss her. They began kissing, but then Mark put his hands under Sophie's shirt. She pushed his hands away and said she didn't want him to do that. She said she liked kissing him, but she didn't want to do anything else. Mark told her that he was surprised. He said he thought she was more mature than that, but he promised to just kiss. Sophie felt intimidated and embarrassed that Mark thought she was immature. After a few more minutes of kissing, Mark put his hands under Sophie's shirt again. Sophie tried to push his hand away, but she didn't say anything because she didn't want Mark to think she was immature and stop liking her. They continued to kiss, and Mark continued to touch Sophie under her shirt.

***In this story, Mark sexually abused Sophie.***

## Story 2

### ABIGAIL AND DOUG

Abigail had been dating Doug for several months. One day she was talking with a group of girlfriends about how much she liked Doug, and her friends dared her to pull Doug into the girls' bathroom to make-out with him. A few days later, Abigail told Doug to meet her by the girl's bathroom during class. She pulled him into the bathroom and into a stall. She started kissing him and rubbing her hands all over his body. Doug asked her to stop and said he didn't want to do that. He told her he could get a detention if he was caught in the girl's bathroom and if he got a detention he could be kicked off the school's baseball team. Abigail told Doug to stop being a baby. If he wanted to be with her, he should start acting like a man. Abigail proceeded to kiss him and move her hands around on his body. Doug was extremely anxious and felt embarrassed, but he didn't ask her to stop because he didn't want to lose her.

***In this story, Abigail sexually abused Doug.***

## **DISCUSSION GUIDE**

**Discuss the two previous stories and consider the following:**

- **How did the abusers force sexual activity onto their dates?**
- **How did the victims signal that they didn't want to do the sexual activity?**
- **What bad things could happen to the victims as a result of being sexually abused?**
- **What bad things could happen to the abusers for sexually abusing their dates?**
- **Write "S" as the 5<sup>th</sup> letter for the Code on the green Completion Card.**
- **What could both abusers have done differently?**
- **What could both victims have done differently?**

NOT

## Activity 3:

# Strategies for Preventing Dating Sexual Abuse & Rape

**Why:** To increase mom and teen awareness of strategies for preventing dating sexual abuse and rape

**How long:** 10 minutes

---

**Introduction:** The best way to prevent sexual dating abuse, including rape, is for those who commit the crime to stop doing it. There are, however, some strategies that can be used to decrease the chance of becoming a victim of dating sexual abuse and rape, although there is no way to guarantee that dating sexual abuse and rape will not happen. This activity is to get moms and teens to discuss ways to prevent dating sexual abuse and rape.



**Instructions:** On the next pages is a list of strategies to use to prevent committing dating sexual abuse and rape and strategies to use to prevent being a victim of dating sexual abuse and rape. Moms and teens, read each list. If you think of other strategies, write them on the blank lines.

## STRATEGIES TO PREVENT COMMITTING DATING SEXUAL ABUSE AND DATE RAPE

- Don't do anything sexual that your date does not want to do.
- Pay attention to your date's signs that he or she is not ready to have sex.
- Don't assume that certain things your date says or does -- or *doesn't* say or do -- means he or she wants to have sex.
- Stop sexual advances if your date is unsure or has doubts.
- Ask for the date's permission before doing anything sexual.
- Do not drink alcohol on dates.
- Do not do anything sexual with a dating partner who is intoxicated with drugs or alcohol because a person who is intoxicated cannot legally give consent to participate in sexual acts. An intoxicated person may not be completely aware of what is going on so you should not participate in sexual acts with this person and if you do you could be accused of sexual assault later on.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

## **STRATEGIES TO PREVENT BEING A VICTIM OF DATING SEXUAL ABUSE AND DATE RAPE**

- Double date, or go out in groups of friends, on the first few dates.
- Do not leave parties or go to isolated areas with new dating partners.
- Do not drink alcohol while on dates and don't be with a date who has been drinking alcohol.
- Trust your feelings and instincts, and go to a safe place if you feel uncomfortable.
- Decide on your own feelings and boundaries about being sexual and tell your dating partner clearly and firmly what those boundaries are.
- Be careful if your dating partner holds strict gender stereotypes about men and women. Males who commit sexual assault and rape tend to hold beliefs that males should have more power and control than females.
- When you go on a date, let your mom know where you're going and when you are coming home.
- If someone tries to force you to do sexual things you do not want to do, say "Stop!" If it continues, scream, fight back, and run away.

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- \_\_\_\_\_  
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## DATE RAPE DRUGS: PRECAUTIONS

**Moms and teens, review this information together.**

- **Date rape drugs are becoming more common among teens.** When these substances are slipped into a person's drink, the person will lose some amount of consciousness and control, becoming an easy target for rape. There have even been reports of date rape-type drugs being added to punch and other drinks at fraternity parties.
- **One common type is Rohypnol, also called roofies, ruffies, roche (ro-shay), roach, R-2, and rope. (Other types are GHB, Ketamine, and Ecstasy.)** Some Rohypnol pills are small, round, and white, but newer types are gray-green ovals (see pictures). The newer types are made to help prevent their misuse: when slipped into a soda, glass of water, or any other drink, a dye in these new pills makes clear liquids turn bright blue and dark drinks turn cloudy. Still, this color change might be hard to see in drinks such as cola, or in a dark room. Moreover, the original dye-free Rohypnol is still available, and it cannot be seen in a drink.
- **Remember, too, that alcohol is probably the most common drug leading to dating sexual abuse and rape.** More rapes have happened under the influence of alcohol than under the influence of any of the drugs listed above.



**To learn more about date rape drugs, visit these websites:**

The National Institutes on Drug Use

<http://www.nida.nih.gov/Infofax/clubdrugs.html>

Women's Health: Date Rape Drugs

<http://www.womenshealth.gov/faq/date-rape-drugs.cfm>



**Moms and teens, review these precautions on date rape drugs. If you think of other precautions, add them to the list. Remember, date rape is committed by a person the victim knows.**

- Don't put a drink down and leave it.
- Don't accept drinks from anyone you don't know well.
- Accept drinks only in unopened containers.
- Write "N" as the 6<sup>th</sup> letter for the Code on the green Completion Card.
- Be especially careful about drinks at parties and clubs.
- Don't drink anything that tastes funny, even if your friends are drinking it.
- Don't drink alcohol when on dates.
- Don't accept any types of medicines from others, even aspirin, because it might actually be something else.

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Recap

- Teens need to recognize that dating sexual abuse and rape are against the law, that they can result in criminal charges, and that they can result in many bad consequences-- for both the victim and abuser.
- Moms, encourage your teen to never do anything sexual with someone without the other person's permission, and to pay attention to signs that a dating partner is not ready to have sex or do sexual acts.
- Date rape drugs are now more common. Teens can lower their chance of being drugged by following the Date Rape Drug Precautions. Avoiding alcohol can also help teens avoid dating sexual abuse and rape.
- Moms, in your discussions with your teen, you may have discovered that he or she is in an abusive relationship. If so, please refer to the purple Resource Guide that was included with Booklet 1 or call the hotline numbers below.



**The NATIONAL TEEN DATING ABUSE HOTLINE**

**1-866-331-9474**



**NATIONAL DOMESTIC VIOLENCE HOT LINE NUMBER**

**1-800-799-SAFE (7233)**



- Moms and teens, continue to practice communication skills.
- Moms and teens, on the green Completion Card in the back of this booklet, make sure the Code is completed, answer the questions, and fill in your current contact information. Place the completed card in the enclosed stamped and addressed envelope and drop it in the mailbox so teens can receive the \$15 Visa gift card.
- Booklet 5, *Ready, Set, Date! Planning for the Future*, the final *Moms and Teens for Safe Dates* booklet, will be mailed to you approximately two weeks after you received this booklet. Do that booklet together.

**Teens, you will receive another \$15 Visa gift card for completing Booklet 5 with your mom!**

### **Booklet 5 includes:**

- An activity to help teens think about how they want to treat and be treated by dates in the future,
- Warning signs of abusive relationships,
- An activity to help teens develop a plan for what to do if they are being abused or if they are abusing a date, and
- Ideas about how to develop family guidelines for dating.

**Congratulations for completing Booklet 4!**

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## How to Receive the \$15 Visa Gift Card!

- ✓ Moms and teens, read and do the activities in this booklet together.
- ✓ Fill in the green Completion Card in the back of this booklet.
- ✓ Return the green Completion Card in the enclosed stamped and addressed envelope as soon as you complete this booklet together.
- ✓ Teens will receive the \$15 Visa gift card in about two weeks!

Thank you for participating in the Moms & Teens for Safe Dates research study!

Appendix E.6: Booklet 5

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**moms &  
TEENS FOR  
safe dates**

# Booklet 5

Ready, Set, Date!  
Planning for the Future

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# Welcome to Booklet 5: Ready, Set, Date! Planning for the Future

Booklet 5 contains information and activities to help teens plan for their dating futures.

## Booklet 5 Instructions

1. Do Activity 1, **Dating Goals**, to give teens a chance to think about their goals for treating dates and being treated by dating partners.
2. Do Activity 2, **Warning Signs of Abuse**, to increase mom's and teen's awareness of the warning signs of abuse.
3. Do Activity 3, **Having a Plan**, to encourage teens to make a plan for what they'll do if they are being mistreated by a date, or if they find they are mistreating dates themselves.
4. Do Activity 4, **Developing Family Guidelines for Teen Dating**.
5. Do Activity 5, the **Moms and Teens for Safe Dates Checklist** to review what you have accomplished in this program.
6. Read the **RECAP** of this booklet.
7. Do the **NEXT STEPS** listed at the end of this booklet.

Before you start each activity with your teen, read the information and instructions aloud, taking turns if you prefer.



You'll need a total of about 60 minutes to do these activities, in one or more sittings. They should be done in the order they appear.

## Moms and Teens

Teens, to receive the \$15 Visa gift card, look for "code letters" as you complete this booklet with your mom and write those letters in the "CODE" spaces on the green Completion Card in the back of the booklet.

## Activity 1: Dating Goals



**Why:** To encourage teens to set goals for how they want to treat their dating partners, and be treated by them

**What you will need:** The yellow and purple cards

**How long:** 15 minutes

**Introduction:** Teens are rarely asked to think carefully how they want to treat their dating partners, and how they want their dating partners to treat them. This activity gives them that chance.

**Instructions:** Teens, follow the instructions on the yellow card. Moms, follow the instructions on the purple card.

**Compare the cards** when they are completed. Discuss the similarities and differences between answers. Moms, what did your teen mark that surprised you, and why? Teens, what did your mom mark that surprised you, and why? Write “D” as the 1<sup>st</sup> letter for the Code on the green Completion Card.

Save both cards and look back at them from time to time.

**Remember to avoid Communication Blockers and to use the Tips for Successful Communication from Booklet 1!**

## Activity 2: Warning Signs of Abuse

**Why:** To increase mom's and teen's awareness of the warning signs of abuse

**What you will need:** The red card

**How long:** 10 minutes



**Introduction:** To take action to stop abuse, teens need to be able to recognize when they are being abused and when they are abusing.

**Instructions:** Moms and teens, read the warning signs of abuse for teens on both sides of the red card.

### TEENS:

- Do any of your friends in dating relationships have these warning signs? If so, please tell them what you now know about dating abuse and the harmful consequences of dating abuse and give them **the NATIONAL TEEN DATING ABUSE HOTLINE [1-866-331-9474]** so they can get help.
- If you're currently dating, are you in a relationship that has any of these warning signs? If so, get help. Talk to your mom about it. You can also call **the NATIONAL TEEN DATING ABUSE HOTLINE [1-866-331-9474]** to get help.

### MOMS:

- To help your teens, you need to be able to detect warning signs of abuse. Moms, read the warning signs on the next page that indicate that your teen could be a victim or abuser.



## WARNING SIGNS OF ABUSE (FOR MOMS)

Is your teen a victim of abuse? Look for these warning signs:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Intense jealousy or possessiveness from your teen's dating partner</li><li>• Change in your teen's mood or character (depression, moodiness, argumentative)</li><li>• Often "checks-in" with partner</li><li>• Unexplained marks on the body (bruises, scratches, burns)</li><li>• Sneaking and lying to moms about behavior with dating partner</li><li>• Believes jealousy is a sign of love</li></ul> | <ul style="list-style-type: none"><li>• Deferring to the partner's every wish</li><li>• Often apologizing for the partner's behavior</li><li>• Poorer academic performance</li><li>• Isolation from friends and family</li><li>• Gets visibly upset after phone calls or dates with dating partner</li><li>• Is afraid to make partner angry</li><li>• Describes being "punished" by an angry partner (through silence, humiliation, or force)</li></ul> |
|--|--|

Could your teen be an abuser? Look for these warning signs:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Gets violent when angry</li><li>• Talks disrespectfully or puts down dating partner</li><li>• Brags about having total control over the dating partner</li><li>• Dates other people but doesn't allow dating partner to do so</li><li>• Gets angry after phone calls or dates with dating partner</li><li>• Is obsessed with the dating partner's actions</li><li>• Tries to exert control over family members</li><li>• Discusses violent behavior as normal</li></ul> | <ul style="list-style-type: none"><li>• Gets in fights with others, including those of the same sex</li><li>• Acts out violence toward pets or inanimate objects (for example, punches walls)</li><li>• Talks about getting even with others</li><li>• Write "O" as the 2<sup>nd</sup> letter for the Code on the green Completion Card</li><li>• Blames problems on others or outside circumstances</li><li>• Believes jealousy is a sign of love</li><li>• Believes males and females should act a certain way because they are male or female</li></ul> |
|---|--|

## Activity 3: Having a Plan

**Why:** To develop a plan for what to do if dating abuse happens

**How long:** 15 minutes



**Introduction:** This activity gives teens a chance to plan what to do if they are being mistreated or abused by a date – or if they realize they are doing that themselves. Teens develop a plan for two specific situations, but this activity can help them plan for other dating abuse situations as well.

**Instructions:** Read the following two stories that describe abusive dating situations. Then moms and teens please work together to answer the questions at the end to come up with a plan for responding to the abuse.

### SITUATION A

You have been dating (*make up a name for the date*) for two months. You have had a lot of fun together, but there is something about (*name of date*) that bothers you. (*Name of date*) gets angry very easily and sometimes insults you. One night you went to a party together. The party started out well, but then (*name of date*) got very jealous because you were talking to some friends of the opposite sex. (*Name of date*) asked you to come outside. When you got outside (*name of date*) started yelling at you and pushing and shoving you and accusing you of flirting. What should you do? Write “T” as the 3<sup>rd</sup> letter for the Code on the green Completion Card.



**How could you use the calming strategies and the SAFE skills for settling disagreements from Booklet 2 of the *Moms and Teens for Safe Dates* program?**

**What could you do if (name of date) continued to yell at you and shove you?**

**What could you do immediately to get out of danger?**

**Who could you call for help?**

**How could your mother or other caregivers help?**

**Who could you talk to about problems in your relationship?**

**What would you do about the relationship and how would you go about doing it?**

✦ **Write “W” as the 4<sup>th</sup> letter for the Code on the green Completion Card.**

## SITUATION B

You've been dating (make up a name for the date) for about four months. (Name of date) is fun to be with, but when you're together you find that you sometimes get really mad about minor things. The other day (name of date) was 30 minutes late when meeting you at the mall. You could feel yourself getting angrier and angrier with every minute. When (name of date) got there, you yelled and screamed at (name of date) and insulted him/her. You don't want to treat the people you date this way. What can you do?

How could you have used the skills from Booklet 2 of the *Moms and Teens for Safe Dates* program to keep you from yelling at and insulting (name of date) (calming strategies and the SAFE skills for settling disagreements)?



Who could you talk to about this problem?

How could your mother or other caregivers help?

What would you do about the relationship and how would you go about doing it?

## Activity 4: Developing Family Guidelines for Teen Dating

**Why:** To help families set guidelines for teen dating

**How long:** 15 minutes

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**Introduction:** All moms have expectations for what is and is not okay for their teens to do. Teenagers need and want boundaries. They need to know their moms' expectations, see those expectations as fair, and understand the reasons for them. Many teens don't know and understand their moms' expectations related to dating because the family hasn't talked about them enough. For this activity, moms and teens together will develop teen dating guidelines.

**Instructions:** Moms and teens, do this activity to discuss and agree on your Family's Guidelines for Teen Dating. Use the examples on the next page, or develop your own, making sure they match the teen's age. Write "F" as the 5<sup>th</sup> letter for the Code on the green Completion Card. To get the conversation started, look at the example guidelines on the next page and try one or more of the following methods to develop your dating guidelines.

Separately, moms and teens could rate each sample guideline on a 1-to-5 scale: 5 for extremely important, 4 for very important, 3 for important, 2 for somewhat important, or 1 for not very important. Then compare and discuss your scores and your reasons for those scores.

- Teens can decide what guidelines they would set for a teen if they were the mom, and why. Then moms could decide on their guidelines and explain their own choices. Discuss those choices together and the reasons behind them.
- Moms could say which guidelines they believe are most important and why, and then listen to the teen's questions and concerns about those guidelines.

## Examples of Dating Guidelines

- Mom tells teen the age when he or she is allowed to date.
- Mom tells teen the age range for his or her possible dating partners.
- Teen needs to group date for the first several dates with a new person.
- Mom must meet the partner prior to the first date.
- Mom must meet the dating partner's parents.
- Mom needs to know the dating partners' telephone number (including cell phone number) and address.
- Teen must let mom know where he or she is going on the date.
- Identify which places are off limits for dates.
- Teen's cell phone needs to be turned on during a date, and teen must answer the mom's call.
- Teen must tell mom who is providing transportation for the date.
- Mom must have a way to reach the teen during a date.
- Teen must be home by a time specified by the mom.
- Teen must check-in with mom when returning from a date.
- Teen should never mistreat a dating partner, physically or otherwise.
- Teen should tell mom if he or she is abused by a date.
- Teen cannot go to a date's house unless a caregiver is there.
- Teen cannot invite a dating partner home unless a caregiver is there.
- Teen needs to call mom if he/she feels nervous or scared during a date. (Agree on a code word or phrase that means the teen wants or needs a ride home.)
- Teen cannot give phone numbers, addresses, or any personal contact information to people met online.
- Teen may not accept a ride from a dating partner or other driver who has been drinking alcohol or taking drugs.

✓ When you have agreed on a set of Family Guidelines for Dating, write them on the worksheet on the next page. (You don't need to fill in every space.)

✓ Post the Family Guidelines for Dating where it will be easily seen, such as on the refrigerator.

✓ Every few months, revisit the guidelines and talk about them and make sure they're still appropriate.

✓ As the teen gets older, do the process again so that the guidelines match the teen's age and experience.



## Family Guidelines for Dating

1. Guideline: \_\_\_\_\_

Reason: \_\_\_\_\_

2. Guideline: \_\_\_\_\_

Reason: \_\_\_\_\_

3. Guideline: \_\_\_\_\_

Reason: \_\_\_\_\_

4. Guideline: \_\_\_\_\_

Reason: \_\_\_\_\_

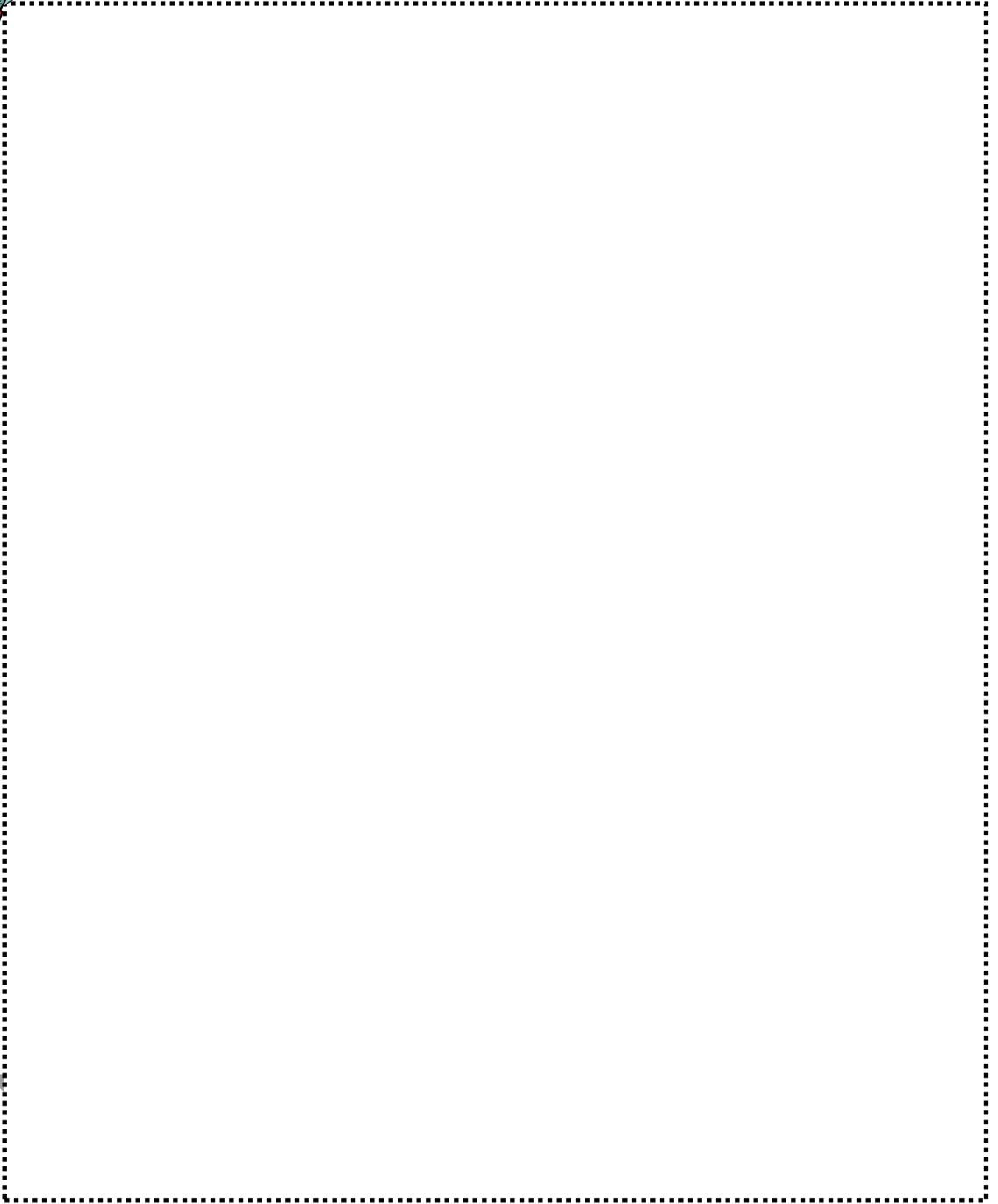
5. Guideline: \_\_\_\_\_

Reason: \_\_\_\_\_

6. Guideline: \_\_\_\_\_

Reason: \_\_\_\_\_

**Remember to Revise the Guidelines Appropriately as the  
Teen Gets Older!**



## Activity 5:

# *Moms and Teens for Safe Dates* CHECKLIST

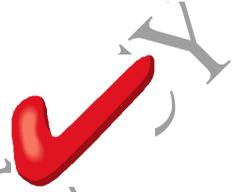
**Why:** To review what you have accomplished during the *Moms and Teens for Safe Dates* program

**How long:** 5 minutes

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**Introduction:** You've almost finished the *Moms and Teens for Safe Dates* program! The five booklets of the program included many activities and other things that teens and moms did together to help prevent dating abuse.

**Instructions:** Moms and teens, please look at the lists that follow and put a check next to each thing you did while completing *Moms and Teens for Safe Dates*. Write "L" as the 6th letter for the Code on the green Completion Card. Take this chance to think back over the program to congratulate yourself for all you've done to prevent dating abuse.



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## CHECKLIST FOR MOMS



- I learned more about what dating is like today.
- I learned better ways to communicate with my teen.
- I helped my teen become more aware of his or her hot buttons and signs of anger and I helped my teen think about how to calm down when angry.
- I helped my teen practice the SAFE skills for settling disagreements.
- I learned how to recognize dating abuse, including dating sexual abuse and rape, and considered harmful consequences.
- I helped my teen learn more about what abusers do to control their partners.
- I helped my teen learn what makes a healthy dating relationship.
- I helped my teen learn about beliefs that can lead to dating sexual abuse and rape.
- I reviewed with my teen some strategies for preventing dating sexual abuse and rape.
- I helped my teen think through how he or she wants to treat dating partners and be treated by them.
- I learned about the warning signs of dating abuse.
- I helped my teen think of plans for dealing with abusive dating situations.
- I set dating guidelines for my teen and explained to my teen reasons for having them.

## CHECKLIST FOR TEENS



- I thought about the qualities and traits I like in dating partners and what activities I'd like to do on a date.
- I learned better ways to communicate with my mom.
- I became more aware of my hot buttons and signs of anger and I thought of ways to calm down when angry.
- I practiced the SAFE skills for settling disagreements.
- I learned how to recognize dating abuse, including dating sexual abuse and rape, and considered the harmful consequences.
- I learned about what abusers do to try to control dating partners.
- I learned what makes a healthy dating relationship.
- I learned about beliefs that can lead to dating sexual abuse and rape.
- I learned some strategies for preventing dating sexual abuse and rape.
- I learned the importance of respecting my dating partner's wishes to not be sexual.
- I thought about how I want to treat and be treated by dating partners.
- I learned some warning signs of dating abuse.
- I made plans for dealing with abusive dating situations.
- I had a discussion about my family's guidelines for dating.

## Recap

- If teens think carefully about how they'd like to treat and be treated by dating partners, they'll more easily recognize dating abuse if it starts to happen.
- If teens think ahead of time of a plan for what to do if dating abuse happens, they can respond better to that situation.
- By setting dating guidelines, moms will know more about their teen's dating and dating partners, and therefore will be in a better position to recognize the warning signs of abuse, should it occur.
- Moms, in your discussions with your teen, you may have discovered that he or she is in an abusive relationship. If so, please refer to the purple Resource Guide that was included with Booklet 1 or call the hotline numbers below.



**The NATIONAL TEEN DATING ABUSE HOTLINE  
1-866-331-9474**



**NATIONAL DOMESTIC VIOLENCE HOT LINE NUMBER  
1-800-799-SAFE (7233)**



- Moms, take the time to get to know the people that your teen is dating and monitor for warning signs of abuse.
- Moms and teens, on the green Completion Card in the back of this booklet, make sure the Code is completed, answer the questions, and fill in your current contact information. Place the completed card in the enclosed stamped and addressed envelope and drop it in the mailbox so teens can receive the \$15 Visa gift card.
- Moms and teens, remember the guidelines for teen dating and revise them when necessary.
- Teens, get help if you are abusing dates or being abused by dates.
- Moms and teens, continue to talk to each other about dating abuse and dating sexual abuse and rape issues, and continue to practice communication skills.



***(Turn the page)***

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***Congratulations!***

You have completed the  
Moms and Teens for  
Safe Dates Program!

*Thank you for your commitment to  
preventing teen dating abuse and  
having healthy relationships!*

*The Moms and Teens for Safe Dates Staff*

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CLACY

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