

**The author(s) shown below used Federal funds provided by the U.S. Department of Justice and prepared the following final report:**

**Document Title:           A National Profile of Children Exposed to Family Violence: Police Response, Family Response, & Individual Impact**

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**Document No.:           248577**

**Date Received:           January 2015**

**Award Number:           2010-IJ-CX-0021**

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December 16, 2014

A National Profile of Children Exposed to Family Violence: Police Response, Family Response,  
& Individual Impact

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## Abstract

A National Profile of Children Exposed to Family Violence: Police Response, Family Response and Individual Impact provides the first nationally representative data on youth contact with law enforcement and victim services – including best practices and help-seeking obstacles – for cases of family violence involving exposure to children. These data come from a nationally representative sample of 517 family violence incidents drawn from the 4503 respondents to the Second National Survey of Children’s Exposure to Violence (NatSCEV II). The NatSCEV study, conducted in 2011, involved telephone interviews with parents of children age 0-9 and with the youths themselves if they were age 10-17.

Between 13%-58% of police contacts and between 34%-97% of advocate contacts following domestic violence incidents involving a child witness included actions from one or more of 10 best practices. Most police best practices were associated with increased likelihood of arrest. Almost half of children witnessed an arrest when one occurred, though only 1 in 4 youth were spoken to by police responding to the scene. Youth exposed to domestic violence, as a group, have high rates of other victimizations and adversities. Although this group reports elevated trauma symptoms, the characteristics of a specific domestic violence incident and the response to that incident by police were generally unrelated to youth's current trauma symptoms after controlling for history of victimization and other adversities. However, child current trauma symptoms were lowest when perpetrators left the house after the incident, followed by when no one moved out, and were highest when the victim moved out. Child witnesses to family violence are a highly victimized group, and it is recommended that they systematically receive assessment and services when any member of their family enters the system due to family violence.

## Executive Summary

A National Profile of Children Exposed to Family Violence: Police Response, Family Response and Individual Impact provides the first nationally representative data on youth contact with law enforcement and victim services – including best practices and help-seeking obstacles – for cases of family violence involving exposure to children. These data come from a nationally representative sample of 517 family violence incidents drawn from the 4503 respondents to the Second National Survey of Children’s Exposure to Violence (NatSCEV II).

The primary foundation of the NatSCEV II, conducted in 2011, was a nationwide sampling frame of residential telephone numbers from which a sample of telephone households was drawn by random digit dialing (RDD), supplemented by an Address-Based Sample (ABS). Approximately one-half of the eligible households obtained through ABS were cell-phone-only households and thus represented an effective way of including households without landlines in our sample.

Study interviews were conducted over the phone by employees of an experienced survey research firm. A short interview was first conducted with an adult caregiver (usually a parent) to obtain family demographic information. One child was then randomly selected from all eligible children living in a household by selecting the child with the most recent birthday. If the selected child was 10-17 years old, the main telephone interview was conducted with the child. If the selected child was under age 10, the interview was conducted with the caregiver who “is most familiar with the child’s daily routine and experiences.”

Respondents were promised complete confidentiality, and were paid \$20 for their participation. The interviews, averaging 55 minutes in length, were conducted in either English

or Spanish. The cooperation and response rates averaged across collection modalities were 60 percent and 40 percent, respectively, which are good rates by current survey research standard.(Babbie, 2007; Keeter, Kennedy, Dimock, Best, & Craighill, 2006; Kohut, Keeter, Doherty, Dimock, & Christian, 2012). Survey weights were applied to correct for study design and demographic variations in non-response.

Respondents (N=561) who indicated that the target youth was exposed to family violence in the previous two years were invited to participate in an additional interview. The 517 who agreed (92% of those eligible) were paid an additional \$20 stipend for this second interview conducted soon after the initial one. Because some youth had been exposed to multiple incidents, incidents with police contact were prioritized to be the focus of the follow-up family violence interview. If no incidents involved police contact or if multiple incidents involved police contact, then the most recent incident was selected for the additional interview.

The youth in this sample of 517 were 54.6% male and 45.4% female. Their average age was 9.34 years (SD 5.17). This included 28.7% of children aged 1 month to 5 years, 21.2% who were 6 to 9 years old, 19.9% who were 10 to 13 years old, and 30.3% who were 14 to 17 years old at the time of the interview. The sample was 53.5% non-Latino White, 20% non-Latino Black, 15.9% Latino (any race), and 10.7% of other races. More than a quarter (28.1%) of families had annual household incomes under \$20,000, 30.3% had incomes of \$20,000-\$49,999, 17.5% had incomes ranging from \$50,000-\$74,999, and 24% had incomes over \$75,000.

### *Interventions Following Family Violence*

A primary objective of this study was to describe the law enforcement and service system response to the episodes of family violence as they relate to the exposed children. In particular, we wished to determine the prevalence of various forms of service contact, best practices, and

help-seeking obstacles. Our community-based sampling frame allowed us to compare cases receiving intervention to other cases on several markers of severity. We also were able to examine which best practices were associated with arrest, advocate contact, and victim-perpetrator separation. Results indicated that many of incidents were severe and frightening to youth. Half of those exposed to physical assault among other family members said it was their most frightening experience ever and more than a quarter feared for their own safety. More than 1 in 3 incidents resulted in physical injury to another family member. However, despite high levels of most markers of severity, injury to the child witness was unusual, occurring in 1 in 75 incidents. For the most part more severe incidents were more likely to lead to police and advocate contact. However, severity of incidents was only modestly associated with arrest. Fifty-three percent of cases that involved both an injury and a report to the police did not lead to an arrest. Even 42% of cases known to police that involved injuries severe enough to require medical care did not result in arrest. Cases that were reported to the police but did not result in arrest were generally perceived more negatively.

Actions from a range of 10 best practices were taken in 13%-58% of police contacts and 34%-97% of advocate contacts. Most police best practices were associated with increased likelihood of arrest. Referrals and information about restraining orders and shelter were associated with victim-perpetrator separation. There was marked case attrition (cases not moving to the next stage of criminal justice interventions) for all criminal justice services, including reporting to police, in-person police responding, arrest, convictions, and incarceration. As a result, only 10 cases resulted in jail time. Counter to our hypothesis, higher rates of some police best practices were associated with *lower* likelihood of advocate contact. Also unexpectedly, higher rates of some obstacles, such as lack of transportation, were associated with *higher* use of

police services. Information about court procedures, housing, and other service availability were significantly associated with victim-perpetrator separation, whereas safety planning and a variety of other interventions were not.

We recommend that referral to specific resources, such as how to get an order of protection, should be a focus of crisis intervention efforts. Some families' needs may be served by a single provider if best practices are used. Some obstacles may influence *which services are sought* rather than depress help-seeking altogether. These nationally representative data can be used as benchmarks for program evaluations and needs assessments.

#### *Domestic Violence Services, Police Contact, and Child Mental Health*

A second important objective of this study was to examine the association between victim service and law enforcement contact following children's witnessing of domestic violence, and children's level of distress. Nearly half of the youth in the sample witnessed the arrest when one occurred. Police were viewed positively by the majority of youth aged 10 to 17 (caregivers were not asked these questions). Most children felt safer after the police came to the house, although a sizeable minority did not. Only approximately 1 in 4 youth said that police spoke to them directly when they responded to the family violence incident, although the response was overall very positive when they did. Of a variety of criminal justice actions and police best practices, only one, whether police responded in person when they were contacted, was significantly associated with lower trauma symptoms. Children's current trauma symptoms were lowest when perpetrators left the house after the incident, followed by when no one moved out, and were highest when the victim moved out, after controlling for severity, child sex, child age, household income, poly-victimization and other adversities. Although, in general, children who witnessed domestic violence reported trauma symptoms at a rate that was elevated

compared to the main NatSCEV sample, the characteristics of a specific domestic violence incident and the response to that incident by police were generally unrelated to youth's current trauma symptoms after controlling for past history of victimization and other adversities.

In sum, child witnesses to family violence are a highly victimized group, and it is recommended that they systematically receive assessment and services when any member of their family enters the system due to family violence. There appears to be benefits to children when perpetrators leave the home instead of victims, suggesting the importance of minimizing disruptions to children's routines. Findings also suggest the benefits of having police to respond directly to children when they respond to domestic violence incidents.

**The first section** of this report addresses results concerning service contact, best practices and help-seeking obstacles. **The second section** of this report addresses youth contact with law enforcement and victim services. **The third section**, found before the appendix, includes dissemination activities and the data archiving plan.

## **Section 1: Intervention Following Family Violence: Best Practices & Helpseeking Obstacles in a Nationally Representative Sample of Families with Children**

Increasing recognition of the prevalence and seriousness of family violence has led to attempts to improve law enforcement and advocacy services. However, several key pieces of information are missing about family violence interventions. Most studies of family violence services focus on helpseekers, arrestees, or others already known to some institution and provide little information on interventions in cases involving children. Family violence is not only prevalent, children are exposed at high rates, with more than 1 in 9 (11%) youth exposed to some form of family violence in the past year and 1 in 4 (26%) over their full childhood (Hamby, Finkelhor, Turner, & Ormrod, 2011). It is well-established that exposed children experience adverse psychological consequences and elevated risk of all forms of child maltreatment (Hamby, Finkelhor, Turner, & Ormrod, 2010; Kitzmann, Gaylord, Holt, & Kenny, 2003; Lang & Stover, 2008; Wolfe, Crooks, Lee, McIntyre-Smith, & Jaffe, 2003). There is a surprising lack of information on the types of incidents that lead to helpseeking, the typical services that follow disclosure, and even less information about incidents involving child witnesses, although these cases may warrant particular concern. This study will fill gaps in knowledge by providing the first nationally representative survey data on system responses to incidents of family violence witnessed by children. This includes an assessment of best practices by advocates and police and the associations of best practices with outcomes such as arrest and victim-perpetrator separation.

### *Criminal Justice and Advocacy Responses to Family Violence*

Law enforcement plays a key role as first responders to family violence. Police officers are also often the gateway to other interventions. In the last few decades, the criminal justice response to intimate partner and other family violence has changed considerably in recognition

that family violence—that is, physical assaults and other crimes committed against members of one's own family—has characteristics that are distinct from stranger-perpetrated crime. All 50 U.S. states have made arrest for domestic violence easier by crafting laws allowing arrest when probable cause is established without requiring the victim to press charges and 30 have pro-arrest or mandatory arrest laws (American Bar Association, 2011). These legal reforms, in part, are attempts to address the unique aspects of family violence, such as recognizing that pressures to not press charges are more likely for family-perpetrated than stranger-perpetrated crime. Existing research has primarily focused on whether arrest is an effective deterrent (Bell, Cattaneo, Goodman, & Dutton, 2013; Iyengar, 2009; Sherman & Berk, 1984) or whether mandatory arrest has affected patterns of dual arrest (Frye, Haviland, & Rajah, 2007). There has been relatively little research on actual criminal justice responses to family violence across the country.

Accompanying these criminal justice changes have been equally earnest efforts to change other interventions to better serve families. Although services remain woefully under-funded with respect to the size and impact of the problem, nonetheless the investment has increased substantially. Services for family violence victims are widely available, including shelters, hotlines, safety planning and other interventions. Information on the nature and impact of advocacy is, if anything, even more lacking than it is for the criminal justice response. The limited existing data show, at best, a moderate impact of advocate intervention (Stover, Meadows, & Kaufman, 2009). Further, many existing evaluations were based at exemplary agencies and may not represent typical practices.

#### *Current Knowledge about Family Violence Services*

Existing nationally or regionally representative data suggest that only about a ¼ of domestic violence incidents are reported to police and beliefs that police cannot do anything is a

primary helpseeking obstacle (Caponera, 2007; Tjaden & Thoennes, 2000). The level of police reporting in these surveys is similar to the National Survey of Children's Exposure to Violence (NatSCEV), which assesses incidents known to children. In NatSCEV 1, 26.5% of child-witnessed inter-parental violence was known to police (Finkelhor, Ormrod, Turner, & Hamby, 2011). In contrast, more than 40% of other assaults witnessed by children were known to police.

Services for domestic violence victims have been described as a "black box" and there is surprisingly little information about what interventions actually involve (Macy, Giattina, Sangster, Crosby, & Montijo, 2009). Past scholars have identified some interventions as best practices, commonly citing safety planning, child advocacy, information and referrals, including referral to alternate housing (Stover, 2012; Stover, Berkman, Desai, & Marans, 2010; Zweig & Burt, 2003). Macy and colleagues identified not only a number of common best practices but also attempted to describe interventions in more detail. For example, "legal advocacy" was found to primarily involve referrals, support, and information, such as help applying for an order of protection or court accompaniment. Best practice recommendations when children are exposed include calmly restoring safety, assessing children's needs, and collaborating with other agencies. (Baker & Jaffe, 2003; Baker, Jaffe, Berkowitz, & Berkman, 2002; Berkman & Esserman, 2004; Stover, et al., 2010; Stover, Rainey, Berkman, & Marans, 2008). However, we know little about how often these recommendations are followed.

A few evaluations have been centered in communities with "best practice" initiatives. Zweig and colleagues evaluated the STOP (Services, Training, Officers, & Prosecutors) grants from the U.S. Department of Justice (2003). This study showed a positive association between best practices and arrest. They also assessed obstacles to helpseeking. About a third of women in this sample reported hearing bad things about the police but most of their assessment of obstacles

focused on the actions of perpetrators or other individuals and not on institutional obstacles (Zweig & Burt, 2003). Further, the sampling frame was limited to 26 communities in 8 states and the helpseeking and non-helpseeking samples were recruited using different strategies, making comparisons problematic. Although groundbreaking at the time, it has now been more than 10 years since those data were collected. Stover and colleagues' work is also an important contribution and shows that victim services can provide best practices such as safety planning and legal information at rates exceeding 90% (Stover, et al., 2008). Victims involved with police-referred advocates reported greater satisfaction with the police and were more likely to seek mental health services for children (Stover, et al., 2010). Although these are important studies of exemplary programs, we currently have no national estimates for comparison. At the agency level, the National Network to End Domestic Violence conducts a national annual survey (2012). These are important data on service availability, but they provide no information on what services are actually delivered to any given victim or family, only what is potentially available. Although there is considerable variability across jurisdictions, only nationally representative data can provide some sense of current "typical" services by which local efforts can be evaluated.

#### *The Role of Inter-agency Coordination*

Inter-agency coordination is widely recommended (e.g., Shepard & Pence, 1999) but seldom studied (Hamby, 2014; Hamby & Grych, 2013b). One study reported that the STOP grant program supported increased inter-agency contact (Burt, Zweig, Schlichter, & Andrews, 2000). The effects of coordination for child abuse cases are better known than for other family violence. In a study of cases known to child protective services (CPS), cases in communities with Children's Advocacy Centers, a multi-agency coordination model, were more likely to involve police than cases in comparison communities (Cross, Jones, Walsh, Simone, & Kolko,

2007). In another cohort of families known to CPS, rates of police contact were high and associated with greater service referral and higher rates of allegations deemed "credible" (Cross, Finkelhor, & Ormrod, 2005). However, it is not known if families who have contact with one agency are more likely to have contact with other agencies in unselected community samples. One key unanswered question is whether any actions by first responders (police) are associated with more provider contact.

### *Best Practices and Outcomes*

Most studies evaluate entire programs or even entire agencies. Little research attempts to "unpack" intervention and explore which elements are most associated with desired outcomes (Hamby & Grych, 2013a, 2013b). No single outcome should be deemed "best." In particular, separation should not be considered the only desirable outcome for family violence (Hamby, 2014). Nonetheless, physical separation to promote safety remains a primary goal of many family violence services. Existing data provide little insight into which specific interventions are associated with a greater likelihood of separation.

### *Purpose and Research Questions*

This study is designed to address gaps in the literature by providing the first nationally representative data on interventions for family violence involving exposure to children. Our community-based sampling frame allows us to compare cases receiving intervention to other cases on several markers of severity. We also examine which best practices are associated with arrest, advocate contact, and victim-perpetrator separation, using best practices from Stover and colleagues' work that focus on widely used practices, such as referrals and safety planning, that can be implemented by both police and advocates (Stover, et al., 2010). Based on Zweig and Burt (2003), we hypothesize that more severe incidents are more likely to lead to arrest and more

use of police best practices will be associated with increased likelihood of arrest. Coordinated service models (e.g., Shepard & Pence, 1999; Stover, 2012) are predicated on the idea that coordination and referrals across agencies will facilitate helpseeking and so we also hypothesize that police best practices will be associated with increased advocate contact. We also hypothesize that more severe incidents will be associated with higher intervention rates. Finally, we hypothesize that obstacles to helpseeking will be associated with lower intervention rates. These data have the potential to be highly policy-relevant, because actions by police and advocates can potentially be changed and more readily governed by policy than acts of victims or perpetrators.

## Method

### *Participants*

The National Survey of Children's Exposure to Violence II (NatSCEV II) represents the experiences of a national cohort of 4,503 youth ages 1 month to 17 years of age in 2011 (children aged 1 month to 9 years are represented by caregiver interviews; see procedure). Of these 4503 youth, respondents indicated that 561 witnessed family violence within the two years preceding the interview (2-year prevalence rate of 12.4%) and hence met the inclusion criteria for an additional interview on interventions. Of these 561, 517 (92%) agreed to participate in the follow-up interview and comprise the sample that is the focus of these analyses. The form of exposure was 76% eyewitness, 21% heard the violence (but did not see it), and 3% saw the injuries from the violence.

The youth in this sample of 517 were 54.6% male and 45.4% female. Their average age was 9.34 years (SD 5.17). This included 28.7% of children aged 1 month to 5 years, 21.2% who were 6 to 9 years old, 19.9% who were 10 to 13 years old, and 30.3% who were 14 to 17 years old at the time of the interview. The sample was 53.5% non-Latino White, 20% non-Latino

Black, 15.9% Latino (any race), and 10.7% of other races. More than a quarter (28.1%) of families had annual household incomes under \$20,000, 30.3% had incomes of \$20,000-\$49,999, 17.5% had incomes ranging from \$50,000-\$74,999, and 24% had incomes over \$75,000.

### *Procedure*

Study interviews were conducted over the phone by employees of an experienced survey research firm. Telephone interviewing is a cost-effective method (McAuliffe, Geller, LaBrie, Paletz, & Fournier, 1998) that has been demonstrated to be comparable to in-person interviews in data quality, even for sensitive topics (Acierno, Resnick, Kilpatrick, & Stark-Riemer, 2003; Bajos, Spira, Ducot, & Messiah, 1992; Bermack, 1989; Pruchno & Hayden, 2000). Respondents appear to perceive telephone interviews as more anonymous, less intimidating, and more private than in-person modes and may encourage disclosure (Acierno, et al., 2003; Taylor, 2002).

The primary foundation of the design was a nationwide sampling frame of residential telephone numbers from which a sample of telephone households was drawn by random digit dialing (RDD). Two additional samples were obtained to represent the growing number of households that rely entirely or mostly on cell-phones: a small national sample of cellular telephone numbers drawn from RDD (N=31), and an Address-Based Sample (ABS) (N=750). The ABS sample started with a national sample of addresses from the Postal Delivery Sequence File who were mailed a one-page questionnaire. The ABS sample was drawn from returned questionnaires from households with children 17 years and younger, which were re-contacted by interviewers. Approximately half of eligible ABS households were cell-phone-only households and thus represented an effective way of including households without landlines in our sample.

A short interview was conducted with an adult caregiver to obtain family demographic information. One child was then randomly selected from all eligible children in a household by

selecting the child with the most recent birthday. If the selected child was 10-17 years old, the main telephone interview was conducted with the child (50.1% of the sample). If the selected child was under age 10, the interview was conducted with the caregiver who “is most familiar with the child’s daily routine and experiences.” Respondents were promised confidentiality, and were paid \$20 for their participation. The interviews, averaging 55 minutes in length, were conducted in either English or Spanish. Respondents who disclosed a situation of serious threat or ongoing victimization were re-contacted by a clinical member of the research team, trained in telephone crisis counseling, whose responsibility was to stay in contact with the respondent until the situation was appropriately addressed locally. All procedures were authorized by the Institutional Review Board of the University of New Hampshire.

The average cooperation and response rates of the full nationally representative sample of 4503 were 52.7 percent and 40.4 percent, respectively. As previously mentioned, of the 561 who reported family violence in the last 2 years, 92% (517) participated in this follow-up. These are relatively good rates by current survey research standards (Babbie, 2007; Keeter, Kennedy, Dimock, Best, & Craighill, 2006; Kohut, Keeter, Doherty, Dimock, & Christian, 2012) given the steady declines in response rates over the last three decades and the particular marked drop in recent years (Curtin, Presser, & Singer, 2005; Keeter, et al., 2006; Singer, 2006). Although the potential for response bias remains an important consideration, several studies have shown no meaningful association between response rates and response bias.(Curtin, Presser, & Singer, 2000; Groves, 2006; Keeter, Miller, Kohut, Groves, & Presser, 2000; Merkle & Edelman, 2002). Households where the entire interview was completed were demographically similar to partial interviews on most characteristics, including child age, race, and gender; however partial interviews were more likely to occur in two-parent households, households that did not receive

financial aid, and households where the caregiver did not have a college degree. As noted above, the 561 respondents who indicated that the target youth was exposed to family violence in the previous two years were invited to participate in an additional interview. The 517 who agreed (92% of those eligible) were paid an additional \$20 stipend for this second interview conducted soon after the initial one. Because some youth had been exposed to multiple incidents, incidents with police contact were prioritized to be the focus of the follow-up family violence interview. If no incidents involved police contact or if multiple incidents involved police contact, then the most recent incident was selected for the additional interview.

### *Measurement*

*Exposure to Family Violence.* NatSCEV II utilized the Juvenile Victimization Questionnaire (JVQ), which asks about 54 childhood victimizations (Finkelhor, Hamby, Ormrod, & Turner, 2005; Hamby, Finkelhor, Ormrod, & Turner, 2004). See Finkelhor et al., 2009 or <http://www.unh.edu/ccrc/jvq/> for exact wording of the full JVQ. The JVQ uses behavioral operationalizations of victimization, consistent with current best practice guidelines and evidence indicating this produces the best reports (Hamby & Finkelhor, 2001; Hamby & Gray-Little, 2000; Jaquier & Fisher, 2009). Test-retest reliability and construct validity of the JVQ were established in a previous national sample (Finkelhor, et al., 2005). Construct validity was demonstrated with significant, moderate correlations with trauma symptoms and test-retest reliability showed an average kappa of .59 with 95% percent agreement across administrations, which indicate substantial reliability especially given the very low base rate for some items. Reliability and validity were similar for caregiver and youth respondents and a detailed inspection of reports for 9 year olds (caregiver interviews) and 10-year-olds (youth interviews) revealed no major discontinuities (Finkelhor, et al., 2005). This has also been found in the

current sample (Finkelhor, Vanderminden, Turner, & Hamby, 2014). Rates of exposure to family violence were stable across our 2008 (NatSCEV I) and 2011 national cohorts (Finkelhor, Turner, Shattuck, & Hamby, 2013), providing another indication of measurement reliability.

Eight JVQ items ask about exposure to family violence, including physical IPV, nonphysical IPV, and other family violence. Exposure to physical IPV incidents was assessed with four questions: "At any time in your life, did you SEE a parent get pushed, slapped, hit, punched, or beat up by another parent, or their boyfriend or girlfriend?"; "At any time in your life, did one of your parents get pushed by another parent?"; "At any time in your life, did one of your parents get hit or slapped by another parent?"; "At any time in your life, did one of your parents get kicked, choked, or beat up by another parent?" "Parent" was defined to include not only parents and step-parents, but any intimate partner of a parent (cohabiting or not) or anyone in a regular caregiving role. Exposure to nonphysical IPV was assessed with two questions: "At any time in your life, did one of your parents threaten to hurt another parent and it seemed they might really get hurt?"; "At any time in your life, did one of your parents, because of an argument, break or ruin anything belonging to another parent, punch the wall, or throw something?" Exposure to other types of family violence was also assessed with two questions: "At any time in your life, did you SEE a parent hit, beat, kick, or physically hurt your brothers or sisters, not including a spanking on the bottom?"; "Now we want to ask you about fights between any grown-ups and teens, not just between your parents. At any time in your life, did any grown-up or teen who lives with you push, hit, or beat up someone else who lives with you, like a parent, brother, grandparent, or other relative?" Standardized follow-up questions for each JVQ screener item gathered additional information, including whether the incident was known to police and whether the victim was injured. More than half (53.2%) of the incidents in this sample

involved physical IPV, 30.7% involved reports of non-physical IPV (threats and displaced aggression), and 16.1% involved violence between other adult and/or teen household members.

*Law enforcement contact, advocate contact and criminal justice disposition.* The JVQ follow-up for police contact reads, "Do any of these people know about what happened? A police officer or other law enforcement official?" Questions on other criminal justice actions, including filing charges, conviction, and jail time, and perceptions by families about police action, were taken from the National Violence Against Women Survey (NVAWS; Tjaden, 1996; Tjaden & Thoennes, 2000) to enhance continuity with prior research. See Tables 2 and 3 for descriptions of items. Advocate contact was also from NVAWS and included contact with a crisis center, battered woman's shelter, domestic violence advocate or counselor.

*Incident severity.* Five items from the UCLA PTSD Index for DSM-IV, Child version Revision 1 assessed fear that a serious injury would occur and incidence of serious injury to victim and youth. Description of the items is in Table 1. Construct and convergent validity and internal consistency have been established across several versions of this instrument involving numerous populations (Steinberg, Brymer, Decker, & Pynoos, 2004). To standardize items across youth and caregiver interviews, the same version of the items was used except for pronouns ("you" or "your child").

*Best practices by law enforcement and advocates.* Ten items from the Police Services Questionnaire (Stover, Berkman, & Gill, 2006) were used with caregivers to assess best practices by police and advocates. These were asked only for incidents with provider contact. Sample items are "Did they explain protective orders or other court procedures" and "Help you create a safety plan." Brief descriptions of all 10 items are in Table 3. The construct validity of these questions have been demonstrated through Stover and colleagues' work evaluating police-

advocacy partnerships (Stover, 2012; Stover, et al., 2010). These best practices were also selected because they are some of the most commonly provided services in the country and are well-established services (Hamby, 2014; Macy, et al., 2009; National Network to End Domestic Violence, 2012). Finally, these items are designed to emphasize services that can be provided by any provider (unlike, for example, court accompaniment, which is seldom provided by police). Alpha was .89 for police best practices and .86 for counselor best practices.

*Obstacles to helpseeking.* These were also taken from the Police Services Questionnaire (Stover, et al., 2006). Caregivers were asked 14 questions about various possible obstacles to helpseeking, such as "You fear, dislike, or distrust professionals, such as police, counselors, or doctors" and "You've had a previous bad experience with professionals," and "You are concerned about the cost of getting help." We simplified the language of a few items. See Table 7 for brief descriptions of all items. Response categories were very true, a little true, not at all true. The first two response categories were combined in analyses. Potential obstacles were asked in all caregiver interviews, regardless of what helpseeking had taken place. Alpha was .77.

*Victim-perpetrator separation after incident.* Questions about whether the victim or perpetrator left or moved after the incident were adapted from NVAWS (Tjaden, 1996; Tjaden & Thoennes, 1998). The question stated "Did [victim] or [perpetrator] leave or move to a new place after the incident we have been talking about? (When I say leave, I mean for a day or more)?" The identity of the victim and perpetrator were filled in (for example, mother, father) from earlier items.

#### *Data Analysis Weighting*

The survey weighting plan was a multi-stage sequential process of weighting the sample to correct for study design and demographic variations in non-response. Specifically, weights

were applied to adjust for (1) differing probabilities of household selection based on sampling frames; (2) variations in within-household selection resulting from different numbers of eligible children across households; and (3) differences in sample proportions according to gender, age, race/ethnicity, income, census region, number in household, and phone status (cell only, mostly cell, other) relative to the 2010 American Community Survey Public Use Microdata Sample.

## Results

### *Incident Characteristics & Associations with Police and Advocate/Counselor Contact*

Supporting the classification of law enforcement as first responders, respondents indicated that 85% of police reports were made within 24 hours of the incident and 97% within one week. Respondents reported that when police responded, they did so within an hour in 98% of cases and in less than 15 minutes in 58%.

Several indicators of incident severity, in terms of danger to both the victim of the attack and the exposed youth, are presented in **Table 1**. Table 1 also shows the association of these severity indicators with police and counselor contact. Several features deserve note. One, many of these incidents were severe and frightening to youth. Half of those exposed to physical assault among other family members said it was their most frightening experience ever and more than a quarter feared for their own safety. More than 1 in 3 incidents resulted in physical injury to another family member. However, despite high levels of most markers of severity, injury to the child witness was unusual, occurring in 1 in 75 incidents. Finally, for the most part more severe incidents were more likely to lead to police and advocate contact.

### *The Association of Arrest and Incident Severity*

Once police were contacted, the decision to arrest was only modestly associated with severity, with only victims receiving medical attention for injury and whether the episode was

one of the scariest ever to the exposed child approaching significance (see **Table 1**). Looked at from the other conditional, 53% (49 of 92) of cases that involved both an injury and a report to the police did not lead to an arrest. Even 42% (14 of 33) of cases known to police that involved injuries severe enough to require medical care did not result in arrest. Although injury to child witnesses was rare in our sample, the only cases where a child was injured did not lead to arrest.

#### *The Association of Arrest with Perceptions of the Police Response*

Cases that were reported to the police but did not result in arrest were generally perceived more negatively (see **Table 2**). Almost 1 in 3 respondents describing cases where no arrest occurred had nonetheless wanted the perpetrator arrested. Significantly higher numbers were also dissatisfied with the investigation when no arrest was made. Desire for arrest was the most common unmet service reported, higher than a wish for a more thorough investigation or a more supportive attitude. In contrast, when arrest occurred, most respondents reported that the police did not need to do anything else to help.

#### *The Path through the Criminal Justice System*

**Table 3** provides information about the path these child witness cases took through the criminal justice system, from reporting to the police, whether arrest occurred, and beyond. The table shows each action as a percentage of all cases, as a percentage of just cases known to police, and as a percentage of the immediately preceding category (e.g., charges filed as a percentage of arrests). As seen in Table 3, there was marked attrition at every stage of the criminal justice system. The largest attrition occurred from the fact that most cases were never reported to law enforcement. However, there was substantial attrition at every other step. Only about half of incidents leading to in-person officer contact led to an arrest. Some of the largest attrition occurred in the courts. Even among cases that had criminal charges were filed, fewer

than half were convicted or pled guilty. Only about 3 in 5 of those deemed guilty served any jail time. Of the original 517 cases of family violence, only 10 perpetrators (less than 2%) served any jail time.

#### *Best Practices during Police & Advocate Contact*

Ten indicators of best practices were asked of all caregivers who interacted with police (30.6% of all caregiver respondents) or advocates (23%). Every best practice was reported by at least some respondents (see **Table 4**). The rates for advocates were uniformly higher than for police. Note, however, that these reports were not all made by the same respondents, because some respondents only had contact with advocates or police, not both.

#### *Police Best Practices and Arrest*

In contrast with the mixed findings regarding incident severity, showing most indicators of severity were not associated with arrest, eight of ten best practices were significantly associated with arrest and one additional best practice approached significance. For cases that led to arrest, respondents reported that almost 9 out of 10 (85.7%) of those officers also engaged in at least 6 best practices, but for cases that did not lead to arrest, fewer than half of the officers offered that level of exemplary service (see **Table 5**).

#### *Police Best Practices & Advocate Contact*

Counter to hypothesis, advocate contact was lower when police engaged in some best practices (**Table 5**). Respondents who reported that police talked about effects of violence on youth and explained protective orders or court procedures were less likely to report advocate contact. When police helped with safety planning, respondents also reported a somewhat lower likelihood of advocate contact that approached significance. In fact, although the difference was not always significant, that was the direction of effect for every police best practice.

### *Police & Advocate Best Practices and Victim-Perpetrator Separation*

Some police and advocate best practices were associated with a greater likelihood of victim-perpetrator separation, either because the victim or the perpetrator left the residence after the incident (see **Table 6**). Being provided information about shelter and the courts was significantly associated with victim-perpetrator separation, whereas most other services, including safety planning and child-focused information, were not. For police, follow-up after the initial contact was also associated with higher rates of victims moving out and so were 6 or more best practices.

### *Obstacles to Help-seeking*

Caregivers were asked about 14 potential obstacles to help-seeking. The most common obstacle was previous bad experiences with help-seeking, reported by 2 of 5 caregivers. Fear of police and counselors were reported by nearly one in three caregivers (see **Table 7**). Cost of help-seeking was the second most common obstacle. Lacking information, too busy, difficulty disclosing, and concerns about what others might think were also fairly frequently endorsed.

The association of obstacles with service contact was contrary to hypothesis. In general, many common obstacles were not associated with service contact. However, police were *more* likely to be contacted when some obstacles were present, including lack of transportation, child refusing to seek treatment, and language barriers, which could reflect that police were seen as ways of solving some problems. These results are also in Table 7.

## Discussion

The key findings of this nationally representative snapshot of interventions for family violence incidents known to children are: 1) Many providers engage in best practices, but there are still many who do not; 2) Best practices were more consistently associated with arrest than

incident severity, suggesting the importance of police training; 3) There remains substantial attrition in the criminal justice response to domestic violence; 4) Unexpectedly, higher rates of police best practices were associated with lower likelihood of advocate contact; 5) Unexpectedly, some help-seeking obstacles, such as lack of transportation, increased the likelihood of police contact and were generally not associated with advocate contact; and 6) Information about court procedures, housing, and other service availability were significantly associated with victim-perpetrator separation, whereas safety planning and a variety of other interventions were not.

### *A Glass Half Empty or Half Full?*

There is good news and bad news in these data. The good news is that many best practices were very common even in this unselected community sample, from communities all across the country and where providers were not aware that their services would be described in a research project. Advocates especially consistently provide best practices—4 out of 5 (79.6%) provided 6 or more from our list of 10 best practices. The correlation of many police best practices with arrest hints at the possibility that training could be one path to improving criminal justice responses. Our findings are consistent with other data on the association of arrest with the use of widely acknowledged best practices such as referral and safety planning (Stover, et al., 2010; Zweig & Burt, 2003). However, these national rates also indicate far from universal implementation and are lower than has been found for exemplary programs such as the police-advocacy partnership studied by Stover and colleagues.

### *An Unusual Path through the Criminal Justice System?*

These data also provide information on what happens after police are called. We want to emphasize that we do not think that a criminal justice response is needed or would be optimal for all 517 family violence cases. Although the injury rates and other markers of severity are very

high—more than twice as high as found in nationally representative studies that include adults without minor children (Black et al., 2011)—these cases represent a range of incidents. It is impossible to collect in a national survey all of the information that victims, family members, and police officers have available at the scene. Other interventions, including informal responses by family members or loved ones, are likely adequate for some incidents. However, we are concerned about the extensive case loss at every stage of the system. We are not suggesting that all 517 offenders deserve some jail time, but it seems possible that more than 10 do. Further, the substantial post-arrest attrition offers a compelling hypothesis for the modest deterrent effects of arrest (Iyengar, 2009; Sherman & Berk, 1984). The deterring effect of arrest may be greatly diminished if arrest seldom leads to conviction or jail.

How do we get from 517 to 10? There is no one answer to this question. In our data, there is not just one crack in the system, there are many which lead to a 2% incarceration rate. It is widely known that many incidents are not reported to the police. These data suggest that this is even true in incidents involving children's exposure—rates of reporting to police in this sample are similar to those found in other studies (Tjaden & Thoennes, 2000). Substantial attrition also occurs at every level of the criminal justice system. According to these data, about 1 in 5 incidents reported to police do not receive any in-person investigation by law enforcement. Little prior data exists on this "crack" and identifying this source of attrition is a benefit of a community sample. Arrest is unlikely when reports are not investigated in person by officers. Despite the presence of pro-arrest and mandatory arrest laws in most U.S. jurisdictions and probable cause permitted as grounds for arrest across the U.S. (American Bar Association, 2011), many perpetrators were not arrested. Felson and colleagues have shown that arrest is less likely for intimate partner than other violence (Felson & Ackerman, 2001; Felson & Pare, 2007).

The cracks continue at every level. Arrested perpetrators are not charged, charged perpetrators are not convicted, and convicted perpetrators do not serve time in prison or jail. The focus in the field has often been on police actions, but these and other data indicate that considerable attrition comes from other levels of the criminal justice system. In fact, this is where our data are most discrepant from the handling of other violent crimes. Maxwell and colleagues' analysis of populous U.S. counties (2012), for example, found that arrest charges were maintained in 58% of violent crime cases (assault, robbery, homicide, or sexual assault), roughly similar to our findings (they used a stricter definition of charge maintenance). However, 59% of those arrested were eventually found guilty (through conviction or plea bargain) in their data, compared to only 26% in our sample. Among those found guilty in the Maxwell study, 77% were sentenced to incarceration, compared to 63% in our sample. Garner and Maxwell's review (2009) indicated that criminal charges are typically filed in about 1/3 of cases known to police for violent crimes, similar to our rate, although our rate of convictions once charges were filed is somewhat lower than theirs. These higher rates of attrition in the courts contribute to the extremely low rate of cases—2%—leading to jail time.

#### *Factors Associated With Multiple Provider Contact*

We still know little about many family violence services (Hamby, 2014; Macy, et al., 2009). Some results were the opposite of what we hypothesized—best practices by the police were, if anything, associated with a lower likelihood of advocate contact. This is different than other available information, mostly from studies of child abuse cases known to CPS, which found more police involvement was associated with more services of other types and with more coordination among agencies (Cross, et al., 2005; Cross, et al., 2007). Although we can only speculate as to the reasons why, we propose that families may not need services from multiple

providers if their needs are met during the first intervention. This would be analogous to the way people seek medical treatment. Someone is likely to seek additional medical care only if the first provider did not meet their needs, either through poor service or because the first provider, typically a general practitioner, identified a problem more serious than can be handled in a general clinic. Cases known to CPS probably primarily belong to the set of serious cases that require more intense and specialized intervention and thus would show a different result than this community sample. This shows the importance of collecting community data to complement data on agency-involved cases, despite the challenges of identifying cases in unselected community samples. The field might benefit from a more intentional organization of services that included something akin to medical-style triage.

#### *What Exactly Do Helpseeking Obstacles Interfere With?*

Another unexpected finding was that factors that are traditionally considered obstacles to helpseeking (Hamby, 2014) do not necessarily deter helpseeking. Instead, certain obstacles seemed to shift helpseeking to police versus other interventions. Police services have characteristics that are unique or at least rare in today's service climate. They will go to your home no matter the hour of day or night and so lack of transportation, a barrier to many services, is not a barrier to calling the police. Police can arrest someone regardless of whether they speak the language of the perpetrator or the victim, but most other services require a common language between provider and client. More than  $\frac{3}{4}$  of the individuals reporting language barriers had sought police intervention and 0% had advocate contact, a striking difference. Eight of 14 obstacles were significantly associated with the likelihood of police contact and for six of them, the presence of the obstacle made police contact *more* likely. In contrast, few obstacles affected advocate contact and the direction of effect was more mixed. Another medical analogy seems *a*

*propos* here. These findings seem similar to the way that some families use emergency departments for routine medical care because they do not have reliable access to outpatient health care. When helpseeking obstacles make people turn to emergency services, this can burden emergency systems and also lead to a lower overall quality of care, because emergency systems may not be best suited to meet their needs.

### *Limitations*

As with any study, the results should be considered in the context of the limitations of the data. These are self-report data from caregivers, or in the case of some variables, such as arrest, caregivers and youth. Caregiver perceptions about best practices and obstacles may differ from the perceptions of police and advocates. Future efforts to include multiple informants or alternative data sources would be valuable. Time limitations prevented us from asking details about more than one incident. Some especially high-risk families may not be easily recruited into surveys. Although using a large nationally representative sampling frame allowed us to compare cases that did and did not have contact with law enforcement or providers, this also led to fairly small sample sizes for some analyses because these interventions are still relatively rare in the population. The use of an anonymous nationally representative sampling frame also prevented us from accessing corresponding police records to the incidents reported here. While acknowledging these limitations, we note that these data provide some of the most detailed available information on family violence intervention practices in the U.S. and provide data not readily available in most police records, such as the high percentage of reports to the police that the police did not respond to with an in-person investigation.

### *Research Implications*

There is a great need for more research on the actual interventions that occur following helpseeking and especially on which interventions are most helpful. Existing research has focused more on the process of helpseeking by victims or demographic correlates of police and other intervention. Program evaluations are another important line of research, but often they are conducted on some of the best and most resource-rich programs in the county and do not necessarily represent the usual standard of care. We know comparatively little about what typically happens and what impact different services have. Lack of data on exposed youth is part of a broader lack of information on bystander involvement in violence (Banyard, 2011, 2013). The unexpected findings here—that best practices by one provider may lower the likelihood of contact with other providers and that some obstacles may shift helpseeking to police rather than depress helpseeking overall—need replication and further study. Future research could examine the effects of state policies on arrest and other practices. Future work could also explore police reactions to low conviction rates following arrest. Future research could examine the reasons for use or failure to use police best practices and obstacles to police interviews with children. Future program evaluations could determine whether some service-delivery models increase the likelihood that victims will connect with victim advocates and intervention services and identify which families are most in need of these services. Time and resource limitations prevented us from asking about more than one incident, but it would also be useful to track the trajectory of families' contact with police and advocacy services across all domestic violence incidents that have occurred in future studies.

*Clinical and Policy Implications: Which Are the Best "Best Practices"?*

One contribution of these data is that they focus on malleable, relatively simple and easily learned practices. We need more evidence-based policy and these data are steps toward identifying the most effective family violence interventions. More police training in family violence seems warranted, especially addressing the needs of children. Explaining orders of protection and other court procedures, providing information about shelter and alternative housing, and connecting families with other services were consistently associated with outcomes such as victim-perpetrator separation and arrest. Many other practices were not, including safety planning. Providing 6 or more best practices was also associated with many outcomes, especially when police provided that exemplary level of service. New approaches to safety planning, such as the Victim Inventory of Goals Options and Risks (the VIGOR, Hamby, 2014), should be considered. We also need to explore more ways of reaching families beyond traditional law enforcement and advocacy services, both of which were accessed by a minority of families. Other options include websites, social media, text messages, and other avenues that could provide support and make the public more aware of available resources.

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Table 1

## Percentage with Police or Counselor Contact as a Function of 6 Severity Indicators

Severity Indicator	Severity Indicator Total Rate	Contact or Arrest When Severity Is:	
		High	Low
<i>Percentage of Incidents Leading to Police Contact as a Function of Incident Severity (25.2% of all 517 incidents led to a police report)</i>			
<b>Victim had any physical injury</b>	35.7%	49.5 ***	11.5
<b>Victim received any medical care</b>	11.8	55.0 ***	20.9
Child scared someone else would be hurt badly	53.4	33.7 ***	15.5
One of child's scariest experiences ever	38.2	42.0 ***	15.0
Child scared that he/she would be hurt badly	21.4	34.9 *	22.7
Someone else was "hurt badly"	13.0	30.3	24.6
Child was hurt badly	1.3	50.0	24.9
<i>Percentage of Incidents Leading to Advocate Contact as a Function of Incident Severity (14.9% of all 517 incidents led to advocate contact)</i>			
Victim had any physical injury		18.5 †	13.0
<b>Victim received any medical care</b>		28.3 **	13.3
<b>Child scared someone else would be hurt badly</b>		18.2 *	11.7
<b>One of child's scariest experiences ever</b>		19.6 *	12.1
Child scared that he/she would be hurt badly		20.9 †	13.5
Someone else was "hurt badly"		19.7	14.1
Child was hurt badly		14.3	15.0
<i>Percentage of Incidents Leading to Arrest as a Function of Incident Severity (46.9% of 130 cases known to police led to arrest)</i>			
Victim had any physical injury		46.7	47.4
Victim received any medical care		57.6 †	40.4
Child scared someone else would be hurt badly		43.5	55.3
One of child's scariest experiences ever		53.1 †	37.0
Child scared that he/she would be hurt badly		51.3	45.1
Someone else was "hurt badly"		55.0	45.5
Child was hurt badly		0.0	47.6

*Notes:* Items shown in bold are significantly associated with service contact. Total rate shows the percentage of entire sample that is positive for that severity indicator. For example, 35.7% of incidents involved a physical injury. For each severity indicator, the 2<sup>nd</sup> and 3<sup>rd</sup> columns show the percentage with provider contact (police or advocate) or arrest in the high severity versus low severity group. For example, 49.5% of cases involving victim physical injury were reported to the police versus 11.5% of incidents that did not involve an injured victim.

\*\*\*  $p < .001$ ; \*\*  $p < .01$ ; \*  $p < .05$ ; †  $p < .10$ .

Table 2  
Perceptions of Police By Whether Arrest Occurred For Incidents Reported to Police

Characteristic	Police Made Arrest (n=61)	No Arrest (n=69)
<i>Incidents Not Leading to Arrest Produced More Negative Views of Police Response</i>		
<b>Police did not need to do anything else to help</b> ***	72.1	37.1
<b>Police should have arrested perpetrator</b> ***	0.0	29.0
<b>Police should have followed through with investigation, services</b> *	3.3	12.9
Police should have been more supportive/taken event more seriously	9.8	11.4

Notes: Items shown in bold are significantly associated with arrest. These analyses limited to cases reported to police (n=130).

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

Table 3  
*Law Enforcement Disposition of Family Violence Incidents Involving Children*

	Number cases	% all cases	% known to police	% arrested	% previous disposition
All incidents	517				
Incidents known to police	130	25.1%	--	--	25.1%
Officer in-person contact	103	19.9	79.25%	--	79.2
Perpetrator arrested	61	11.8	46.9	--	59.2
Criminal charges filed	43	8.3	33.1	70.5%	70.5
Convicted/pled guilty	16	3.1	12.3	26.2	37.2
Sentenced to jail/prison	10	1.9	7.7	16.4	62.5

*Notes:* "% all cases" is the percent of all incidents. For example, the last line shows that 1.9% of all incidents led to incarceration. "% police know" is the percentage of incidents receiving a specific criminal justice intervention using the number to known to police as the base. For example, 7.7% of incidents reported to the police led to jail time. "% arrested" shows the attrition for cases that led to arrest. For example, 16.4% of cases with an arrest led to jail time. "% previous disposition" uses the immediately preceding line as the base and helps to illustrate where case attrition is occurring. For example, 62.5% of incidents that led to conviction also led to jail time. See text for more discussion.

Table 4  
Rates of Best Practices Following Family Violence by Police and Advocates

	Police (n = 79)	Advocates (n=59)
Described OP, court procedures	58.1%	66.0%
Helped feel safe	52.2	83.4
Gave information about services	49.0	78.2
Discussed effects on children	44.1	97.1
Assessed child's need	43.1	81.9
Helped make safety plan	38.7	76.5
Gave information on shelter/housing	34.1	58.5
Connected with other services	33.2	71.0
Followed-up after initial contact	22.6	71.0
Provided 911 phone or similar	13.1	33.6
6 or more best practices	31.8	79.6

*Notes:* OP = Order of protection or restraining order. Best practices questions asked of caregivers only and only for the subset of incidents that resulted in contact with police or victim service providers. Although the rates are uniformly higher for victim services providers, these differences cannot be tested statistically because these are not all the same cases (i.e., some had police contact but no victim service provider contact and vice versa).

Table 5  
Police Best Practices Associated with Arrest and Advocate Contact

Police Practice	Police Practice Reported Yes	Police Practice Reported No	Odds Ratio <sup>a</sup>	95% Confidence Interval
<i>Percentage of Incidents Leading to Arrest as a Function of Police Best Practices</i>				
<b>Police talked about effects of violence on youth</b>	87.1%	27.5%	3.35 ***	2.55-3.58
<b>Police explained protective orders or court procedures</b>	63.4	40.0	1.63 *	1.03-2.08
<b>Police helped increase feelings of safety</b>	80.6	27.3	3.09 ***	2.15-3.49
<b>Police helped create a safety plan</b>	84.6	35.7	2.34 ***	1.69-2.65
<b>Police gave information about specific services for child witnesses</b>	82.4	28.6	3.01 ***	2.15-3.36
<b>Police provided information about shelter/alternative housing</b>	83.3	40.0	2.11 **	1.47-2.38
Police provided emergency systems such as 911 cell phone	88.9	49.2	1.87 †	0.98-2.02
Police tried to find out if child witness needed help	56.7	51.3	1.13	0.66-1.54
<b>Police connected with other services (court, advocates, etc)</b>	70.8	44.7	1.68 *	1.07-2.03
<b>Police followed up with family after initial contact</b>	93.3	42.3	2.18 **	1.48-2.34
<b>6 or more best practices</b>	85.7	40.0	2.21 **	1.53-2.44
<i>Percentage of Incidents Leading to Advocate Contact as a Function of Police Best Practices</i>				
Made an arrest	23.3	27.1	0.87	0.45-1.49
<b>Talked about effects of violence on youth</b>	16.1	41.0	0.41 *	0.14-0.96
<b>Explained protective orders or court procedures</b>	17.5	46.7	0.38 *	0.15-0.84
Helped increase feelings of safety	22.2	39.4	0.53	0.19-1.16
Helped create a safety plan	18.5	38.1	0.51 †	0.18-1.14
Gave information about services for child witnesses	21.2	40.0	0.53	0.20-1.15
Provided information about shelter	25.0	34.8	0.71	0.26-1.50
Provided emergency systems such as 911 cell phone	11.1	33.9	0.30	0.03-1.54
Tried to find out if child witness needed help	23.3	35.0	0.20	0.28-1.40
Connected with other services (court, advocates, etc)	26.1	34.0	0.84	0.32-1.66
Followed up with family after initial contact	18.8	32.7	0.59	0.16-1.56
6 or more best practices	19.0	34.8	0.60	0.18-1.45

Notes: All odds ratios control for the presence of victim injury as an indicator of incident severity.

\*\*\*  $p < .001$ ; \*\*  $p < .01$ ; \*  $p < .05$ ; †  $p < .10$ ; <sup>ns</sup> =  $p > .10$ .

For question about arrest,  $n = 130$ . All other items about best practices are restricted to caregiver respondents with police contact ( $n = 71$ ).

<sup>a</sup> Odds ratio has the Zhang and Yu adjustment applied to provide a closer approximate for the true relative risk, in this case of the desired outcome of arrest given the occurrence of each police best practice.

Table 6  
Police & Advocate Best Practices Associated with Victim Leaving After Incident and Perpetrator Leaving After Incident

Best Practice	% Victim Left				% Perpetrator Left			
	If Police Did		If Advocate Did		If Police Did		If Advocate Did	
	Yes	No	Yes	No	Yes	No	Yes	No
Made an arrest	25.0	26.7	n/a	n/a	25.0	35.0	n/a	n/a
Talked about effects of violence on youth	25.8	18.7	38.0	0.0	25.8	42.1	14.3	50.0
<b>Explained protective orders or court procedures</b>	22.5	23.3	48.4 †	21.1	48.7 **	16.7	19.4	10.0
Helped increase feelings of safety	23.5	21.2	39.0	33.3	35.3	30.3	10.0 †	33.3
Helped create a safety plan	30.8	19.0	43.2	21.4	32.0	33.3	16.2	14.3
Gave information about services for child witnesses	24.2	20.6	30.8 †	58.3	29.4	36.4	15.8	15.4
<b>Provided information about shelter/housing</b>	34.8 †	15.9	59.3 **	13.0	33.3	31.8	18.5	12.5
<b>Provided emergency systems such as 911 cell phone</b>	33.3	20.7	75.0 **	23.7	22.2	34.5	7.7	18.4
Tried to find out if child witness needed help	33.3	17.5	39.0	30.0	17.2 *	43.6	15.0	20.0
<b>Connected with other services (court, advocates, etc)</b>	40.9 *	15.2	47.1 *	17.6	26.1	34.8	23.5 *	0.0
<b>Followed up with family after initial contact</b>	46.7 *	15.7	48.3	33.3	46.7	30.0	20.0	14.3
<b>6 or more best practices</b>	38.1 *	15.9	48.5	30.0	31.1	38.1	20.0	15.6

Notes:

\*\*\*  $p < .001$ ; \*\*  $p < .01$ ; \*  $p < .05$ ; †  $p < .10$ .

For question on arrest,  $n = 130$ . Caregivers with police contact were asked questions about police best practices,  $n = 71$ . Caregivers with advocate contact were asked about best advocate practices,  $n = 51$ . Practices in bold significantly increased the likelihood of separation following violence.

Table 7

*Rates of Obstacles to Helpseeking and Percentage with Police and Advocate Contact for Index Incident as a Function of Obstacles*

Obstacle	Total Rate	% Leading to Service Contact by Obstacles			
		Police		Advocate	
		Obstacle Present	Not	Obstacle Present	Not
Previous bad experience with professionals	40.3	30.8	30.5	25.0	21.4
Concerned about the cost of getting help	38.7	34.0	28.7	27.3	20.3
Fear, dislike, or distrust police, counselors, or doctors	29.9	39.9	28.7	19.5	24.9
Too busy to seek help or treatment	23.7	34.4	29.4	23.0	23.0
<b>Lack information about where to get help</b>	22.0	43.9 *	26.9	26.3	22.4
Difficulty talking about your own or your child's problems	21.9	37.5	28.9	14.3 †	25.4
<b>Concerned about what family and friends might think</b>	17.5	15.6 *	34.3	24.4	22.6
Needed services are not available near home	14.1	33.3	30.7	25.0	23.4
<b>Too much paperwork, hard to get an appointment, or waiting lists</b>	11.7	50.0 *	28.4	26.7	23.1
<b>Concerned would lose custody of child</b>	10.1	11.5 *	32.8	42.3 *	20.8
<b>Agency refused to help or take your case</b>	8.0	55.0 *	28.7	4.9 *	24.9
<b>Lack transportation or have no way to get to appointments</b>	7.7	68.4 ***	28.7	55.0 ***	20.6
<b>Child refuses to go to treatment</b>	5.1	76.9 ***	28.2	38.5	22.0
<b>Local professionals are not able to speak native language</b>	5.1	78.6 ***	27.9	0.0 *	24.2

Note: n = 258; these items asked in all caregiver interviews.

## **Section 2: Children's Exposure to Domestic Violence and Domestic Violence Services and Mental Health**

### Children's Perceptions of Police Contact and Mental Health

It is well-known that children's exposure to domestic violence is associated with increased psychological distress (Kitzmann, Gaylord, Holt, & Kenny, 2003). However, less is known about the incident characteristics that might be associated with higher levels of distress within the group of exposed victims. Even less is known whether there are any features of intervention by police or advocates that might be associated with higher or lower distress for child witnesses. These are key pieces of information for identifying the most at-risk children and for guiding future intervention efforts and future outcome evaluations. The National Survey of Children's Exposure to Violence provides a unique opportunity to explore some of these issues in a community sample of families where children have been exposed to family violence.

It is well-known that exposure to domestic violence is associated with post-traumatic and other mental health symptoms in children as well as all forms of child maltreatment (Hamby, Finkelhor, Turner, & Ormrod, 2010; Kitzmann, et al., 2003; Lang & Stover, 2008; Wolfe, Crooks, Lee, McIntyre-Smith, & Jaffe, 2003). Our earlier research also shows that exposure to family violence is distressingly common, with more than 1 in 9 (11%) youth exposed to some form of family violence in the past year and 1 in 4 (26%) over their full childhood (Hamby, Finkelhor, Turner, & Ormrod, 2011).

There is a surprising lack of information on police responses to child witnesses of domestic violence. This study will fill some of these gaps in the literature by providing the first nationally representative survey data on police responses to children who witness incidents of family violence and how this affects their immediate responses to the situation and their current mental health.

#### *Youth exposed to family violence and the service response*

More and more communities are starting to consider how police and victim service contact involves not only victims but children who are exposed to these events (Berkman & Esserman,

2004). Past research has shown that households where an arrest has occurred for domestic violence are more likely to have children, especially children under five, than the broader community (Fantuzzo, Boruch, Beriama, Atkins, & Marcus, 1997). As police as well as the general public have become more aware of the consequences of witnessing domestic violence for children, some local communities have started training programs or other efforts to increase the quality of services to children (see Berkman & Esserman, 2004 for a review). A number of recommendations regarding best practices for law enforcement and social service contact with children have been made (Baker & Jaffe, 2003; Baker, Jaffe, Berkowitz, & Berkman, 2002; Berkman & Esserman, 2004). These are based largely on the principles of community policing and victim advocacy. They include calmly restoring safety, assessing children's needs, and collaborating with other agencies to provide continuity of care to children in need.

#### *Existing data on services for family violence*

Most data on the interaction of the public with the police have focused on adults and have assessed either victim's or perpetrator's perceptions of police contact (e.g., Skogan, 2006). Regarding domestic violence, a few nationally or regionally representative studies have examined the adult victims' perceptions of police and other justice system contact, and their satisfaction with the response (Caponera, 2007; Tjaden & Thoennes, 2000). These data suggest that only about a ¼ of domestic violence incidents are reported to the police and that beliefs that police cannot do anything for them are the main obstacle to help-seeking (Tjaden & Thoennes, 2000). The level of police reporting in these surveys is similar to our own findings; we found 26.5% of child-witnessed inter-parental violence was known to the police in NatSCEV I (Finkelhor, Ormrod, Turner, & Hamby, 2011). Unfortunately, most studies with youth tend to focus on the interactions of delinquent and at-risk youth with the police (e.g., Norman, 2009; Skogan, 2006). These usually focus on the potentially adversarial nature of police-youth contact and so may not generalize to the case of children exposed to family violence.

This study is designed to address this gap in the literature by providing the first nationally representative data on children's contact with police following incidents of family violence. We have assessed whether and how service providers addressed the needs of child witnesses. Given that our prior research has shown that this group has high level of exposure to other adversities, we seek to determine whether there are features of the incidents or the police response that have unique associations with current trauma.

## Method

### *Participants*

The National Survey of Children's Exposure to Violence II (NatSCEV II) represents the experiences of a national cohort of 4,503 youth ages 1 month to 17 years of age in 2011 (children aged 1 month to 9 years are represented by caregiver interviews; see procedure). Of these 4503 youth, respondents indicated that 561 witnessed family violence within the two years preceding the interview (2-year prevalence rate of 12.4%) and hence met the inclusion criteria for an additional interview on interventions. Of these 561, 517 (92%) agreed to participate in the follow-up interview and comprise the sample that is the focus of these analyses. The form of exposure was 76% eyewitness, 21% heard the violence (but did not see it), and 3% saw the injuries from the violence.

The youth in this sample of 517 were 54.6% male and 45.4% female. Their average age was 9.34 years (SD 5.17). This included 28.7% of children aged 1 month to 5 years, 21.2% who were 6 to 9 years old, 19.9% who were 10 to 13 years old, and 30.3% who were 14 to 17 years old at the time of the interview. The sample was 53.5% non-Latino White, 20% non-Latino Black, 15.9% Latino (any race), and 10.7% of other races. More than a quarter (28.1%) of families had annual household incomes under \$20,000, 30.3% had incomes of \$20,000-\$49,999, 17.5% had incomes ranging from \$50,000-\$74,999, and 24% had incomes over \$75,000.

### *Procedure*

Study interviews were conducted over the phone by employees of an experienced survey research firm. Telephone interviewing is a cost-effective method (McAuliffe, Geller, LaBrie, Paletz,

& Fournier, 1998) that has been demonstrated to be comparable to in-person interviews in data quality, even for sensitive topics (Acierno, Resnick, Kilpatrick, & Stark-Riemer, 2003; Bajos, Spira, Ducot, & Messiah, 1992; Bermack, 1989; Pruchno & Hayden, 2000). Respondents appear to perceive telephone interviews as more anonymous, less intimidating, and more private than in-person modes and may encourage disclosure (Acierno, et al., 2003; Taylor, 2002).

The primary foundation of the design was a nationwide sampling frame of residential telephone numbers from which a sample of telephone households was drawn by random digit dialing (RDD). Two additional samples were obtained to represent the growing number of households that rely entirely or mostly on cell-phones: a small national sample of cellular telephone numbers drawn from RDD (N=31), and an Address-Based Sample (ABS) (N=750). The ABS sample started with a national sample of addresses from the Postal Delivery Sequence File who were mailed a one-page questionnaire. The ABS sample was drawn from returned questionnaires from households with children 17 years and younger, which were re-contacted by interviewers. Approximately half of eligible ABS households were cell-phone-only households and thus represented an effective way of including households without landlines in our sample.

A short interview was conducted with an adult caregiver to obtain family demographic information. One child was then randomly selected from all eligible children in a household by selecting the child with the most recent birthday. If the selected child was 10-17 years old, the main telephone interview was conducted with the child (50.1% of the sample). If the selected child was under age 10, the interview was conducted with the caregiver who “is most familiar with the child’s daily routine and experiences.” Respondents were promised confidentiality, and were paid \$20 for their participation. The interviews, averaging 55 minutes in length, were conducted in either English or Spanish. Respondents who disclosed a situation of serious threat or ongoing victimization were re-contacted by a clinical member of the research team, trained in telephone crisis counseling, whose responsibility was to stay in contact with the respondent until the situation was appropriately

addressed locally. All procedures were authorized by the Institutional Review Board of the University of New Hampshire.

The average cooperation and response rates were 52.7 percent and 40.4 percent, respectively. These are relatively good rates by current survey research standards (Babbie, 2007; Keeter, Kennedy, Dimock, Best, & Craighill, 2006; Kohut, Keeter, Doherty, Dimock, & Christian, 2012) given the steady declines in response rates over the last three decades and the particular marked drop in recent years (Curtin, Presser, & Singer, 2005; Keeter, et al., 2006; Singer, 2006). Although the potential for response bias remains an important consideration, several studies have shown no meaningful association between response rates and response bias.(Curtin, Presser, & Singer, 2000; Groves, 2006; Keeter, Miller, Kohut, Groves, & Presser, 2000; Merkle & Edelman, 2002). Households where the entire interview was completed were demographically similar to partial interviews on most characteristics, including child age, race, and gender; however partial interviews were more likely to occur in two-parent households, households that did not receive financial aid, and households where the caregiver did not have a college degree. As noted above, the 561 respondents who indicated that the target youth was exposed to family violence in the previous two years were invited to participate in an additional interview. The 517 who agreed (92% of those eligible) were paid an additional \$20 stipend for this second interview conducted soon after the initial one. Because some youth had been exposed to multiple incidents, incidents with police contact were prioritized to be the focus of the follow-up family violence interview. If no incidents involved police contact or if multiple incidents involved police contact, then the most recent incident was selected for the additional interview.

### *Measurement*

*Exposure to Family Violence.* NatSCEV II utilized the Juvenile Victimization Questionnaire (JVQ), which asks about 54 childhood victimizations (Finkelhor, Hamby, Ormrod, & Turner, 2005; Hamby, Finkelhor, Ormrod, & Turner, 2004). See Finkelhor et al., 2009 or <http://www.unh.edu/ccrc/jvq/> for exact wording of the full JVQ. The JVQ uses behavioral

operationalizations of victimization, consistent with current best practice guidelines and evidence indicating this produces the best reports (Hamby & Finkelhor, 2001; Hamby & Gray-Little, 2000; Jaquier & Fisher, 2009). Test-retest reliability and construct validity of the JVQ were established in a previous national sample (Finkelhor, et al., 2005). Construct validity was demonstrated with significant, moderate correlations with trauma symptoms and test-retest reliability showed an average kappa of .59 with 95% percent agreement across administrations, which indicate substantial reliability especially given the very low base rate for some items. Reliability and validity were similar for caregiver and youth respondents and a detailed inspection of reports for 9 year olds (caregiver interviews) and 10-year-olds (youth interviews) revealed no major discontinuities (Finkelhor, et al., 2005). This has also been found in the current sample (Finkelhor, Vanderminden, Turner, & Hamby, 2014). Rates of exposure to family violence were stable across our 2008 (NatSCEV I) and 2011 national cohorts (Finkelhor, Turner, Shattuck, & Hamby, 2013), providing another indication of measurement reliability.

Eight JVQ items ask about exposure to family violence, including physical IPV, nonphysical IPV, and other family violence. Exposure to physical IPV incidents was assessed with four questions: "At any time in your life, did you SEE a parent get pushed, slapped, hit, punched, or beat up by another parent, or their boyfriend or girlfriend?"; "At any time in your life, did one of your parents get pushed by another parent?"; "At any time in your life, did one of your parents get hit or slapped by another parent?"; "At any time in your life, did one of your parents get kicked, choked, or beat up by another parent?" "Parent" was defined to include not only parents and step-parents, but any intimate partner of a parent (cohabiting or not) or anyone in a regular caregiving role. Exposure to nonphysical IPV was assessed with two questions: "At any time in your life, did one of your parents threaten to hurt another parent and it seemed they might really get hurt?"; "At any time in your life, did one of your parents, because of an argument, break or ruin anything belonging to another parent, punch the wall, or throw something?" Exposure to other types of family violence was also assessed with two questions: "At any time in your life, did you SEE a parent hit, beat,

kick, or physically hurt your brothers or sisters, not including a spanking on the bottom?"; "Now we want to ask you about fights between any grown-ups and teens, not just between your parents. At any time in your life, did any grown-up or teen who lives with you push, hit, or beat up someone else who lives with you, like a parent, brother, grandparent, or other relative?" Standardized follow-up questions for each JVQ screener item gathered additional information, including whether the incident was known to police and whether the victim was injured. More than half (53.2%) of the incidents in this sample involved physical IPV, 30.7% involved reports of non-physical IPV (threats and displaced aggression), and 16.1% involved violence between other adult and/or teen household members.

*Incident severity.* Five items from the UCLA PTSD Index for DSM-IV, Child version Revision 1 assessed fear that a serious injury would occur and incidence of serious injury to victim and youth. Description of the items is in Table 1. Construct and convergent validity and internal consistency have been established across several versions of this instrument involving numerous populations (Steinberg, Brymer, Decker, & Pynoos, 2004). To standardize items across youth and caregiver interviews, the same version of the items was used except for pronouns ("you" or "your child").

*Perceptions of police contact, best practices, and obstacles to helpseeking.* Six items from the Police Services Questionnaire (Stover, Berkman, & Gill, 2006) asked about whether youth found the police helpful, made them feel safer, spoke to them, explained what was happening, and whether they would call the police again. A sample item is "Did the police talk to you when they came to your house, or just to your parents?" Response categories are yes/no. These items were asked of youth respondents (aged 10 to 17) about incidents with police contact.

*Law enforcement contact, advocate contact and criminal justice disposition.* The JVQ follow-up for police contact reads, "Do any of these people know about what happened? A police officer or other law enforcement official?" Questions on other criminal justice actions, including filing charges, conviction, and jail time, and perceptions by families about police action, were taken

from the National Violence Against Women Survey (NVAWS; Tjaden, 1996; Tjaden & Thoennes, 2000) to enhance continuity with prior research. See Tables 2 and 3 for descriptions of items.

Advocate contact was also from NVAWS and included contact with a crisis center, battered woman's shelter, domestic violence advocate or counselor.

*Best practices by law enforcement and advocates.* Ten items from the Police Services Questionnaire (Stover, Berkman, & Gill, 2006) were used with caregivers to assess best practices by police and advocates. These were asked only for incidents with provider contact. Sample items are "Did they explain protective orders or other court procedures" and "Help you create a safety plan." Brief descriptions of all 10 items are in Table 3. The construct validity of these questions have been demonstrated through Stover and colleagues' work evaluating police-advocacy partnerships (Stover, 2012; Stover, et al., 2010). These best practices were also selected because they are some of the most commonly provided services in the country and are well-established services (Hamby, 2014; Macy, et al., 2009; National Network to End Domestic Violence, 2012). Finally, these items are designed to emphasize services that can be provided by any provider (unlike, for example, court accompaniment, which is seldom provided by police). Alpha was .89 for police best practices and .86 for counselor best practices.

*Poly-victimization.* Consistent with earlier research on poly-victimization, a summary measure was constructed representing the total number of individual victimization types from all classes of victimization (the full JVQ) experienced by each child in the past year.

*Adverse life events.* Respondents were asked to report whether they had experienced any of several negative non-victimization life events in the past year (Turner and Butler 2003; Turner et al. 2006). A sum score was created that indicates how many of 9 possible events the adolescent had experienced. Events included: experienced a disaster such as a fire, tornado, or hurricane; involved in a "very bad accident" or had a "very bad illness;" someone close to the respondent was involved in a bad accident or suffered a bad illness; repeated a grade in school; a parent lost a job or was

unable to find work; and someone close to the respondent attempted suicide or died because of accident or illness.

*Trauma symptoms.* Trauma symptom scores were constructed from the anger, depression, anxiety, dissociation, and post-traumatic stress scales of two closely related measures: the Trauma Symptoms Checklist for Children (TSCC) (Briere, 1996), which was used with the 10-17 year-old self-report interviews, and the Trauma Symptom Checklist for Young Children (TSCYC) (Briere et al., 2001), used in the caregiver interviews for the 6-9 year-olds. For the purpose of this study the instruments were shortened for a total of 28 items in the TSCC and 25 items in the TSCYC. For both instruments, respondents are asked to indicate how often they (or their children) have experienced each symptom within the last month. Response options are on a 4-point scale from 1 (not at all) to 4 (very often). All item responses for the five scales together were summed to create an aggregate trauma symptom score. The TSCC and TSCYC have shown very good reliability and validity in both population-based and clinical samples (Briere, 1996; Briere et al., 2001). In this study, the alpha coefficient was .93 for the TSCC (25 items) and .87 for the TSCYC (28 items). Because the specific items of the two measures differed, a child trauma symptom score was created for the 6-9 year-olds and a youth trauma symptom score for the 10-17 year-olds. A unified trauma symptom score for all children 6 to 17 years of age in the sample was then constructed by merging the standardized trauma scores for each age group.

### *Data Analysis Weighting*

The weighting plan for the survey was a multi-stage sequential process of weighting the sample to correct for study design and demographic variations in non-response. Specifically, weights were applied to adjust for (1) differing probabilities of household selection based on sampling frames; (2) variations in within-household selection resulting from different numbers of eligible children across households; and (3) differences in sample proportions according to gender, age, race/ethnicity, income, census region, number of adults and children in household, and phone

status (cell only, mostly cell, other) relative to the 2010 American Community Survey Public Use Microdata Sample.

## Results

### *Youths' Interactions with Police*

As shown in **Table 1**, nearly half of the youth in the sample witnessed the arrest when one occurred. Police were viewed positively by the majority of youth aged 10 to 17 (caregivers were not asked these questions). Most children felt safer after the police came to the house, although a sizeable minority did not. Only approximately 1 in 4 youth said that police spoke to them directly when they responded to the family violence incident, although the response was overall very positive when they did.

### *Incident severity and current trauma symptoms*

We conducted analyses of covariance (ANCOVA) using the presence or absence of seven severity indicators as the independent variable and current (past month) child trauma symptoms as the dependent variable. We also entered child age, child sex, household income, poly-victimization score, and lifetime non-victimization adversities as covariates to test whether any incident characteristics of the family violence incident made unique contributions to current distress. Missing school due to the incident did have a significant association with current trauma symptoms. Unexpectedly, more distant events were associated with higher current trauma symptoms than more recent ones, raising the possibility of a delayed reaction. See **Table 2**. However, many severity indicators were not associated with higher current trauma symptoms at the time of the interview.

### *Criminal Justice Contact and Child Trauma Symptoms*

Analyses of covariance were also used to examine the effects of several criminal justice system interventions on youth's current psychological symptom profile. These analyses also controlled for child age, child sex, household income, poly-victimization score, and lifetime non-victimization adversities and in addition controlled incident for severity (victim injury). Other than

whether the incident was known to police, which was tested on the full sample, most of these can only be tested for the subset of cases with police contact. Of a variety of criminal justice actions and police best practices, only one, whether police responded in person when they were contacted, was significantly associated with lower trauma symptoms. See **Table 3**.

#### *Post-violence Housing Changes and Child Trauma Symptoms*

Children's current trauma symptoms were lowest when perpetrators left the house after the incident, followed by when no one moved out, and were highest when the victim moved out, after controlling for severity, child sex, child age, household income, poly-victimization and other adversities. The overall main effect for who moved out was significant, see **Table 4**. Post-hoc tests indicated that this effect was due to lower trauma symptoms for children when the perpetrator moved out, compared to the victim moving out or no one moving, which were not statistically different from each other. When children also moved out with whoever left, their trauma symptoms did not vary from other youth.

#### Discussion

These data indicate that there are a few aspects of specific incidents of family violence that can contribute to children's trauma symptoms. On the aggravating side, incidents that led to disruptions in their school attendance were especially traumatizing. On the minimizing side, an in-person response by police when they are called was associated with lower symptoms. Also on the minimizing side, youth had fewer current trauma symptoms when perpetrators moved out after family violence and their trauma symptoms were highest when victims moved out. Youth generally had a positive response to police interactions when they do occur, although regrettably among cases involving older youth cases asked about police interests reported to the police, only 1 in 4 youth said the police spoke directly to them. However, when police do interact with youth, most youth have favorable impressions of this contact.

### *Limitations*

As with any study, the results should be considered in the context of the limitations of the data. These are self-report data from caregivers, or in the case of some variables, such as arrest, caregivers and youth. Caregiver perceptions about best practices and obstacles may differ from the perceptions of police and advocates. Future efforts to include multiple informants or alternative data sources would be valuable. Time limitations prevented us from asking details about more than one incident. Some especially high-risk families may not be easily recruited into surveys. Although using a large nationally representative sampling frame allowed us to compare cases that did and did not have contact with law enforcement or providers, this also led to fairly small sample sizes for some analyses because these interventions are still relatively rare in the population. While acknowledging these limitations, we note that these data provide some of the most detailed available information on family violence intervention practices in the U.S.

### *Implications*

Overall, these results are generally consistent with the poly-victimization model—after controlling for the cumulative effect of lifetime victimization and other adversities, a single specific incident generally did not contribute additional unique variance. However, these data also begin to suggest that disruption in a child's routine can be particularly troubling when youth are exposed to violence between other family members. These data also support the slow shift toward focusing on intervening with perpetrators instead of victims and offer a potential new motivation for that—it can be better for children in the home. Some of the most important findings of this study are the benefits to children when perpetrators leave the home instead of victims, the possible benefits of minimizing disruptions to children's school routines, and the need for police to respond directly to children.

Much more work is needed to identify how to conduct interventions for family violence without further traumatizing children. This has been a focus of scholarship and best practice initiatives. For example, Children's Advocacy Centers offer a model for coordinating services to

children in violent families, one goal of which is to reduce the amount of interviewing and testifying a child must do (Cross, Jones, Walsh, Simone, & Kolko, 2007). We need an evidence base not just about specific problems but about specific practices so that we can put together the most effective—and least traumatizing—portfolio of services. Future research should also explore geographic and jurisdictional differences in these efforts.

There is still much room for improvement in the implementation of best practices as a usual standard of care following incidents of family violence, especially among law enforcement officers. More training in family violence is warranted, especially regarding addressing the needs of children. Although we expected children to receive less attention than victims, we were surprised to the extent to which children were not even spoken to by police officers responding to the scene. The finding here that lower child traumatic stress is associated with in-person police involvement and removal of the perpetrator from the home suggest that law enforcement has a potentially important role to play in minimizing distress in children who are exposed to domestic violence. This promising result could be explored in future studies examining police and other interventions as potential mediators or moderators of exposure to violence and the development of mental health symptoms.

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Table 1

*Youth Interactions With & Perceptions of Police Contact Following Family Violence*

Perception	% agreed
Child witnessed arrest <sup>a</sup>	46.6%
Police helped family <sup>b</sup>	69.1
Youth felt safer after police contact <sup>b</sup>	81.0
Police spoke to youth, not just parents <sup>b</sup>	24.6
<i>Perceptions of youth-police interactions: <sup>c</sup></i>	
Police explained incident	64.9
Easy to talk to police	90.9
Would call police again	100.0

Note: Based on a sample of 517 cases of children exposed to family violence.

<sup>a</sup>  $n = 59$  for cases where perpetrator was arrested.

<sup>b</sup>  $n = 51$ ; asked only for cases involving police contact and a 10-17 year old respondent.

<sup>c</sup> For descriptions of interactions with police,  $n = 11$  because only 24.6% of responding officers directly spoke to children (4.2% had a direct intervention with police of 259 youth aged 10 to 17 years old in sample who were exposed to family violence).

Table 2

*The Association of Severity of Incident with Current Trauma Symptoms among Youth (ages 2 to 17 years) Who Witnessed Domestic Violence*

Severity Indicator	Trauma Symptom Score	
	Characteristic Present Mean (SE)	Characteristic Absent Mean (SE)
<b>Child missed school due to incident</b>	<b>1.00 (.14) **</b>	<b>0.56 (.05)</b>
<b>Happened in past year (vs. 1-2 years ago)</b>	<b>0.46 (.06) **</b>	<b>0.77 (.07)</b>
Child also hurt	1.17 (.36)	0.59 (.04)
Victim received medical attention	0.75 (.13)	0.58 (.05)
Victim injured	0.54 (.07)	0.64 (.06)
One of child's scariest experiences ever	0.50 (.07)	0.68 (.06)
Child scared would be hurt badly	0.50 (.10)	0.63 (.05)

*Notes:* Total n = 486. All significance tests control for child age, child gender, household income, poly-victimization, and other lifetime adversities in order to provide a conservative test of the impact of the specific incident of domestic violence. Trauma scores have been standardized (z-scores based on the entire NatSCEV sample, including non-victims) and higher scores indicate more psychological symptoms. SE = standard error. Bold indicates significant difference in current (past month) trauma symptoms.

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

Table 3

*The Association of Criminal Justice Contact and Interventions with Current Trauma Symptoms among Youth (ages 2 to 17 years) Who Witnessed Domestic Violence*

Criminal Justice Intervention	Trauma Symptom Score	
	Characteristic Present Mean (SE)	Characteristic Absent Mean (SE)
Incident known to police †	0.45 (.10)	0.65 (.05)
<b>In-person officer response</b>	<b>0.48 (.10) **</b>	<b>1.10 (.19)</b>
Perpetrator was arrested <sup>a</sup>	0.38 (.13) †	0.63 (.05)
Criminal charges filed <sup>a</sup>	0.61 (.15)	0.62 (.11)
Child saw arrest <sup>b</sup>	0.83 (.21)	0.35 (.18)
Police spoke to child <sup>c</sup>	0.67 (.21)	0.30 (.11)
Police best practices <sup>d</sup>		
Described OP, court procedures	0.78 (.16)	0.83 (.20)
Helped make safety plan	0.84 (.25)	0.78 (.16)
Gave information about services	0.65 (.18)	0.94 (.17)
Helped feel safe	0.87 (.18)	0.72 (.19)
Assessed child's need	0.84 (.20)	0.76 (.18)
Gave information on shelter/housing	0.89 (.23)	0.76 (.15)
Discussed effects on children	1.05 (.19)	0.63 (.15)
Provided 911 phone or similar	0.76 (.33)	0.81 (.13)
Connected with other services	1.08 (.22)	0.64 (.16)
Followed-up after initial contact	0.87 (.31)	0.76 (.13)

*Notes:* Total n = 486. All significance tests control for child age, child gender, household income, poly-victimization, other lifetime adversities, and victim injury in order to provide a conservative test of the impact of the police response to the incident. Trauma symptom scores have been standardized (z-scores) and higher scores indicate more psychological symptoms in the previous 30 days. SE = standard error. Bold indicates current (past month) trauma symptoms are significantly lower when characteristic is present. Italicized bold indicates current (past month) trauma symptoms are significantly higher when characteristic is present.

<sup>a</sup> Only asked about cases known to police, n = 120.

<sup>b</sup> Only asked if arrest occurred, n = 54.

<sup>c</sup> Only asked of 10 to 17 year old respondents with cases known to police, n = 45.

<sup>d</sup> Only asked of caregiver respondents with cases known to police, n = 62.

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

Table 4

*The Association of Post-Violence Housing Changes with Current Trauma Symptoms among Youth (ages 2 to 17 years) Who Witnessed Domestic Violence*

Housing Status	Trauma Symptom Score Mean (SE)
<b>Victim-perpetrator separation **</b>	
Victim left home after violence	0.75 (.13) <sup>a</sup>
Perpetrator left home after violence	0.33 (.10) <sup>b</sup>
No one moved out	0.66 (.06) <sup>a</sup>
Child also moved out (if victim or perpetrator moved out, n = 144)	
Yes	0.61 (.16)
No	0.63 (.10)

*Notes:* Total n = 486. All significance tests control for child age, child gender, household income, poly-victimization, other lifetime adversities, and incident severity in order to provide a conservative test of the impact of the household changes due to the incident of domestic violence. Trauma symptom scores have been standardized (z-scores) and higher scores indicate more psychological symptoms in the previous 30 days. SE = standard error. Bold indicates significant difference.

For victim-perpetrator separation, superscripts show that post-hoc tests indicated that child's current trauma symptoms are significantly higher when victim left after the incident, compared to perpetrator leaving and no one leaving.

\*\*  $p = .01$ .

### **Section 3: Dissemination Activities and Archiving Plan**

#### Dissemination Activities

Two journal articles have been written based on this research. One, “Intervention Following Family Violence: Best Practices and Helpseeking Obstacles in a Nationally Representative Sample of Families with Children,” has been published in the *Psychology of Violence*. The second, “An Examination of the Association of Domestic Violence Incident Characteristic & Service Responses with Children's Distress,” is being submitted to the journal, *Pediatrics*. Presentations with data from this study have been presented at the American Society of Criminology and the American Professional Society on the Abuse of Children.

#### Data Archiving Plan

Data for the National Profile of Children Exposed to Family Violence: Police Response, Family Response and Individual Impact were collected in 2011 as part of a larger study, the National Survey of Children’s Exposure to Violence II (NatSCEV II), funded primarily by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), US Department of Justice (Award 2010-JFFX-0001), with supplemental support from the Centers for Disease Control. Of the 4,503 children and youth who participated in NatSCEV II, 517 also completed the NIJ portion of the survey pertaining to exposure to family violence, and thus the NIJ data is contained within the larger NatSCEV II data set.

NatSCEV II data will be deposited in the National Archive of Criminal Justice Data (NACJD) at the University of Michigan under the guidelines provided by OJJDP for data deposit. At this time, analyses using NatSCEV II data are still ongoing. It is expected that NatSCEV II data, including the NIJ survey portion, will be deposited to NACJD by April 30, 2015.

Materials that will be deposited are expected to include the following:

- NatSCEV II data file in SPSS format
- Codebook including: lists of variables by position in file and by name, variable descriptions and coding, and syntax for selected constructed variables.
- User's Guide containing an abstract of the study and details regarding study design, sample, data collection procedures, response rates, measures, sample weighting, confidentiality protection, and publications and reports from the data. The user's guide will also provide guidance to researchers on use of the data.
- NatSCEV II Questionnaire
- NatSCEV II Methods Report

## **Appendix**

**NATIONAL SURVEY OF CHILDREN’S EXPOSURE TO VIOLENCE – II (2011)  
with Supplemental NIJ Section (p. 79)**

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**CATI: PLEASE ADD NOT SURE AND REFUSED PUNCH TO ALL QUESTIONS (USE 4/98 for DK and 5/99 for R as appropriate/shown)**

**NATIONAL SURVEY OF CHILD & YOUTH SAFETY: II**  
**RDD version/CELL Phone (Dual Frame)**

INTERVIEWER: \_\_\_\_\_ Date: \_\_\_\_\_  
TELEPHONE #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

-----  
SAMPLE READ IN: PHONE

**[There should be 1 refusal conversion attempt a week later on an initial or qualified refusal, which then becomes a Second/hard refusal if not successful. No additional attempts after that.]**

**PARENT SCREEN AND CONSENT [CATI: THIS SCREENER IS DIFFERENT FROM 4844, YOU SHOULD DELETE 4844 SCREENER AND START ANEW – STARTS LOOKING SIMILAR TO 4844 AT PI3]**

**Adult Interview – RDD version, CELL Phone (Dual Frame), List assisted**

SAMPLE VERSION

- 1 – RDD (Quota: 3500)
- 2 – Cell phone “dual frame” (Quota: 1000)

[CATI NOTE: All cases must remain in their original versions]  
IF CELL PHONE SAMPLE use this script....

**Sc1.** Hello, I’m \_\_\_\_\_ from Abt SRBI, a national research firm. **We are conducting a national survey on issues of children’s safety in the United States.** We are not selling anything.

Are you in a safe place to talk right now?

- |   |                    |  |
|---|--------------------|--|
| 1 | Yes                |  |
| 2 | No, call me later  | <b>SCHEDULE CALLBACK</b>                 |
| 3 | No, CB on landline | <b>RECORD NUMBER, schedule call back</b> |
| 9 | Refused            | <b>THANK AND END – Soft Refusal</b>      |

**Sc2** Are you currently driving?

- |   |         |                                     |
|---|---------|-------------------------------------|
| 1 | Yes     | <b>THANK &amp; END, CALLBACK</b>    |
| 2 | No      |                                     |
| 9 | Refused | <b>THANK AND END – Soft Refusal</b> |

**Sc3** Are you at least 18 years old?

- |   |                        |                                     |
|---|------------------------|-------------------------------------|
| 1 | Yes                    |                                     |
| 2 | Yes, but call me later | <b>SCHEDULE CALLBACK</b>            |
| 2 | No                     | <b>THANK AND END (SO Under 18)</b>  |
| 9 | Refused                | <b>THANK AND END – Soft Refusal</b> |

**Sc4** To be sure we are representing the experiences of people from various states, could you please tell me, are you currently living in New Hampshire?

- |   |     |                                      |
|---|-----|--------------------------------------|
| 1 | Yes | <b>THANK AND END (SO Live in NH)</b> |
|---|-----|--------------------------------------|

- 2 No
- 9 Refused

**CONTINUE TO CON2**  
**THANK AND END – Soft Refusal**

If, RDD/LANDLINE version – use this intro

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

[IF NEEDED: "May I speak to an adult in the household?" Re-read introduction if a new person comes to the phone]

CON1. deleted

CON2. Are there any children between the ages of 1 month and 17 years old living in this/your household, whether they are home now or not?

- 1 Yes
- 2 No [Thank and end interview. Screen out because no 0-17 year old child in house.]
- 3 Refused [END - Not Qualified]

CON3. We need to speak to the parent or guardian living in the/your household who is likely to be most familiar with the everyday activities of the child/children. May I speak to that person?

- 1 Speaking [GO TO CON6]
- 2. New person comes to phone [GO TO NINTRO]
- 3 Not here [SCHEDULE CALLBACK AND ASK FOR FIRST NAME]
- 4 Refused [GO TO CON4] **QUAL LEVEL 1**

CON4. Could I send you a letter explaining the study?

- 1 Yes [CODE DISPOSITION AS WANTING LETTER AND SET CALLBACK FOR 7 DAYS]
- 2 NO [GO TO CON5]
- 4 Refused [GO TO CON5]

CON5. Would you please tell me why you do not want to participate?

9 Refusal (Hard)

[END - QUALIFIED]

NEW

[CATI: WE MUST KEEP ANSWERS TO CON5 IN DATA SET...**DO NOT** AUTO DELETE]

[IF NEW ADULT IN HOUSEHOLD COMES TO PHONE, READ:]

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

CON6. How many children, age 1 month and 17 years old, are living in this household?

\_\_\_\_\_ number currently living in household (0=8, 8=OR MORE)

9=Refused [END - QUALIFIED]

[IF 0, SCREEN OUT]

CON7. What is the age of the (first/second/third/ETC.) child, age 1 month to 17 years old, who is living in the household? (INTERVIEWER: If less than 1 years old, enter "0")

Second child? 3rd? etc.

[CATI: RANGE = 0 TO 17]

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

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

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

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

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

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

19=Refused [END - QUALIFIED]

IF ONLY ONE CHILD AGED 0 TO 17, THIS IS THE DESIGNATED CHILD. GO TO INSTRUCTIONS BEFORE CON8b.

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

CON8. For the next questions we need to focus on just one child. Could you tell me which of these children (aged 0 to 17) has had the most recent birthday/will have the next birthday? (INTERVIEWER: ACCEPT MULTIPLE OF SAME AGE & BIRTHDATE AS ONE CHILD FOR THIS QUESTION)

SHOW AGES FROM CON7:

age of designated child [IN YEARS] (0-17)

19=Refused [END - QUALIFIED]

If said child was 0 (under 1 year old) in CON7, ask CON8b:

Con8b. RECORD INFANT'S AGE IN MONTHS IF RESPONENT ALREADY TOLD YOU. IF UNSURE ASK: How many months old is your infant?  
\_\_\_\_\_ (1-11, 18=ns, 19=ref)

CON9. Is your (READIN: AGE OF SELECTED CHILD) a boy or a girl? (INTERVIEWER: If multiple of same age & birthdate, say you would like to ask about the child that was born 1<sup>st</sup>)

- 1 Male
- 2 Female
- 3 Refused [END - QUALIFIED]

DUMMY TYPE = 1 (CAREGIVER) IF CHILD IS 0-9  
= 2 (YOUTH) IF CHILD IS 10-17

if TYPE=1 caregiver, ask parent consent CA  
if TYPE= 2 youth, ask parent consent CB

#### CA. PARENT CONSENT TO CONTINUE WITH PARENT-REPORT INTERVIEW FOR CHILD 0-9 YEARS OLD

As I mentioned earlier, we are conducting a survey for the University of New Hampshire on the experiences of children in the United States. This study is being supported by the U.S. Office of Justice Programs. For this study, we will be interviewing 4,500 children and parents across the country to find out about potentially stressful circumstances that children sometimes confront, and how we may better protect kids from dangerous situations. This is an important study that will give us a better understanding of the kinds of problems that children face and help us to better plan for the future needs of children and their families. We would like to interview you concerning your [age] year (month) old . You have been randomly selected to represent parents of children in your [age] year (month) old's age group.

This interview will take approximately 30-40 minutes and can be done at any time that is convenient to you. We will be asking you about things that may have happened to your [age] year (month) old at school, in your neighborhood, or at home. We will also ask you some questions about his/her health and behavior. This interview is completely confidential; you or your child's name will not be recorded or linked to the answers that you provide. The interview is completely voluntary – you can, of course, decline to participate in the interview or can refuse to answer any particular question. At the end of the interview, we will send you a check for \$20 as a token of our appreciation. If you would like to check on the authenticity of this study, I can give you a toll-free number to confirm it –

1-800-772-9287.. We would also be happy to send you a letter before the interview, if you would like that.

PI1. Could we begin?

- |   |                        |  |                            |
|---|------------------------|--|----------------------------|
| 1 | Yes                    | [SKIP TO PI3]  | <b><u>QUAL LEVEL 2</u></b> |
| 2 | Want to confirm        | [ARRANGE CALLBACK]   |                            |
| 3 | Want to think about it | [ARRANGE CALLBACK]   |                            |
| 4 | Refused                | [RECORD REASON IN PI1B AND END – QUALIFIED,<br>hard refusal] |                            |

PI1B. Would you please tell me why you do not want to participate?

---

9 Refusal [END - QUALIFIED]

NEW

[CATI: WE MUST KEEP ANSWERS TO PI1 IN DATA SET...**DO NOT** AUTO DELETE]

### **CB. PARENT CONSENT TO CONTINUE WITH PARENT INTERVIEW FOR ADOLESCENTS AGE 10-17**

We'd like to ask you some questions about your [Age]-year-old [boy's/Girl's] experiences over (his/her) lifetime and the past 12 months. .

### **CB. PARENT CONSENT TO CONTINUE WITH PARENT INTERVIEW FOR ADOLESCENTS AGE 10-17**

As I mentioned earlier, we are conducting a survey for the University of New Hampshire on the experiences of children in the United States. The study is being supported by the U.S. Office of Justice Programs. For this study, we will be interviewing over 4,500 children across the country to find out about potentially stressful circumstances that children sometimes confront, and how we may better protect kids from dangerous situations. This is an important study that will give us a better understanding of the kinds of problems that children face and help us to better plan for the future needs of children and their families.

We'd like to ask you some questions about your [AGE]-year (month)-old's experiences over (his/her) lifetime and the past 12 months. Your interview will take about 10 minutes. We will be asking you about things that may have happened in your child's school, neighborhood, or home, and about how your child's health has been lately. We assure you that the interview is completely confidential; you or your child's name will not be linked to the answers you provide. Your participation is voluntary, and if there is a question you would prefer not to answer, that's ok. The information you provide will be combined with that of 4,500 other families to help us better understand the kinds of risks that children face and how schools and various agencies may better protect children and their families.

If you would like to check on the authenticity of this study, I can give you our toll-free number to confirm it--- 800-772-9287. We would also be happy to send you a letter before the interview, if you would like that.

PI2. Could we begin?

- |   |                           |                                |                            |
|---|---------------------------|--------------------------------|----------------------------|
| 1 | Yes                       | [GO TO PI3]                    | <b><u>QUAL LEVEL 3</u></b> |
| 2 | Want to confirm           | [ARRANGE CALLBACK]             |                            |
| 3 | Want to think about it    | [ARRANGE CALLBACK]             |                            |
| 4 | (VOL) Refused (Qualified) | [RECORD REASON IN PI2B AND END |                            |
- QUALIFIED; hard refusla]

PI2B. Would you please tell me why you do not want to participate?

---

9 Refusal [END - QUALIFIED]

**NEW**

[CATI: WE MUST KEEP ANSWERS TO PI2 IN DATA SET...**DO NOT** AUTO DELETE]

### **SECTION 1: PARENT SCREENER INTERVIEW**

**SAME AS 4844**

PI3. Parent Gender [Do not ask unless unclear]

- 1 Male
- 2 Female

**NEW**

PI4. What is your child's date of birth?

\_\_\_\_\_ DD/MM/YYYY  
98 (VOL) Don't know  
99 (VOL) Refused

**SAME AS 4844**

**[Ask only of children 5 and older]**

PI5. In what grade or year of school is your [CHILD'S AGE]-year-old?

- 1 1ST,
- 2 2ND,
- 3 3RD,
- 4 4TH,
- 5 5TH,
- 6 6TH,
- 7 7TH,
- 8 8TH,
- 9 9TH,
- 10 10TH,
- 11 11TH,

- 12 12TH
- 13 kindergarten
- 14 in college,
- 15 dropout,
- 16 GED
- 17 (VOL) home-schooled
- 18 (VOL) High School graduate but not in school now
- 19 (VOL) Not sure
- 20 (VOL) Refused

**SAME AS 4844**

**[Ask PI6 only of children 5 and older. Skip if PI5 = 14,15,16,17,18,]**

PI6. How much of a problem is violence in your [CHILD'S AGE]-year-old's school? Is it a big problem, somewhat of a problem, not too much of a problem, or not a problem at all?

- 1 Big problem
- 2 Somewhat of a problem
- 3 Not too much of a problem
- 4 Not a problem at all
- 5 (VOL) Not sure
- 6 (VOL) Refused

**SAME AS 4844**

PI7. How much of a problem is violence in your neighborhood? Is it a big problem, somewhat of a problem, not too much of a problem, or not a problem at all?

- 1 Big problem
- 2 Somewhat of a problem
- 3 Not too much of a problem
- 4 Not a problem at all
- 5 (VOL) Not sure
- 6 (VOL) Refused

**SAME AS 4844**

PI8. How much of a problem is violence in your town or city? Is it a big problem, somewhat of a problem, not too much of a problem, or not a problem at all?

- 1 Big problem
- 2 Somewhat of a problem
- 3 Not too much of a problem
- 4 Not a problem at all
- 5 (VOL) Not sure
- 6 (VOL) Refused

**SAME AS 4844**

PI9. Would you like to see youth organizations pay more attention to preventing victimization, pay less attention or do about what they are doing now?

- 1 Pay more attention

- 2 Pay less attention
- 3 Stay about the same.
- 4 (VOL) Not sure
- 5 (VOL) Refused

**SAME AS 4844**

Now I have a few questions about you and your family for classification purposes.

**SAMilar to AS 4844**

PI10. Including yourself, how many adults age 18 or older currently live in this household?

\_\_\_\_ persons in household (including respondent) (1-8, 9=ref)

**LOOP pi11 FOR EACH ADULT (1-8 TIMES).**

**SAME AS 4844**

PI11a-h. Who are the adults currently living in the household? Let's start with you.

What is your relationship to the [CHILD'S AGE] year-old? What is the relationship of the next adult in the household to the [CHILD'S AGE] year-old? [DO NOT READ LIST. CODE RELATIONSHIP TO CHILD FOR EACH ADULT.]

- 1 Biological father
- 2 Adoptive father
- 3 Step-father
- 4 Foster Father
- 5 Biological mother
- 6 Adoptive mother
- 7 Step-mother
- 8 Foster mother
- 9 Mother's unmarried partner (not a parent to [CHILD'S AGE]-year-old)
- 10 Father's unmarried partner (not a parent to [CHILD'S AGE]-year-old)
- 11 Grandfather
- 12 Grandmother
- 13 Brother
- 14 Sister
- 15 Aunt
- 16 Uncle
- 17 Cousin
- 18 In-law
- 19 Renter/room-mate
- 20 Relative's boyfriend/girlfriend
- 21 Friend
- 22 Step-sister/step-brother
- 23 Niece
- 24 Boyfriend/girlfriend
- 25 Nephew
- 26 Some other relative \_\_\_\_\_
- 27 Or something else \_\_\_\_\_
- 28 (VOL) Not sure
- 29 (VOL) Refused

**SAME AS 4844**

PI12. Do any additional adults spend the night at this household on a regular basis?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

**[CATI CHECK: If child does not live with 2 biological parents IN PI11: Ask PI13]**

PI13. How old was your [CHILD'S AGE]-year-old when (he/she) stopped living with both (his/her) biological parents?

- 1 Gave response in months
  - 2 Gave response in years
  3. Gave response in months and years
  4. (VOL) child never lived with both biological/adoptive parents
- 98 DK  
99 R

**SAME AS 4844**

PI14. What is your current marital status? Are you... (READ LIST IF NECESSARY)?

- 1 Married
- Unmarried but living with a partner
- Separated
- Divorced
- Widowed
- Single (Never married)
- (VOL) Refused

**SIMLAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

PI15. How many DIFFERENT spouses or live-in partners have you had since your [CHILD'S AGE]-year-old was born? [Interviewer: Count marriage or live-in to same partner only once]

\_\_\_\_\_ (code number) (0-7, 8=ns, 9=ref)

**SIMLAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

PI16. In the last year, has the [CHILD'S AGE]-year old lived somewhere else besides your household (other than when on vacation with you). Like, with another parent, relative, foster care, or boarding school?

- 1 Yes CONTINUE WITH PI16a
- 2 No SKIP TO PI17
- 3 (VOL) Not sure SKIP TO PI17
- 4 (VOL) Refused SKIP TO PI17

**SAME AS 4844**

PI16a. Taking all the times together, for about how many weeks over the last year was he/she living somewhere else?

\_\_\_\_\_ weeks (Range 1-52) [Less than 1 week = 1, 53=NS, 54=REF ]

**SAME AS 4844**

PI17. How long has your [CHILD'S AGE]-year old been living at his/her CURRENT residence?

- 1 Gave response in months
- 2 Gave response in years
- 3. Gave response in months and years
- 98 DK
- 99 R

**SAME AS 4844**

PI19. How many times has your [CHILD'S AGE]-year old moved since he/she was born?

\_\_\_\_\_ times (0-27, 28=ns, 29=ref)

**SIMLAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

Ask PI18 if PI19 is >0, and child age is > 0; else skip to PI20

PI18. How many times has your [CHILD'S AGE]-year old moved in the last year?

\_\_\_\_\_ times (0-7, 8=ns, 9=ref)

**SAME AS 4844**

PI20. Are you currently employed full-time, employed part-time, in the military, unemployed and looking for work, retired, student, homemaker or something else?

- 1 Employed full-time
- 2 Employed part-time
- 3 In the military
- 4 Unemployed and looking for work
- 5 Retired
- 6 Student
- 7 Homemaker
- 8 Disabled or too ill to work
- 9 Other
- 10 (VOL) Refused

**SAME AS 4844**

PI21. What is the highest level of school that you completed?

- 1 Grade school or lower
- 2 Junior high/middle school only
- 3 Some high school, did not graduate
- 4 High school graduate or GED
- 5 Technical or vocational school
- 6 Some college, no degree
- 7 Earned associate (2 year) degree
- 8 Earned bachelors (4 year) degree
- 9 Some graduate school, no additional degrees
- 10 Master's degree
- 11 Doctoral degree (PhD, MD, JD)
- 12 (VOL) Not sure
- 13 (VOL) Refused

**SAME AS 4844**

PI22. [ASK PI22 AND PI23 ONLY IF PI11=1 through 10]

How about the other adult in your household who is a parent or is your partner? Is this person currently employed full-time, employed part-time, in the military, unemployed and looking for work, retired, student, homemaker or something else?

- 1 Employed full-time
- 2 Employed part-time
- 3 In the military
- 4 Unemployed and looking for work
- 5 Retired
- 6 Student
- 7 Homemaker
- 8 Disabled or too ill to work
- 9 Other
- 10 (VOL) Refused

**SAME AS 4844**

PI23. What is the highest level of school that he/she completed?

- 1 Grade school or lower
- 2 Junior high/middle school only
- 3 Some high school, did not graduate
- 4 High school graduate or GED
- 5 Technical or vocational school
- 6 Some college, no degree
- 7 Earned associate (2 year) degree
- 8 Earned bachelors (4 year) degree
- 9 Some graduate school, no additional degrees
- 10 Master's degree
- 11 Graduate degree (PhD, MD, JD)
- 12 (VOL) Not sure
- 13 (VOL) Refused

**SAME AS 4844**

PI25. Do you consider yourself to be Hispanic or Latino?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

PI24. Do you consider yourself to be White, Black, Asian, American Indian or Alaskan Native, or Native Hawaiian or other Pacific Islander? *[MULTIPLE RECORD] NOTE: IF RESPONDENT SAYS "MIXED" PROBE FOR SPECIFIC RACES AND RECORD. IF THEY SAY "JUST HISPANIC" ASK "Are you White-Hispanic, Black-Hispanic or Asian-Hispanic?"*

- 1 White
- 2 Black or African American
- 3 Asian
- 4 American Indian or Alaska Native
- 5 Native Hawaiian or other Pacific Islander
- 6 (VOL) Mixed – ASK FOR SPECIFIC RACES AND PUNCH IF POSSIBLE
- 7 (VOL) Hispanic – ASK FOR SPECIFIC RACES AND PUNCH
- 8 (VOL) Not sure
- 9 (VOL) Refused

**SAME AS 4844**

PI27. Would your [CHILD'S AGE]-year old child consider himself/herself to be Hispanic or Latino?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused



**SAME AS 4844**

PI26. Do you think that your [CHILD'S AGE]-year old child would consider himself/herself to be White, Black, Asian, American Indian or Alaskan Native, or Native Hawaiian or other Pacific Islander? *[MULTIPLE RECORD] NOTE: IF RESPONDENT SAYS "MIXED" PROBE FOR SPECIFIC RACES AND RECORD.*

*IF THEY SAY "JUST HISPANIC" ASK "Are you White-Hispanic, Black-Hispanic or Asian-Hispanic?"*

- 1 White
- 2 Black or African American
- 3 Asian
- 4 American Indian or Alaska Native
- 5 Native Hawaiian or other Pacific Islander
- 6 (VOL) Mixed – ASK FOR SPECIFIC RACES AND PUNCH IF POSSIBLE
- 7 (VOL) Hispanic – ASK FOR SPECIFIC RACES AND PUNCH
- 8 (VOL) Not sure
- 9 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

PI28. What was your total household income (including all wages, public assistance and child support) for 2010, before taxes? Counting all members in your household, was it...?

- 1 Less than \$20,000 ASK PI28a
- 2 \$20,000 to \$50,000, or ASK PI28b
- 3 More than \$50,000 ASK PI28c
- 4 (VOL) Refused SKIP TO PI29

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

PI28a. O.K. Would you say that your total 2010 household income was...?

- 1 \$5000 or less
- 2 \$5000 to less than \$10,000
- 3 \$10,000 to less than \$15,000
- 4 \$15,000 to less than \$20,000
- 5 (VOL) Refused [ALL PUNCHES SKIP TO PI29]

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

PI28b. O.K. Would you say that your total 2010 household income was...?

- 1 \$20,000 to less than \$30,000
- 2 \$30,000 to less than \$40,000
- 3 \$40,000 to less than \$50,000
- 5 (VOL) Refused [ALL PUNCHES SKIP TO PI29]

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

PI28c. O.K. Would you say that your total 2010 household income was...?

- 1 \$50,000 to less than \$75,000
- 2 \$75,000 to less than \$100,000
- 3 More than less than \$100,000

4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

PI29. Do you currently receive Temporary Aid to Needy Families (TANF), food stamps, welfare, Medicaid, or any other public assistance?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**NEW**

PI29N) Please indicate whether the following are very true (3), a little true (2), or not true (1) about your financial situation.

- a) you don't have enough money to buy the clothes or household items that you or your family need
- b) you are behind one month or more on your rent or mortgage payment
- c) you don't have enough money to pay your regular bills
- d) you don't have enough money to go out to dinner, or pay for entertainment or recreational activities
- e) It would be hard for you to find the money to cover an unexpected expense, such as a medical bill or repair, that was \$500 or higher

**SAME AS 4844**

PI30. Would you describe the place in which you live as being a large city, the suburb of a large city, a smaller city, a town, a small town or rural area? [*Interviewer: Read population if needed.*]

- 1 Large city (population over 300,000)
- 2 Suburb of a large city
- 3 Smaller city (population about 100,000-300,000)
- 4 Town (population about 20,000-100,000)
- 5 Small town (population about 2,500-20,000)
- 6 Rural area (population under 2,500)
- 7 (VOL) Not sure
- 8 (VOL) Refused

**ALL NEW CELL SECTION**

**FOR RDD VERSION: ASK. ELSE SKIP TO *Instruction before Phone1.***

**CELL1a** Do you personally or do any other adults in your household have a working cell phone?

- 1 Yes
  - 2 No
  - 8 (VOL)DK
  - 9 (vol) R
- Skip to Cell2a  
[SKIP TO INSTRUCTIONS FOR PI31]  
[SKIP TO INSTRUCTIONS FOR PI31]  
[SKIP TO INSTRUCTIONS FOR PI31]

**FOR CELL VERSION: ASK. ELSE SKIP TO CELL2a.**

[Interviewer, if called back on landline, do not ask Phone1, autopunch 3 (“This is a landline”)]

**Phone1** Not counting this cell phone(s) do you also have a regular landline phone in your household?

- 1 Cell phone is ONLY phone [SKIP TO INSTRUCTIONS FOR PI31]
- 2 Have landline telephone at home
- 3 THIS IS A LANDLINE (VOL)
- 9 DK/REF (VOL)

**CELL2a** Of all of the phone calls that you or your family receives, are...(Read List)

- 1 all or almost all calls received on cell phones,
- 2 some received on cell phones and some received on land lines, or
- 3 very few or none on cell phones
- 9 (VOL) DK/R

**SAME AS 4844**

PI31. [SKIP IF CHILD IS 0-2 OR IF PI5 = H.S. GRAD or COLLEGE GRAD, DROPPED OUT, GED, or home-schooled]

Does your child currently receive special services at school? These might include an individualized education plan (IEP), 504 plan, or special education services.

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

[Only ask PI32 for children 2 and older.]

PI32. Does your child currently take any medication associated with an emotional, behavioral, or learning problem?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

PI33. Has your [CHILD’S AGE]-year old ever been diagnosed with a physical disability? This would be a physical health or medical problem that affects the kinds of activities that he or she can do?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

PI34. Has your [CHILD'S AGE] year-old had an evaluation or received any counseling for emotional, behavioral, or developmental problems in the last year?

- 1 Yes [GO TO PI35]
- 2 No [SKIP TO PI36]
- 3 (VOL) Not sure [SKIP TO PI36]
- 4 (VOL) Refused [SKIP TO PI36]

**SAME AS 4844**

PI35. Who did your child see for counseling? [*Interviewer: Read list and code all that apply* ]

- 1 A psychologist or other counselor in the community, like at a community mental health center or private office
- 2 A psychologist or other counselor at school
- 3 A psychologist or other counselor in a hospital setting
- 4 Someone from church, synagogue, or another religious setting
- 5 Someone else (Specify): \_\_\_\_\_
- 6 (VOL) Not sure
- 7 (VOL) Refused
- 8 Doctor (unspecified)
- 9 Psychiatrist
- 10 Speech therapist
- 11 Behavioral specialist
- 12 Interventionist
- 13 Physical therapist
- 14 Therapist (unspecified)
- 15 Pediatrician

**SIMILAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

PI36. Has your [CHILD'S AGE]-year-old ever been diagnosed by a doctor, therapist or another professional with any of the following: [*Interviewer: Read list and code all that apply*]

Pi36A. For each "yes" response below, ask: "At what age did he/she first receive this diagnosis?"

FOR ALL RESPONSES BELOW, USE CODING OF:

- 1 Yes
  - 2 No
  - 3 (VOL) Not sure
  - 4 (VOL) Refused
- 
1. Post-traumatic stress disorder (PTSD) or other anxiety disorder
  3. Attention deficit disorder or Attention deficit hyperactivity disorder (ADD, ADHD)
  4. Oppositional/defiant disorder or conduct disorder (ODD or CD)
  5. Autism, Pervasive Developmental Disorder (PDD) or Asperger's
  6. Developmental delay or retardation
  7. Depression

- 8 Learning disorders (Dyslexia, reading, math or other learning problem. Code ADD/ADHD under ADD/ADHD above.)
9. Another disorder (specify) \_\_\_\_\_ (If Respondent answers 'YES', Ask "Another disorder (specify #2)" If Respondent answers 'NO', GO TO NEXT QUESTION)
- Another disorder (specify # 2) \_\_\_\_\_ (If Respondent answers 'YES', Ask "Another disorder (specify #3)" If Respondent answers 'NO', GO TO NEXT QUESTION)
- Another disorder (specify # 3) \_\_\_\_\_
- 10 Refused

**SIMILAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

PI37. Has anyone in your [CHILD'S AGE]-year-old's family ever been diagnosed by a doctor, therapist or another professional with any of the following?

FOR ALL RESPONSES BELOW, USE CODING OF:

- 1 Yes
  - 2 No [SKIP TO PI38]
  - 3 (VOL) Not sure [SKIP TO PI38]
  - 4 (VOL) Refused [SKIP TO PI38]
- a. Major Depressive Disorder
  - b. Bipolar Disorder
  - c. Anxiety Disorder
  - d. Substance or Alcohol Related Disorder
  - e. Some other Psychiatric Disorder

**SAME AS 4844**

PI37a. Was that person (or those people) his/her mother, father, stepmother, stepfather, sister, brother, or someone else? [CODE ALL THAT APPLY]

- 1 Mother
- 2 Father
- 3 Stepmother
- 4 Stepfather
- 5 Sister
- 6 Brother
- 7 Someone else
- 8 (VOL) Not sure
- 9 (VOL) Refused

**SAME AS 4844**

*[Ask PI38 only if child is 5 or older. Skip if PI5 = high school or college graduate, dropped out, GED, or home-schooled.]*

PI38. How does your child do in school? Would you say that he/she gets mostly below average grades, pretty much average grades or mostly above average grades?

- 1 Below average
- 2 Average

- 3 Above average
- 4 (VOL) Not sure
- 5 (VOL) Refused

**SAME AS 4844**

**[Ask only if child is under 5 years old]**

PI39. How would you rate your [CHILD'S AGE]-year olds physical and social development compared to other children his/her age? Would you say that his/her development is:

- 1 Quite a bit behind
- 2 Slightly behind
- 3 Average
- 4 Slightly ahead
- 5 Quite a bit ahead
- 6 (VOL) Not sure
- 7 (VOL) Refused

**NEW**

**[DISPLAY IF TYPE=2, ELSE SKIP TO INSTRUCTIONS FOR Q1]**

LANG1

INTERVIEWER – THE PARENT PORTION OF THE SURVEY WAS CONDUCTED IN

1 – ENGLISH

2 – SPANISH

**TEXT WAS CHANGED**  
**[ASK IF TYPE=2 YOUTH (10-17)]**

**CD - Caregiver Consent for Child Interviews (age 10-17)**

Thank you for answering my questions, As I mentioned before, we are conducting a survey for the University of New Hampshire on the experiences of children in the United States. The study is being supported by the U.S. Office of Justice Programs. For this study, we are also interviewing over 4,500 children across the country to find out about potentially stressful circumstances that children sometimes confront, and how we may better protect kids from dangerous situations. This is an important study that will give us a better understanding of the kinds of problems that children face and help us to better plan for the future needs of children and their families. We would like to get your permission to ask your [AGE] year old to participate in this study. Your [AGE] year old has been randomly selected to represent U.S. children in his/her age group.

The interview will take approximately 30-40 minutes and can be done at any time that is convenient for [him/her]. We will be asking [him/her] about things that may have happened in his/her school, neighborhood, or home, and about how his/her health has been lately. Some of the questions will involve sensitive issues, such as whether he/she has ever experienced unwanted sexual advances and whether he/she has been a victim of violence. We assure you that the interview is completely confidential; you or your child's name will not be recorded or linked to the answers that he/she provides. [He/she] can, of course, decline to participate in the interview or can refuse to answer any particular question. The information that your child provides will be combined with that of over 4,500 other children to help us better understand the kinds of risks that children face and how we may be better able to protect children and their families. If your [AGE] year old completes the interview, we will send [him/her] a check for \$20 as a token of our appreciation.

If you would like to check on the authenticity of this study, I can give you our toll-free number to confirm it-- 1(800) 772-9287. We would also be happy to send you a letter before the interview, if you would like that.

Pend01. May we speak to your [age] year old to see if [he/she] would like to participate in the study?

Yes, now

1 [GO TO Instruction before Cell04a]

Yes, but call on child's/another phone - CELL	2 GO TO PI76c
Yes, but call on child's/another phone - LANDLINE	3 GO TO PI76c
Not available now	4 GO TO PI76c
Send letter first	5 Ask for parent's name/address set callback for 7 days to get consent to speak to child
Want to think about it	6 Offer letter, ask for parent's name and callback in 3 days
Child refuses through parent	7 Thank and end
Refused	99 (Hard)

**SAME AS 4844**

PI76b. Would you please tell me why you do not want YOUR CHILD to participate?

1 Refusal [END - QUALIFIED]

NEW

[CATI: WE MUST KEEP ANSWERS TO PI76b IN DATA SET...**DO NOT** AUTO DELETE]

PI76c. Would you please tell me this child's first name (or even initials) so we can ask for him/her when we callback? [INTERVIEWER: PLEASE ENTER CHILD'S NAME IN CALLBACK COMMENTS SCREEN AS WELL, SO THAT YOU CAN ASK FOR THE CHILD DIRECTLY WHEN CALL BACK.]

PI76d. What is the best number to use? (INTERVIEWER: Enter in new phone number as 10 digits)

IF LANDLINE, skip to pend03

**FOR CELL VERSION ONLY**

Cell04a. In order to be able to contact your [ AGE ] year old it would be extremely helpful to get some additional information from you. [It will be kept confidential and only used to help contact your [ AGE ] year old for this study.]

If Phone1 = 2 or 3 ask Cell04b, else skip to Cell04c

Cell04b. What is your landline number?

1 gave information SKIP TO Cell04d

9 (VOL) Don't know/Refused

Cell04c. Do you have a second number where your [AGE] year old can be reached?

- 1 Yes, gave information
- 2. No
- 9 (VOL) Don't know/Refused

Cell04d. Would it be ok to send you a reminder text message about the study with a toll- free 800 number to call?

- 1 Yes
- 2. No
- 9 (VOL) Don't know/Refused

Cell04e. Would it be ok to send you an email reminder about the study with a toll-free 800 number to call?

- 1 Yes
- 2. No/Don't have email
- 9 (VOL) Don't know/Refused

Ask Cell04e1 if Cell04e = 1, else skip to Cell04f

Cell04e1. What is your email address?

1 Record email address (INTERVIEWER: Please be sure to record email address carefully. Repeat the email address for confirmation)

Cell04f. Would it be ok to send you a reminder letter about the study with a toll-free 800 number to call?

- 1 Yes
- 2. No
- 9 (VOL) Don't know/Refused

Ask Cell04g if cell04f = 1, else skip to pend03

Cell04g. What is your first and last name and address?

- 1 Record information
  - First name \_\_\_\_\_
  - Last name \_\_\_\_\_
  - Address \_\_\_\_\_

**TEXT WAS CHANGED**

**Pend03 Read:** "OK, thank you for your participation." **If pend01 = 1 Read:** May I please speak to your [age] [son/daughter] now?

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

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

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

**[ASK IF TYPE 2, YOUTH]**

**CE – Consent Statement for Children (age 10-17)**

We would like to ask you to participate in an important study. This is part of a national survey of over 4,500 children and teenagers. We are interested in your experiences, so that we can better understand the kinds of things that young people go through. In this interview we will be asking you some questions about stuff that may have happened in your school, in your neighborhood, or at home. We'll also be asking you about your health and how you've been feeling lately. You were chosen completely at random to represent the experiences of thousands and thousands of young people your age. We do this by dialing random phone numbers until we find someone the right age. You don't have to participate in this interview if you don't want to, but your help will make a big difference.

The interview will take about 30-40 minutes to complete. We will be asking you some questions about dangerous situations you may have faced and about some personal situations, where you might have been threatened. You can stop the interview at any time. If this is a bad time to talk, I could call back at a better time for you. To thank you for your help, we will be sending you a check for \$20 when you complete the interview.

Everything you say will be completely confidential. We are not going to tell your parents, your school, or anyone else anything you told us. We are going to be combining your answers with those from thousands of other kids to present a picture of the experiences of young people in the United States.

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

If you have any questions about the study, I can give you our toll-free number to confirm – 1(800) 772-9287.

CHANGE FROM 4844

PI77. Can we begin now?

(INTERVIEWER NOTE: If wants callback, ask if cell phone would be better and update phone)

- 1 Yes [GO TO Q1]
  - 2 Not sure (want to confirm/ want to think about it) [ASK PI77C - ARRANGE CALLBACK]
  - 3 Callback same number [ASK PI77C - ARRANGE CALLBACK]
  - 4 Callback different number [ASK PI77C - ARRANGE CALLBACK WITH] UPDATED PHONE NUMBER]
  - 5 (VOL) Child Refused [ASK PI77B - QUALIFIED HARD REF] QUAL
- LEVEL 5

**[CALLBACKS FROM Pi77 GO TO Pi76]**

PI77b. Would you please tell me why you do not want to participate?

---

9 Refusal [END - QUALIFIED]

[CATI: WE MUST KEEP ANSWERS TO PI77b IN DATA SET...**DO NOT** AUTO DELETE]

[IF CHILD NAME IS MISSING, ASK Pi77c; ELSE SET CALLBACK]

PI77c. Would you please tell me YOUR first name (or even initials) so we can ask for you when we callback?

---

## SECTION 2: BACKGROUND QUESTIONS

*IF TYPE= 1 CAREGIVER, READ "YOUR CHILD", "YOUR CHILD'S", "HIS/HER" etc.  
IF TYPE= 2 YOUTH, READ "YOU", "YOUR", etc.*

### **SIMILAIR TO 4844, BUT PUNCH 6 TEXT HAS CHANGED**

**[Only ask Q1-Q5 for children 5 and older]**

Q1. How much (does your child/do you) like school? Would you say (your child likes/you like) it...READ?

- 1 A lot
- 3 A little
- 5 Not at all
- 6 N/A – not in school/home schooled
- 7 (VOL) Not sure
- 8 (VOL) Refused

### **SAME AS 4844**

Q3. (Is your child/Are you) involved in any sports teams or clubs?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[SKIP IF Q1=6 (not currently in school)]**

### **SAME AS 4844**

Q5. On the weekends when (your child is/you are) not in school, where (does your child/do you) play or hang out the most? Would you say that most of the time, (your child is/you are)...

- 1 At your house
- 2 At a friend's house
- 3 Outside, somewhere in your neighborhood (that is, pretty close to your house)
- 4 Outside, somewhere away from your neighborhood (pretty far from your house)
- 5 (VOL) At work
- 6 (VOL) Family members house
- 7 (VOL) At the park
- 8 Somewhere else (specify)\_\_\_\_\_
- 9 (VOL) Not sure
- 10 (VOL) Refused

### **SAME AS 4844**

**IF CHILD AGE GE 5, SKIP TO Q9**

Q6. (Does your child/Did you) attend a daycare center or pre-school?

- 1 Yes
- 2 No

- 3 (VOL) Not sure
- 4 (VOL) Refused

**[Only ask Q7 and Q8 for children under 5]**

**SAME AS 4844**

Q7. At the times when your child is not in daycare, preschool, or kindergarten, who are the people who usually care for (him/her)? CODE ALL THAT APPLY

- 1 Mother
- 2 Father
- 3 Brother or sister
- 4 Other relative
- 5 Babysitter who is not a relative
- 6 Someone else (specify)
- 7 (VOL) Not sure
- 8 (VOL) Refused

**SAME AS 4844**

Q8. On average, how many hours a week is your [CHILD'S AGE] year-old cared for by someone *other* than a parent, step-parent, or other relative living in the home?

\_\_\_\_\_ hours (RANGE 0-86, 87=87 OR MORE, 88=NOT SURE, 89=REF)

[INTERVIEWER: INCLUDE HOURS SPENT AT KINDERGARTEN AND PRESCHOOL, AS WELL AS AT DAYCARE CENTER, WITH BABYSITTER, ETC.]

**[Only ask Q9 and Q10 for children 5 and older]**

**SAME AS 4844**

Q9. How many really good friends (does your child/do you) have? These would be kids that (your child plays /you play) with or hang out with a lot.

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

**SAME AS 4844**

Q10. Do you think (your child's/your) friends would stick up for (him/her /you) if other kids were being mean or picking on (your child/you)? Would you say.... Yes, they definitely would stick up for (him/her /you), maybe they would stick up for (him/her /you), or no, they probably would not stick up for (him/her /you).

- 1 Yes - they definitely would stick up for (him/her /you)
- 2 Maybe they would stick up for (him/her /you)
- 3 No - they probably would not stick up for (him/her /you)
- 4 (VOL) Not sure
- 5 (VOL) Refused

**[ASK Q11-Q15 IF TYPE=1 (CAREGIVER); ELSE SKIP TO INSTRUCTIONS BEFORE C1]**

**SAME AS 4844**

Q11. How many times have you changed your child care arrangements in the last year? By changes I mean, for example, that your child got a new babysitter, went to a different after school program, or started going to a new child care program.

\_\_\_\_\_ (times in past year) (0-97, 97=97 times or more, 98=not sure, 99=refused)

**SAME AS 4844**

Q13. How many times in the past month did you have to make special arrangements because your usual child care arrangement fell through?

\_\_\_\_\_ (times in past month) (0-31, 31=31 times or more, 98=not sure, 99=refused)

**SAME AS 4844**

Q14. How many times in the past month did you miss work or school because your child care arrangement fell through?

\_\_\_\_\_ (times in past month) (0-31, 31=31 times or more, 98=not sure, 99=refused)

### SECTION 3: JVQ SCREENER QUESTIONS

#### MODULE A: CONVENTIONAL CRIME SCREENERS

#### **SIMALAIR TO 4844, BUT TEXT HAS CHANGED**

Now we are going to ask you about some things that might have happened in (your child's/your) life.

#### **[ONLY ASK C1, C2 and C3 FOR YOUTH 2 AND OLDER]**

#### **SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

C1. At any time in (your child's/your) life, did anyone use force to take something away from (your child/you) that (he/she was/you were) carrying or wearing?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

#### **SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

C2. At any time in (your child's/your) life, did anyone steal something from (your child/you) and never give it back? Things like a backpack, money, watch, clothing, bike, stereo, or anything else?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

#### **SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

C3. At any time in (your child's/your) life, did anyone break or ruin any of (your child's/your) things on purpose?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

C4. Sometimes people are attacked with sticks, rocks, guns, knives, or other things that would hurt. At any time in (your child's/your) life did anyone hit or attack (your child/you) on purpose with an object or weapon? Somewhere like: at home, at school, at a store, in a car, on the street, or anywhere else?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

C5. At any time in (your child's/your) life, did anyone hit or attack (your child/you) WITHOUT using an object or weapon?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

C6. At any time in (your child's/your) life, did someone start to attack (your child/you) , but for some reason, it didn't happen? For example, someone helped (your child/you) or (your child/you) got away?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[ONLY ASK C7 FOR YOUTH 2 AND OLDER]**

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

C7. At any time in (your child's/your) life, did someone threaten to hurt (your child/you) when (your child/you) thought they might really do it?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

C8. [IF TYPE=2 YOUTH, READ: When a person is kidnapped, it means they were made to go somewhere, like into a car, by someone who they thought might hurt them. ] At any time in (your child's/your) life, has anyone ever tried to kidnap (your child/you) ?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[ONLY ASK C9 FOR YOUTH 2 AND OLDER]  
SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

C9. At any time in (your child's/your) life, (has your child/have you) been hit or attacked because of (your child's/your) skin color, religion, or where (your child's/your) family comes from? Because of a physical problem (your child has/you have)? Or because someone said (your child was/you were) gay?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**MODULE B: CHILD MALTREATMENT SCREENERS**

**SAME AS 4844**

Next, we are going to ask about grown-ups who take care of (your child/you). This means parents, babysitters, adults who live with (your child/you) , or others who watch (your child/you) . Before we begin, I want to remind you that your answers will be kept totally private. If there is a particular question that you don't want to answer, that's O.K. But it is important that you be as honest as you can, so that the researchers can get a better idea of the kinds of things that kids (your child's/your) age sometimes face.

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

M1. Not including spanking on (his/her /your) bottom, At any time in (your child's/your) life did a grown-up in (your child's/your) life hit, beat, kick, or physically hurt (your child/you) in any way?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[ONLY ASK M2 FOR YOUTH 2 AND OLDER]  
SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

M2. At any time in (your child's/your) life , did (your child/you) get scared or feel really bad because grown-ups in (your child's/your) life called (him/her /you) names, said mean things to (him/her /you), or said they didn't want (him/her /you)?

- 1 Yes
- 2 No
- 3 (VOL) Not sure

4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

M3. When someone is neglected, it means that the grown-ups in their life didn't take care of them the way they should. They might not get them enough food, take them to the doctor when they are sick, or make sure they have a safe place to stay. At any time in (your child's/your) life, (was your child/were you) neglected?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

M4. Sometimes a family fights over where a child should live. At any time in (your child's/your) life did a parent take, keep, or hide (your child/you) to stop (him/her /you) from being with another parent?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

MODULE C: PEER AND SIBLING VICTIMIZATION SCREENERS

**[ONLY ASK P1 FOR YOUTH 2 AND OLDER]**

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

P1. Sometimes groups of kids or gangs attack people. At any time in (your child's/your) life, did a group of kids or a gang hit, jump, or attack (your child/you)?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

P2. (If yes to P1, say: "Other than what you just told me about.....") At any time in (your child's/your) life, did any kid, even a brother or sister, hit (your child/you) ? Somewhere like: at home, at school, out playing, in a store, or anywhere else?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[ONLY ASK P3 FOR YOUTH 2 AND OLDER]**

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

P3. At any time in (your child's/your) life, did any kids try to hurt (your child's/your) private parts on purpose by hitting or kicking (your child/you) there?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[ONLY ASK P4 FOR YOUTH 2 AND OLDER]**

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

P4. At any time in (your child's/your) life, did any kids, even a brother or sister, pick on (your child/you) by chasing (your child/you) or grabbing (your child/you) or by making (him/her /you) do something (he/she /you) didn't want to do?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[ONLY ASK P5 FOR YOUTH 2 AND OLDER]**

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

P5. At any time in (your child's/your) life, did (your child/you) get really scared or feel really bad because kids were calling (him/her /you) names, saying mean things to (him/her /you), or saying they didn't want (him/her /you) around?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[IF TYPE=1 CAREGIVER, SKIP TO S1] [ASK FOR CHILDREN 12 AND OLDER]**

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

P6. At any time in your life, did a boyfriend or girlfriend or anyone you went on a date with slap or hit you?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**MODULE D: SEXUAL ASSAULT SCREENERS**

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

S1. At any time in (your child's/your) life, did a grown-up (your child knows/you know) touch (your child's/your) private parts when they shouldn't have or make (your child/you) touch their private parts? Or did a grown-up (your child knows/you know) force (your child/you) to have sex?

- 1 Yes

- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

S2. At any time in (your child's/your) life, did a grown-up (your child/you) did not know touch (your child's/your) private parts when they shouldn't have, make (your child/you) touch their private parts or force (your child/you) to have sex?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

S3. Now think about other kids, like from school, a boy friend or girl friend, or even a brother or sister. At any time in (your child's/your) life, did another child or teen make (your child/you) do sexual things?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

S4. At any time in (your child's/your) life, did anyone TRY to force (your child/you) to have sex, that is sexual intercourse of any kind, even if it didn't happen?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[ONLY ASK S5 FOR YOUTH 2 AND OLDER]**

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

S5. At any time in (your child's/your) life, did anyone make (your child/you) look at their private parts by using force or surprise, or by "flashing" (your child/you)?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[ONLY ASK S6 FOR YOUTH 2 AND OLDER]**

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

S6. At any time in (your child's/your) life, did anyone hurt (your child's/your) feelings by saying or writing something sexual about (your child/you) or (your child's/your) body?

- 1 Yes
- 2 No

- 3 (VOL) Not sure
- 4 (VOL) Refused

**[IF TYPE=1 CAREGIVER, SKIP TO W1] [ASK FOR CHILDREN 12 AND OLDER]  
SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

S7. At any time in your life, did you do sexual things with anyone 18 or older, even things you wanted?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**MODULE E: WITNESSING AND INDIRECT VICTIMIZATIONS SCREENERS**

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

W1. At any time in (your child's/your) life did (your child/you) SEE a parent get pushed, slapped, hit, punched, or beat up by another parent, or their boyfriend or girlfriend?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

W2. At any time in (your child's/your) life, did (your child/you) SEE a parent hit, beat, kick, or physically hurt (his/her /your) brothers or sisters, not including a spanking on the bottom?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

W3. At any time in (your child's/your) life, in real life, did (your child/you) SEE anyone get attacked or hit on purpose WITH a stick, rock, gun, knife, or other thing that would hurt? Somewhere like: at home, at school, at a store, in a car, on the street, or anywhere else?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

W4. At any time in (your child's/your) life, in real life, did (your child/you) SEE anyone get attacked or hit on purpose WITHOUT using a stick, rock, gun, knife, or something that would hurt?

- 1 Yes
- 2 No

- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

W5. At any time in (your child's/your) life, did anyone steal some thing from your house that belongs to (your child's/your) family or someone (your child lives/you live) with? Things like a TV, stereo, car, or anything else?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

W6. At any time in (your child's/your) life, was anyone close to (your child/you) murdered, like a friend, neighbor or someone in (your child's/your) family?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

W8. At any time in (your child's/your) life, (was your child/ were you) in any place in real life where (he/she /you) could see or hear people being shot, bombs going off, or street riots?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

W9. At any time in (your child's/your) life , (was your child/ were you) in the middle of a war where (he/she/you) could hear real fighting with guns or bombs?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**MODULE F: ADDITIONAL VICTIMIZATIONS**

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

A1. Not counting the things I've already asked you about, has any grown-up ever hit or attack (your child/you)?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMALAIR TO 4844, BUT QUESTION TEXT HAS CHANGED**

A2. Not counting the things I've already asked you about, (was your child/were you) ever hurt because someone hit or attacked (him/her/you) on purpose?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SECTION 4: SOCIAL SUPPORT**

**[IF TYPE=1 CAREGIVER, SKIP TO SS9 ]**

**WHOLE SECTION IS SAME AS 4844**

Next we'd like to ask you about your relationships with family and friends. READ...would you say this is TRUE never, sometimes, or often.

- 1 Never
- 2 Sometimes
- 3 Often
- 5 (VOL) Not sure
- 6 (VOL) Refused

- SS1. My family really tries to help me 1      2      3      4
- SS2. My family lets me know that they care about me
- SS3. I can talk about my problems with my family
- SS4. My family is willing to help me make decisions
- SS5. My friends really try to help me
- SS6. I can count on my friends when things go wrong
- SS7. I have friends with whom I can share my good times and bad times
- SS8. I can talk about my problems with my friends

**[ASK ALL]**

- SS9. There are adults, other than (your child's parents/your parents), that (your child/you) can talk to, who care about (your child's/your) feelings and what happens to (your child/you).
- SS10. There are adults, other than (your child's parents/your parents), who would give (your child/you) good suggestions and advice about problems.
- SS11. There are adults, other than (your child's parents/your parents), who would help (your child/you) with practical problems, like helping getting somewhere or help with a project.

## SECTION 5: MENTAL HEALTH

WHOLE SECTION IS SAME AS 4844

[IF TYPE=1 CAREGIVER CONTINUE. IF TYPE=2 YOUTH, SKIP TO INTRO BEFORE TSC1]

[ASK ITS1 – ITS19 ONLY FOR CHILDREN FROM BIRTH TO 3.  
CHILDREN AGE 4-9 SKIP TO INTRO BEFORE TSCY1]

Please tell me how often your [x-year old] behaved in the following ways in the last month.  
READ... Would you say never, sometimes or often?

- 1 never
- 2 sometimes, or
- 3 often
- 4 (VOL) Not sure
- 5 (VOL) Refused

- |   |   |   |   |   |
|---|---|---|---|---|
| ITS1. Was unfriendly with people?                             |   | 1 | 2 | 3 |
| ITS2. Was quiet and seemed to keep to him/herself?            | 1 | 2 | 3 |   |
| ITS3. Didn't want to play or be active?                       |   |   |   |   |
| ITS4. Woke with a panicky scream soon after s/he fell asleep? |   |   |   |   |
| ITS5. Had trouble going to sleep?                             |   |   |   |   |
| ITS6. Woke up often during the night?                         |   |   |   |   |
| ITS7. Had difficulty concentrating or focusing?               |   |   |   |   |
| ITS8. Got startled or spooked easily?                         |   |   |   |   |
| ITS9. Was aggressive or mean to people or animals?            |   |   |   |   |
| ITS10. Seemed afraid of the dark?                             |   |   |   |   |
| ITS11. Acted in ways that made you want to punish him/her?    |   |   |   |   |
| ITS12. Acted in aggressive ways?                              |   |   |   |   |
| ITS13. Had physical problems?                                 |   |   |   |   |
| ITS14. Did not make eye contact?                              |   |   |   |   |
| ITS15. Refused to eat?  |   |   |   |   |
| ITS16. Cried or had a tantrum until s/he was exhausted?       |   |   |   |   |
| ITS17. Had trouble adjusting to changes?                      |   |   |   |   |
| ITS18. Had trouble calming down when upset?                   |   |   |   |   |
| ITS19. Cried or hung onto you when you tried to leave?        |   |   |   |   |

[ASK TSCY1 – TSCY38 FOR TYPE 1 AND MUST BE 2 YEARS OR OLDER.  
CHILDREN AGE 0-1 SKIP TO SECTION 6]

**SIMILAIR TO 4844, TEXT READ- INS HAVE CHANGED**

Now I'd like to ask you some questions about things (your child has/you have) been doing and how (your child has/you have) been feeling lately. I am going to read you statements that describe things that kids sometimes think, feel, or do. Please tell me how often (your child has/you have) done or felt each of the following things in the last month.

**SIMILAIR TO 4844, TEXT READ- INS HAVE CHANGED**

In the last month, how often (has your child/have you) [read item]..... would you say never, sometimes, often, or very often." [Repeat response scale as necessary]

- 1 Never
- 2 Sometimes
- 3 Often
- 4 Very often
- 5 (VOL) Not sure
- 6 (VOL) Refused

**TSCY1-TSCY25 ARE THE SAME AS 4844**

- TSCY1. Had temper tantrums
- TSCY2. Been easily scared
- TSCY3. Blamed him/herself for things that weren't his/her fault
- TSCY4. Been worried
- TSCY5. Been afraid of the dark
- TSCY6. Been afraid to be alone
- TSCY7. Been too aggressive
- TSCY8. Not been laughing or not been happy like other children
- TSCY9. Became very angry over a little thing
- TSCY10. Called him/herself bad, stupid, or ugly
- TSCY11. Said that nobody liked him/her
- TSCY12. Been frightened by things that didn't used to scare him/her
- TSCY13. Acted sad or depressed
- TSCY14. Yelled at family, friends or teachers
- TSCY15. Intentionally hurt other children or family members
- TSCY16. Not noticed what he or she was doing
- TSCY17. Seemed to be in a daze
- TSCY18. Stared off in space
- TSCY19. Not paid attention because he or she was in his or her own world
- TSCY20. Had bad dreams or nightmares
- TSCY21. Not wanted to go somewhere that reminded him/her of a bad thing from the past
- TSCY22. Been bothered by memories of something that happened to him/her

- TSCY23. Not wanted to talk about something that happened in the past
- TSCY24. Had trouble sitting still
- TSCY25. Been tense

**WHOLE SECTION IS THE SAME AS 4844**

**[IF TYPE=2 YOUTH, continue. IF TYPE=1 CAREGIVER, SKIP TO NEXT SECTION 6]**

Now I'd like to ask you some questions about things you've been doing and how you've been feeling lately. I am going to read you statements that describe things that kids sometimes think, feel, or do. Please tell me how often you have done or felt each of the following things in the last month.

In the last month, how often have you been [read item]..... would you say never, sometimes, often, or very often." [Repeat response scale as necessary]

- 1 Never
- 2 Sometimes
- 3 Often
- 4 Very often
- 5 (VOL) Not sure
- 6 (VOL) Refused

- |   |   |   |   |   |
|---|---|---|---|---|
| TSC1. Arguing too much                                  | 1 | 2 | 3 | 4 |
| TSC2. Feeling lonely                                    |   |   |   |   |
| TSC3. Feeling sad or unhappy                            |   |   |   |   |
| TSC4. Crying  |   |   |   |   |
| TSC5. Getting scared all of a sudden and don't know why |   |   |   |   |
| TSC6. Getting mad and can't calm down                   |   |   |   |   |
| TSC7. Wanting to yell at people                         |   |   |   |   |
| TSC8. Wanting to hurt yourself                          |   |   |   |   |
| TSC9. Wanting to hurt other people                      |   |   |   |   |
| TSC10. Feeling stupid or bad                            |   |   |   |   |
| TSC11. Feeling like you did something wrong             |   |   |   |   |
| TSC12. Feeling nervous or jumpy inside                  |   |   |   |   |
| TSC13. Feeling afraid                                   |   |   |   |   |
| TSC14. Feeling mean                                     |   |   |   |   |
| TSC15. Worrying about things                            |   |   |   |   |
| TSC16. Feeling like nobody likes you                    |   |   |   |   |
| TSC17. Feeling like you hate people                     |   |   |   |   |
| TSC18. Wanting to kill yourself                         |   |   |   |   |
| TSC19. Going away in your mind, trying not to think     |   |   |   |   |

- TSC20. Forgetting things, or you can't remember things
- TSC21. Pretending you're somewhere else
- TSC22. Your mind going empty or blank
- TSC23. Trying not to have feelings
- TSC24. Having bad dreams or nightmares
- TSC25. Having scary ideas or pictures just pop into your head
- TSC26. Remembering things that happened that you didn't like
- TSC27. Wishing bad things had never happened
- TSC28. Remembering things that you don't want to remember

## **SECTION 6: NATSCEV SUPPLEMENTAL SCREENER QUESTIONS**

### MODULE G: EXPOSURE TO FAMILY VIOLENCE AND ABUSE

#### **SAME AS 4844**

The next set of questions are about people who have taken care of (your child/you) – that would include (your child's/your) parents, stepparents, and (his/her/your) parents' boyfriends or girlfriends, whether (your child/you) lived with them or not. It would also include other grown-ups, like grandparents or foster parents if they took care of (your child/you) on a regular basis. When we say "parent" in these next questions, we mean any of these people.

#### **SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

EF1. At any time in (your child's/your) life, did one of (your child's/your) parents threaten to hurt another parent and it seemed they might really get hurt?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

#### **SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

EF2. At any time in (your child's/your) life, did one of (your child's/your) parents, because of an argument, break or ruin anything belonging to another parent, punch the wall, or throw something?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

#### **SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

EF3. At any time in (your child's/your) life, did one of (your child's/your) parents get pushed by another parent?

- 1 Yes
- 2 No

- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

EF4. At any time in (your child's/your) life, did one of (your child's/your) parents get hit or slapped by another parent?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

EF5. At any time in (your child's/your) life did one of (your child's/your) parents get kicked, choked, or beat up by another parent?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

EF6. Now we want to ask you about fights between any grown-ups and teens, not just between (your child's/your) parents. At any time in (your child's/your) life, did any grown-up or teen who lives with (your child/you) push, hit, or beat up someone else who lives with (your child/you), like a parent, brother, grandparent, or other relative?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**NEW**

New Victimization Screeners (supplement to JVQ)

M5. Was there a time in (your child's/your) life that (your child/you) often had to look after (your/his/herself) because a parent drank too much alcohol, took drugs, or wouldn't get out of bed.

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**NEW**

M6. Was there a time in (your child's/your) life when (your child/you) often had to go looking for a parent because the parent left (your child/you) alone, or with brothers and sisters, and (your child/you) didn't know where the parent was.

- 1 Yes
- 2 No

- 3 (VOL) Not sure
- 4 (VOL) Refused

**NEW**

M7. Was there a time in (your child's/your) life when (his/her/your) parents often have had people over at the house who (your child was/you were) afraid to be around.

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**NEW**

M8. Was there a time in (your child's/your) life when (you/he/she) lived in a home that was broken down, unsafe, or unhealthy? For example, it had broken stairs, toilets or sinks that didn't work, trash piled up, and things like that.

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**NEW**

M9. Was there a time in (your child's/your) life when (his/her/your) parents did not care if (you were /he was/she was) clean, wore clean clothes, or brushed (your/his/her) teeth and hair?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**NEW**

P7. At any time in (your child's/your) life, did any kids ever tell lies or spread rumors about (him/her/you), or tried to make others dislike (him/her/you)?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**NEW**

P8. At any time in (your child's/your) life, did any kids ever keep (him/her/you) out of things on purpose, excluded (him/her/you) from their group of friends, or completely ignored (him/her/you)?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**MODULE H: SCHOOL VIOLENCE AND THREAT**  
**[ASK SC1 and SC2 ONLY FOR YOUTH 5 AND OLDER]**  
**SIMILAIR TO 4844, TEXT HAS CHANGED**

Now we'd like to know about (your child's/your) school. Just as with other questions, we want to know about anything that happened in (your child's/your) whole life, including at the school (your child goes/you go) to now and any schools (your child/you) went to when (your child was/you were) younger.

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

SC1. (Has your child/Have you) ever gone to a school where someone said there was going to be a bomb or attack on the school and (your child/you) thought they might really mean it?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

SC2. (Has your child/Have you) ever gone to a school where someone damaged the school or started a fire in the school on purpose? Or did anyone break or ruin other school property like buses, windows, or sports equipment?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[IF NO TO ALL INCIDENTS IN C1 - A2 and EF1 – SC2, SKIP TO LIFE EVENTS SECTION 8]**

**SECTION 7: JVQ & NATSCEV SCREENER FOLLOW-UP QUESTIONS**

O.K. Now I just have a few more questions about some of the event(s) you told me about earlier.

**FOLLOW-UP LOOP GETS ASKED FOR THESE QUESTIONS:**

**C1 C2 C3 C4 C5 C6 C7 C8 C9**

**M1 M2 M3 M4**

**P1 P2 P3 P4 P5 P6**

**S1 S2 S3 S4 S5 S6 S7**

**W1 W2 W3 W4 W5 W6 W7 W8 W9**

**A1 A2**

**EF1 EF2 EF3 EF4 EF5 EF6**

**M5 M6 M7 M8 M9**

**P7 P8**

**SC1 SC2**

**SAME AS TO 4844**

a. How did (your child/you) know it happened? READ IF NEEDED. SINGLE RECORD.

- 1 Did (your child/you) see it? **SKIP TO C**
- 2 Did (your child/you) hear it, but not see it? **SKIP TO C**

- 3 Did (your child/you) not see or hear it, but see the person's bruise or injury? **SKIP TO C**
- 4 Did (your child/you) not see or hear anything, but someone told (your child/you)? **[If a=4, go to b and then skip to next LOOP introduction.]**
- 5 (VOL) Not sure **SKIP TO C**
- 6 (VOL) Refused **SKIP TO C**

**IF CHILD AGE=0 (UNDER 1 YEAR OLD) AUTOPUNCH 'YES' and SKIP TO C SAME AS TO 4844**

b. Did (your child/you) find out about it in the last year?

- 1 Yes **SKIP to next LOOP introduction**
- 2 No **SKIP to next LOOP introduction**
- 3 (VOL) Not sure **SKIP to next LOOP introduction**
- 4 (VOL) Refused **SKIP to next LOOP introduction**

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

c. How many times did this happen to (your child/you) in (his/her/your) whole life?

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

\_\_\_\_\_ times [Range: 1-96; 97 = 97 or more; 98 = Not sure; 99 = Refused]

**SIMILAIR TO 4844, SKIP HAS CHANGED**

**IF CHILD AGE=0 (UNDER 1 YEAR OLD) AUTOPUNCH 'YES' AND SKIP TO-E**

d. Thinking of (the last time/when) this happened to (your child/you)...did it happen within the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: "By the last year we mean between (current month) when (your child was /you were) (current age - 1) and now?"]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**NEW**

e. How old (was your child/were you) (the last time/when) this happened? **[IF CHILD 2 OR YOUNGER, RECORD AGE IN MONTHS IF PARENT STATES IT THAT WAY.]**

*[Interviewer: Use grade/age chart to assist respondent.]*

- 1 Gave in years
- 2 Gave in months
- 3 Gave in years and months

\_\_\_\_\_ years old (1-17, 18=ns, 19=ref)  
 \_\_\_\_\_ months old (0-24, 28=ns, 29=ref)

**SAME AS 4844**

f. [IF YES TO more than 1 PREVIOUS VICTIMIZATION, SAY]: Is this part of some other time you have already given me details about?

[IF YES TO ONLY 1 PREVIOUS VICTIMIZATION, SAY: Is this part of the other time you have already given me details about?

- 1 Yes
- 2 No [GO TO g1]
- 3 (VOL) Not sure [GO TO g1]
- 4 (VOL) Refused [GO TO g1]

**SAME AS 4844**

f1 IF yes to f and only one additional event, autopunch that one even and skip to next question.

If Yes to f, ask "Which time was that?" [CATI – SHOW ONLY ONES THEY SAID YES TO AND HAVE ALREADY COME UP IN THE LOOP]

[Record item number here: \_\_\_\_\_] [SKIP TO next loop A]

**SAME AS 4844**

g1. Why do you think this happened?

- 1 You were arguing or your partner was angry about something you had done
- 2 Play fighting, wrestling, or joking
- 3 My partner was trying to “get through” to me
- 4 My partner was protecting himself or herself from me
- 5 Accidental; not on purpose
- 6 (VOL) Not sure
- 7 (VOL) Refused

**SIMILAR TO 4844, Skip changed**

g. (Was your child/Were you) physically hurt when this happened?  
*[Interviewer: Read definition when this question is asked the first time and then as many times as needed].: “Hurt means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.”]*

- 1 Yes
- 2 No [SKIP TO i]
- 3 (VOL) Not sure [GO TO i]
- 4 (VOL) Refused [GO TO i]

**SIMILAR TO 4844, Skip removed**

h. What kind of an injury was it? READ IF NEEDED. MULTIPLE RECORD

- 1 Small bruise, scrape, or cut
- 2 Large bruise, major cut, black eye, or bloody nose
- 3 Sprain, broken bone, or broken teeth
- 4 Injury inside your body
- 5 Knocked-out or hit unconscious
- 6 Felt other pain that lasted until next day
- 7 Other (specify): \_\_\_\_\_
- 8 (VOL) Not sure
- 9 (VOL) Refused

**SIMILAR TO 4844, skip instruction removed, text change in Q**

i. Did (your child/you) go to the hospital, a doctor’s office, or some kind of health clinic because of what happened?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, PUNCHES HAVE CHANGED**

j Who did this? [Interviewer: Try to categorize from open-ended responses. Read categories only if respondent needs help. It is important to be sure to distinguish between perps who are known and strangers]

- 1 Brother, sister, or other child who lives with (your child/you) (cousin, foster sibling, etc.)
- 2 Biological or adoptive father
- 3 Step-father or live-in boyfriend
- 4 Biological or adoptive mother
- 5 Step-mother or live-in girlfriend
- 6 Foster parent
- 7 A relative who lives in (your child's/your) home (uncle, grandparent, etc.)
- 8 A relative who does not live with (your child/you)
- 9 A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with (you/your child).
- 10 Grown-up (your child/you) know(s) from some organization, such as a teacher, coach, or youth group leader
- 11 Anyone else (your child/you) know(s) such as a friend or neighbor or schoolmate
- 12 Stranger (a stranger is someone (your child/you) doesn't know)
- 13 Boyfriend/girlfriend, or ex-boyfriend/exgirlfriend
- 14 Other \_\_\_\_\_ (write in who it was)
- 15 (VOL) Not sure
- 16 (VOL) Refused

**SIMILAIR TO 4844, AUTOPUNCH DIRECTIONS HAVE CHANGED**

- k. Was this person a man, woman, boy, or girl?  
*[Interviewer: Ask only for perpetrators when gender is not clear but always code gender.] [CATI - IF j=2 or 3, autopunch 1 here, if j=4 or 5, autopunch 2 here and do not show question]*

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl
- 5 (VOL) Not sure
- 6 (VOL) Refused

**SAME AS 4844**

- L. Where (was your child/were you) when this happened?

- 1 At or near home
- 2 At school (inside, in school yard, or on bus) [HIDE FOR 0-4 YEAR OLDS]
- 3 At daycare or an after school program [HIDE FOR 12+ YEAR OLDS]
- 4 Somewhere else
- 5 (VOL) Not sure
- 6 (VOL) Refused

**SAME AS 4844**

- m. Thinking back to when it happened, how afraid did (your child/you) feel? Would you say (your child/you) felt...

- 1 Not at all afraid
- 2 A little afraid
- 3 Very afraid

- 4 (VOL) Not sure
- 5 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED, READ-INS HAVE BEEN ADDED**

- n. Did (your child/you) miss any days of school, or (was/were) (your child/you) unable to complete your schoolwork, because of what happened?
- 1 Yes
  - 2 No
  - 3 (VOL) Not sure
  - 4 (VOL) Refused

**SAME AS 4844**

- o. Do any of these people know about what happened?  
*[Interviewer: Read each response and code all that apply.]*
- oa. **[SKIP if TYPE=1, CAREGIVER]** A parent (or ANOTHER parent if one parent did this)
- 1 Yes
  - 2 No
  - 3 (VOL) Don't Know / Refused
- ob. A teacher, counselor, or other adult at (your child's/your) school or daycare
- 1 Yes
  - 2 No
  - 3 (VOL) Don't Know / Refused
- oc. A police officer or some other law official
- 1 Yes
  - 2 No
  - 3 (VOL) Don't Know / Refused

**SAME AS 4844**

- pf. Did (your child/you) talk with someone other than friends or family about what happened --  
- someone like a counselor or minister who tried to help (your child/you) deal with it?
- (PUNCH ALL THAT APPLY)**
- 1 Counselor, psychologist, social worker, therapist of any type
  - 2 Minister or clergy of any type
  - 3 Other professional
  - 4 None of these
  - 5 (VOL) Not sure
  - 6 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

- r. Did the person who did this use any of these?
- 1 Gun
  - 2 Knife
  - 3 Stick, rock, bottle, or tool such as a hammer
  - 4 Other (Specify \_\_\_\_\_)
  - 5 (VOL) No weapon used

- 6 (VOL) Not sure
- 7 (VOL) Refused

**SAME AS 4844**

- s. (Was your child/were you) actually kidnapped or did (**he/she** /you) get away before it happened?
- 1 Kidnapped
  - 2 Got away (*Note to interviewer: This includes with any help*)
  - 3 (VOL) Not sure
  - 4 (VOL) Refused

**SAME AS 4844**

- t. What was the reason? Was it because of...
- (your child's/your) skin color
  - (your child's/your) religion
  - Where your family comes from
  - Because of some physical problem (your child has/you have)
  - Because someone said (your child was/you were) gay
  - 6 (VOL) Not sure
  - 7 (VOL) Refused

**SAME AS 4844**

- u. Did (your child/you) get sick when this happened?
- Yes
  - No
  - 3 (VOL) Not sure
  - 4 (VOL) Refused

**SAME AS 4844**

- v. Did this person take, keep, or hide (your child/you) to try to keep (your child/you) from ever living with this other parent?
- Yes
  - No
  - 3 (VOL) Not sure
  - 4 (VOL) Refused

**SIMILAR TO 4844, new instruction added**

Ask z if k = 3 or 4 [boy or girl]

- z. How old was the person(s) who **did this**?  
[Interviewer: If the respondent doesn't know, ask him/her to guess. At a minimum determine whether the person was 18 or older.]  
[Interviewer: If the respondent doesn't know or guess, ask what grade the person was in]  
  
\_\_\_\_\_ years old (0-97,98=ns, 99=ref)

**SAME AS 4844**

- aa. Did this person(s) put any part of her/his body inside (your child/you)?

- 1 Yes [SKIP TO CC]
- 2 No [GO TO BB]
- 3 (VOL) NS [SKIP TO CC]
- 4 (VOL) REF [SKIP TO CC]

**SAME AS 4844**

- bb. Did this person (these persons) try to do that?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

- cc. When this (last) happened did someone actually use physical force by pushing, grabbing, hitting or threatening (your child/you) with a weapon?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, PUNCHES HAVE CHANGED**

- dd. Who did this happen to? How (does your child/do you) know this person?

- 1 Brother, sister, or other child who lives with (your child/you) (cousin, foster sibling, etc.)
- 2 Biological or adoptive father
- 3 Step-father or live-in boyfriend
- 4 Biological or adoptive mother
- 5 Step-mother or live-in girlfriend
- 6 Foster parent
- 7 A relative who lives in (your child's/your) home (uncle, grandparent, etc.)
- 8 A relative who does not live with (your child/you)
- 9 A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with (your child/you).

- 10 Grown-up (your child/you) know(s) through some organization, such as a teacher, coach, or youth group leader
- 11 Anyone else (your child/you) know(s) such as a friend or neighbor or schoolmate
- 12 Stranger (a stranger is someone you don't know)
- 13 Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend
- 14 Other \_\_\_\_\_ (*write in who it was*)
- 15 (VOL) Not sure
- 16 (VOL) Refused
- 17 An adult/group of adults (unspecified)
- 18 A kid/group of kids (unspecified)

**SIMILAIR TO 4844, AUTOPUNCH DIRECTIONS HAVE CHANGED**

**[CATI – IF dd=2 or 3, autopunch 1 here, if dd=4 or 5, autopunch 2 here and do not show question]**

ee. Was this person a man, woman, boy, or girl?  
*[Interviewer: Ask only if gender is not clear but always code gender.]*

- 1 Man
- 2 Woman
- 3 Boy
- 4 Girl
- 5 (VOL) Not sure
- 6 (VOL) Refused

**SAME AS 4844**

ff. When this happened, did (your child/you) yell at them to stop?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**IF CHILD AGE 0-1, SKIP TO HH.**

**SAME AS 4844**

gg. When this happened, did (your child/you) call someone else for help, like calling someone on the phone or going next door?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

hh. When this happened, did (your child/you) try to get away from the fighting by hiding or leaving the house?

- 1 Yes
- 2 No
- 3 (VOL) Not sure

4 (VOL) Refused

**SAME AS 4844**

jj. Did everyone have to leave the school while they looked for the bomb or the attacker?

Yes

No

3 (VOL) Not sure

4 (VOL) Refused

**SAME AS 4844**

kk. Was school cancelled when this happened?

Yes

No

3 (VOL) Not sure

4 (VOL) Refused

**SAME AS 4844**

ll. Was anyone physically hurt when this happened?

Yes

No

3 (VOL) Not sure

4 (VOL) Refused

**NEW**

**Ask nn if k = 3 or 4 [boy or girl]**

NN. Did the person who did this have an advantage over [you/your child] because he/she is stronger, more popular, or has a lot of influence over other kids?

1 Yes

2 No

3 (VOL) Not sure

4 (VOL) Refused

**NEW**

Ask MM if c>1, else skip to next appropriate question

MM. We've been talking about the last time this happened. Now, I want you to think about the VERY FIRST TIME this happened. How old (was your child/were you) the very first time this happened?

**[IF CHILD 2 OR YOUNGER, RECORD AGE IN MONTHS IF PARENT STATES IT THAT WAY.]** [Interviewer: Use grade/age chart to assist respondent.]

\_\_\_\_\_ years old (1-17, 18=ns, 19=ref)

\_\_\_\_\_ months old (0-24, 28=ns, 29=ref)

**NEW QUESTIONS ARE IN BLUE AND DELETIONS ARE CROSSED OUT.**

- 1 IF YES TO C1, SAY:** “Earlier you said that at some time in (your child’s/your) life someone used force to take something from (your child/you) that (he/she was/you were) carrying or wearing.”  
**IF NO TO C1, SKIP TO C2 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E G H I J K L M N O P f R Z NNMM*
- 2 IF YES TO C2, SAY:** “Earlier you said that at some time in (your child’s/your) life someone stole something from (your child/you) and never gave it back. Something like a backpack, money, watch, clothing, bike, stereo, or something else.”  
**IF NO TO C2, SKIP TO C3 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O P f Z NNMM*
- 3 IF YES TO C3, SAY:** “Earlier you said that at some time in (your child’s/your) life someone broke or ruined (your child’s/your) things on purpose.”  
**IF NO TO C3, SKIP TO C4 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O P f Z NNMM*
- 4 IF YES TO C4, SAY:** “Earlier you said that at some time in (your child’s/your) life someone hit or attacked (your child/you) on purpose with a stick, rock, gun, knife or something that would hurt.”  
**IF NO TO C4, SKIP TO C5 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O P f R Z MM NN*
- 5 IF YES TO C5 SAY:** “Earlier you said that at some time in (your child’s/your) life someone hit or attacked (your child/you) without using a stick, rock, gun, knife, or some thing that would hurt.”  
**IF NO TO C5, SKIP TO C6 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O P f Z MM NN*
- 6 IF YES TO C6, SAY:** “Earlier you said that at some time in (your child’s/your) life someone started to attack (your child/you) but for some reason it didn’t happen. For example, someone helped (your child/you) or (your child/you) got away.”  
**IF NO TO C6, SKIP TO C7 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O P f Z MM NN*
- 7 IF YES TO C7, SAY:** “Earlier you said that at some time in (your child’s/your) life someone threatened to hurt (your child/you) when it seemed like they might really do it.”  
**IF NO TO C7, SKIP TO C8 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O P f Z MM NN*
- 8 IF YES TO C8, SAY:** “Earlier you said that at some time in (your child’s/your) life someone tried to kidnap (your child/you).”  
**IF NO TO C8, SKIP TO C9 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O P f R S Z MM NN*
- 9 IF YES TO C9 SAY:** “Earlier you said that at some time in (your child’s/your) life (your child/you) had been hit or attacked because of your skin color, religion, where your family

comes from, because of a physical problem or because someone said (your child was/you were) gay.”

**IF NO TO C9, SKIP TO M1 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O P f R T Z M M N N*

- 10 IF YES TO M1, SAY:** “Earlier you said that at some time in (your child’s/your) life a grown-up in your child’s life hit, beat, kicked or physically hurt (your child/you), not including a spanking on the bottom.”

**IF NO TO M1, SKIP TO M2 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O P f R Z M M N N*

- 11 IF YES TO M2 SAY:** “Earlier you said that at some time in (your child’s/your) life (your child/you) got scared or felt really bad because a grown-up in (your child’s/your) life called (him/her/you) names, said mean things to (him/her/you), or said they didn’t want (him/her/you).”

**IF NO TO M2, SKIP TO M3 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O P f Z M M N N*

- 12 IF YES TO M3, SAY:** “Earlier you said that at some time in (your child’s/your) life (your child was/you were) neglected – that grown-ups did not take care of (your child/you) the way they should.”

**IF NO TO M3, SKIP TO M4 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 J K M N O P f U Z M M N N*

- 13 IF YES TO M4 SAY:** “Earlier you said that at some time in (your child’s/your) life a parent took, kept or hid (your child/you) to stop (your child/you) from being with another parent.”

**IF NO TO PM4, SKIP TO P1 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O P f V Z M M N N*

- 14 IF YES TO P1, SAY:** “Earlier you said that at some time in (your child’s/your) life a group of kids or a gang hit, jumped or attacked (your child/you).”

**IF NO TO P1, SKIP TO P2 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 G H I L M N O P f R Z M M*

- 15 IF YES TO P2, SAY:** “Earlier you said that at some time in (your child’s/your) life, a kid, even if it was a brother or sister, hit (your child/you).”

**IF NO TO P2, SKIP TO P3 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O P f R Z M M N N*

- 16 IF YES TO P3, SAY:** “Earlier you said that at some time in (your child’s/your) life a kid tried to hurt (your child’s/your) private parts on purpose by hitting or kicking (your child/you) there.”

**IF NO TO P3, SKIP TO P4 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O P f R Z M M N N*

**17 IF YES TO P4 SAY:** “Earlier you said that at some time in (your child’s/your) life a kid picked on (your child/you) by chasing (your child/you), grabbing (your child/you), or making (your child/you) do something (he/she/ you) did not want to do.”  
**IF NO TO P4, SKIP TO P5 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O Pf Z MM NN*

**18 IF YES TO P5, SAY:** “Earlier you said that at some time in (your child’s/your) life (your child/you) got scared or felt really bad because other kids were calling (him/her/you) names, saying mean things to (him/her/you), or saying they didn’t want (him/her/you) around.”  
**IF NO TO P5, SKIP TO P6 INTRODUCTION, IF APPLICABLE.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O Pf Z MM NN*

*(added 1-25/08)*

**19 IF TYPE 2 (YOUTH) age 12 to 17 only, ASK P6 LOOP. ELSE SKIP TO NEXT INCIDENT.**  
**IF YES TO P6 (youth age 12 to 17 only), SAY:** “Earlier you said that at some time in your life a boyfriend or a girlfriend or anyone you went on a date with slapped or hit you.”  
**IF NO TO P6, SKIP TO S1 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G1 G H I J K L M N O Pf R Z MM*

*NN*

**20 IF YES TO S1, SAY:** “Earlier you said that at some time in (your child’s/your) life a grown-up (your child/you) know touched (your child’s/your) private parts when they shouldn’t have, made (your child/you) touch their private parts, or forced (your child/you) to have sex.”  
**IF NO TO S1, SKIP TO S2 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O Pf Z AA BB CC*

*MM NN*

**21 IF YES TO S2 SAY:** “Earlier you said that a grown-up (your child/you) did not know touched (your child’s/your) private parts when they shouldn’t have, made (your child/you) touch their private parts, or forced (your child/you) to have sex.”  
**IF NO TO S2, SKIP TO S3 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G H I K L M N O Pf Z AA BB CC MM*

*NN*

**22 IF YES TO S3, SAY:** “Earlier you said that at some time in (your child’s/your) life another child made (your child/you) do sexual things.”  
**IF NO TO S3, SKIP TO S4 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O Pf Z AA BB CC*

*MM NN*

**23 IF YES TO S4 SAY:** “Earlier you said that at some time in (your child’s/your) life someone tried to force (your child/you) to have sexual intercourse, even if it didn’t happen.”  
**IF NO TO S4, SKIP TO S5 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O Pf Z AA CC MM*

*NN*

**24 IF YES TO S5, SAY,** “Earlier you said that at some time in (your child’s/your) life someone made (your child/you) look at their private parts by using force, surprise, or by “flashing” (your child/you).”

**IF NO TO S5, SKIP TO S6 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O Pf Z MM NN*

**25 IF YES TO S6, SAY,** “Earlier you said that at some time in (your child’s/your) life someone hurt (your child’s/your) feelings by saying or writing something sexual about (your child/you) or (your child’s/your) body.”

**IF NO TO S6, SKIP TO S7 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O Pf Z MM NN*

**26 IF TYPE 2 (YOUTH), ASK S7 LOOP. ELSE SKIP TO NEXT INCIDENT.**

**IF YES TO S7 (youth only) SAY:** “Earlier you said that at some time in your life you did sexual things with someone 18 or older, even things you wanted.”

**IF NO TO S7, SKIP TO W1 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O Pf Z AA BB MM NN*

**27 IF YES TO W1, SAY:** “Earlier you said that at some time in (your child’s/your) life (your child/you) saw a parent get pushed, slapped, hit, punched or beat up by another parent, boyfriend or girlfriend.”

**IF NO TO W1, SKIP TO W2 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O Pf R Z DD EE FF GG*

*HH MM*

**28 IF YES TO W2, SAY:** “Earlier you said that at some time in (your child’s/your) life (your child/you) saw a parent beat, kick or physically hurt (his/her/your) brothers or sisters, not including a spanking on the bottom.”

**IF NO TO W2, SKIP TO W3 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O Pf R Z DD EE FF GG*

*HH MM*

**29 IF YES TO W3, SAY:** “Earlier you said that at some time in (your child’s/your) life (your child/you) saw someone get attacked or hit on purpose with a stick, rock, gun, knife or other thing that would hurt.”

**IF NO TO W3, SKIP TO W4 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O Pf R Z DD EE MM*

- 30 IF YES TO W4, SAY:** “Earlier you said that at some time in (your child’s/your) life (your child/you) saw someone get attacked or hit on purpose without using a stick, rock, gun, knife or something that would hurt.”  
**IF NO TO W4, SKIP TO W5 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O PfZ DD EE MM*
- 31 IF YES TO W5, SAY:** “Earlier you said that at some time in (your child’s/your) life someone stole something from (his/her/your) house.”  
**IF NO TO W5, SKIP TO W6 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O PfZ DD EE MM*
- 32 IF YES TO W6, SAY:** “Earlier you said that at some time in (your child’s/your) life someone close to (your child/you) had been murdered.”  
**IF NO TO W6, SKIP TO W8 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K M N O PfZ DD EE MM*
- 34 IF YES TO W8, SAY:** “Earlier you said that at some time in (your child’s/your) life (your child was /you were) in a place where (your child/you) could see or hear people being shot, bombs going off or street riots.”  
**IF NO TO W8, SKIP TO W9 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G H I L M N O PfZ MM*
- 35 IF YES TO W9, SAY:** “Earlier you said that at some time in (your child’s/your) life (your child was/you were) in the middle of a war.”  
**IF NO TO W9, SKIP TO A1 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G H I M N PfZ MM*
- 47 IF YES TO A1, SAY:** “Earlier you said that other than times you had already told me about, a grown-up hit or attacked (your child/you).”  
**IF NO TO A1, SKIP TO A2 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O Pf RZ MM NN*
- 48 IF YES TO A2, SAY:** “Earlier you said that other than times you had already told me about, (your child was/you were) hurt because someone hit or attacked (**your child**/you) on purpose.”  
**IF NO TO A2, SKIP TO M5 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 G H I J K L M N O Pf RZ MM NN*
- 39 IF YES TO EF1, SAY:** “Earlier you said that at some time in (your child’s/your) life one of (your child’s/your) parents threatened to hurt another parent when it seemed they might really get hurt.”  
**IF NO TO EF1, SKIP TO EF2 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - A B C D E F F1 J K M N O PfZ DD EE FF GG  
HH MM NN*
- 40 IF YES TO EF2, SAY:** “Earlier you said that at some point in (your child’s/your) life one of (your child’s/your) parents, because of an argument, broke or ruined something belonging to another parent, punched the wall, or threw something.”  
**IF NO TO EF2, SKIP TO EF3 INTRODUCTION.**

*ASK FOLLOW-UP QXS - A B C D E F F1 J K M N O PfZ DD FF GG HH MM*

*NN*

**41 IF YES TO EF3, SAY:** “Earlier you said that at some time in (your child’s/your) life one of (your child’s/your) parents got pushed by another parent.”

**IF NO TO EF3, SKIP TO EF4 INTRODUCTION.**

*ASK FOLLOW-UP QXS - A B C D E F F1 J K M N O PfZ DD EE FF GG HH*

*MM NN*

**42 IF YES TO EF4, SAY:** “Earlier you said that at some time in (your child’s/your) life, one of (your child’s/your) parents got hit or slapped by another parent.”

**IF NO TO EF4, SKIP TO EF5 INTRODUCTION.**

*ASK FOLLOW-UP QXS - A B C D E F F1 J K M N O PfR Z DD EE FF GG HH*

*MM NN*

**43 IF YES TO EF5, SAY:** “Earlier you said that at some time in (your child’s/your) life, one of (your child’s/your) parents got kicked, choked, or beat up by another parent.”

**IF NO TO EF5, SKIP TO EF6 INTRODUCTION.**

*ASK FOLLOW-UP QXS - A B C D E F F1 J K M N O PfR Z DD EE FF GG HH*

*MM NN*

**44 IF YES TO EF6, SAY:** “Earlier you said that at some time in (your child’s/your) life a grown-up or teen who lives with (your child/you) pushed, hit, or beat up someone else who lives with (your child/you).”

**IF NO TO EF6, SKIP TO SC1 INTRODUCTION.**

*ASK FOLLOW-UP QXS - A B C D E F F1 J K M N O PfR Z DD EE FF GG HH*

*MM NN*

**NEW**

**49 IF YES TO M5, SAY:** “Earlier you said that at some time in (your child’s/your) life, (your child/you) often had to look after (himself/herself/yourself) because a parent drank too much alcohol, took drugs, or wouldn’t get out of bed.”

**IF NO TO M5, SKIP TO M6 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 J K M N O PfZ MM NN*

**NEW**

**50 IF YES TO M6, SAY:** “Earlier you said that at some time in (your child’s/your) life, (your child/you) often had to go looking for a parent because the parent left (your child/you) alone, or with brothers and sisters, and (your child/you) didn’t know where the parent was.”

**IF NO TO M6, SKIP TO M7 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 J K M N O PfZ MM NN*

**NEW**

**51 IF YES TO M7, SAY:** “Earlier you said that at some time in (your child’s/your) life, (his/her/your) parents often had people over at the house who (your child was/you were) afraid to be around.”

**IF NO TO M7, SKIP TO M8 INTRODUCTION.**

*ASK FOLLOW-UP QXS - C D E F F1 J K M N O PfZ MM NN*

**NEW**

**52 IF YES TO M8, SAY:** “Earlier you said that at some time in (your child’s/your) life, (your child/you) lived in a home that broken down, unsafe, or unhealthy.”  
**IF NO TO M8, SKIP TO M9 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K M N O Pf UZMMNN*

**NEW**

**53 IF YES TO M9, SAY:** “Earlier you said that at some time in (your child’s/your) life, (your child’s/your parents) did not care if (your child was/you were) clean, wore clean clothes, or brushed (his/her/your) teeth and hair.  
**IF NO TO M9, SKIP TO P7 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K M N O Pf UZMMNN*

**NEW**

**54 IF YES TO P7, SAY:** “Earlier you said that at some time in (your child’s/your) life, kids told lies, spread rumors, or tried to make others dislike (him/her/you).”  
**IF NO TO P7, SKIP TO P8 INTRODUCTION, IF APPLICABLE.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O Pf Z MMNN*

**NEW**

**55 IF YES TO P8, SAY:** “Earlier you said that at some time in (your child’s/your) life, other kids kept (him/her/you) out of things on purpose, excluded (him/her/you) from their group of friends, or ignored (him/her/you).”  
**IF NO TO P8, SKIP TO SC1 INTRODUCTION, IF APPLICABLE.**  
*ASK FOLLOW-UP QXS - C D E F F1 J K L M N O Pf Z MMNN*

**45 IF YES TO SC1, SAY:** “Earlier you said that at some time in (your child’s/your) life (your child/you) went to a school where someone said there was going to be a bomb or attack on the school and (your child/you) thought they might really mean it.”  
**IF NO TO SC1, SKIP TO SC2 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E M N O PfZ JJ KK LL MM*

**46 IF YES TO SC2, SAY:** “Earlier you said that at some time in (your child’s/your) life (your child/you) went to a school where someone damaged the school, started a fire in the school on purpose, or broke or ruined other school property.”  
**IF NO TO SC2, SKIP TO A1 INTRODUCTION.**  
*ASK FOLLOW-UP QXS - C D E M N O PfZ JJ KK LL MM*

## SECTION 8: LIFETIME & PAST YEAR ADVERSITY

### SIMILAIR TO 4844, TEXT HAS CHANGED

Now I'd like to ask you about some other experiences that (your child/you) or someone in your family may have had. Some of these things happen to most people at one time or another, while some happen to only a few people. I'd like to know about things that have happened to (your child/you) in (your child's/your) lifetime

### SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED

LE1. In (his/her/your) whole life, (was your child/were you) ever in a VERY BAD fire, flood, tornado, hurricane, earthquake or other disaster? This would be a time that (your child's/your) home or apartment was damaged and (your child/you) might have had to live somewhere else for a while.

- 1 Yes [GO TO LE1a]
- 2 No [SKIP TO LE2]
- 3 (VOL) Not sure [SKIP TO LE2]
- 4 (VOL) Refused [SKIP TO LE2]

### SAME AS 4844

LE1a. [If yes to LE1]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: "By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?"]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

### SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED

LE2. (Was your child/Were you) ever in a VERY BAD accident (at home, school, or in a car) where (your child/you) had to go to the hospital? This would be a time that (your child was /you were) was very hurt and needed to spend a long time in the hospital. Has that ever happened?

- 1 Yes [GO TO LE2a]
- 2 No [SKIP TO LE3]
- 3 (VOL) Not sure [SKIP TO LE3]
- 4 (VOL) Refused [SKIP TO LE3]

### SAME AS 4844

LE2a. [If yes to LE2]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: "By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?"]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE3. Did (your child/you) ever have a VERY BAD illness where (your child/you) had to go to the hospital? This could be a time when (your child was/you were) so sick that (he/she / you) had to be in the hospital a lot. Has that ever happened?

- 1 Yes [GO TO LE3a]
- 2 No [SKIP TO LE4]
- 3 (VOL) Not sure [SKIP TO LE4]
- 4 (VOL) Refused [SKIP TO LE4]

**SAME AS 4844**

LE3a. [If yes to LE3]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: “By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?”]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE4. Has someone (your child was/you were) really close to ever had a VERY BAD accident where they had to spend a long time in the hospital? This would be someone important to (your child/you), like a parent, brother or sister, or best friend.

- 1 Yes [GO TO LE4a]
- 2 No [SKIP TO LE5]
- 3 (VOL) Not sure [SKIP TO LE5]
- 4 (VOL) Refused [SKIP TO LE5]

**SAME AS 4844**

LE4a. [If yes to LE4]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: “By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?”]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE5. Has someone (your child was/you were ) really close to ever had a VERY BAD illness where they had to be in the hospital a lot? Again, this would be someone important to (your child/you), like a parent, brother or sister, or best friend.

- 1 Yes [GO TO LE5a]
- 2 No [SKIP TO LE6]
- 3 (VOL) Not sure [SKIP TO LE6]
- 4 (VOL) Refused [SKIP TO LE6]

**SAME AS 4844**

LE5a. [If yes to LE5]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: “By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?”]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE6. Was there ever a time in (your child’s/your) life when (your child’s/your) family had to live on the street or in a shelter because they had no other place to stay?

- 1 Yes [GO TO LE6a]
- 2 No [SKIP TO LE7]
- 3 (VOL) Not sure [SKIP TO LE7]
- 4 (VOL) Refused [SKIP TO LE7]

**SAME AS 4844**

LE6a. [If yes to LE6]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: “By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?”]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**[ASK ONLY FOR YOUTH 5 AND OLDER]**

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE7. Did (your child/you) ever have to do a school year over again? *[Interviewer: Children may refer to this as “being held back”]*

- 1 Yes [GO TO LE7a]
- 2 No [SKIP TO LE8]
- 3 (VOL) Not sure [SKIP TO LE8]
- 4 (VOL) Refused [SKIP TO LE8]

**SAME AS 4844**

LE7a. [If yes to LE7]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: “By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?”]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE8. Have there ever been any times when (your child's/your) mother, father, or guardian lost a job or couldn't find work?

- 1 Yes [GO TO LE8a]
- 2 No [SKIP TO LE9]
- 3 (VOL) Not sure [SKIP TO LE9]
- 4 (VOL) Refused [SKIP TO LE9]

**SAME AS 4844**

LE8a. [If yes to LE8]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: "By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?"]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE9. (Was your child/Were you) ever sent away or taken away from your family for any reason?

- 1 Yes [GO TO LE9a]
- 2 No [SKIP TO LE10]
- 3 (VOL) Not sure [SKIP TO LE10]
- 4 (VOL) Refused [SKIP TO LE10]

**SAME AS 4844**

LE9a. [If yes to LE9]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: "By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?"]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE10. At any time in (your child's/your) life did either of (your child's/your) parents, a stepparent, or guardian ever have to go to prison?

- 1 Yes [GO TO LE10a]
- 2 No [SKIP TO LE12]
- 3 (VOL) Not sure [SKIP TO LE12]
- 4 (VOL) Refused [SKIP TO LE12]

**SAME AS 4844**

LE10a. [If yes to LE10]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: "By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?"]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE12. Has there ever been a time that a member of (your child's/your) family drank or used drugs so often that it caused problems?

- 1 Yes [GO TO LE12a]
- 2 No [SKIP TO LE13]
- 3 (VOL) Not sure [SKIP TO LE13]
- 4 (VOL) Refused [SKIP TO LE13]

**SAME AS 4844**

LE12a. [If yes to LE12]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: "By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?"]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE13. Has there ever been a time when (your child's/your) parents or stepparents were ALWAYS arguing, yelling, and angry at one another a lot of the time?

- 1 Yes [GO TO LE13a]
- 2 No [SKIP TO LE14]
- 3 (VOL) Not sure [SKIP TO LE14]
- 4 (VOL) Refused [SKIP TO LE14]

**SAME AS 4844**

LE13a. [If yes to LE13]: Did this happen in the last year?*[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: "By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?"]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE14. Has someone close to (your child/you) ever tried to kill him or herself on purpose (like by shooting or cutting him or herself, or taking too many pills or drugs)?

- 1 Yes [GO TO LE14a]
- 2 No [SKIP TO LE15]
- 3 (VOL) Not sure [SKIP TO LE15]

4 (VOL) Refused [SKIP TO LE15]

**SAME AS 4844**

LE14a. [If yes to LE14]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: “By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?”]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE15. Did a parent or someone who takes care of (your child/you) ever have to leave the country to fight in a war, when he or she had to be away for several months or longer?

- 1 Yes [GO TO LE15a]
- 2 No [SKIP TO LE16]
- 3 (VOL) Not sure [SKIP TO LE16]
- 4 (VOL) Refused [SKIP TO LE16]

**SAME AS 4844**

LE15a. [If yes to LE15]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: “By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?”]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

LE16. Did (your child/you) ever have anyone close to (him/her/you) die because of an illness or an accident?

- 1 Yes [GO TO LE16a]
- 2 No [SKIP TO INT1]
- 3 (VOL) Not sure [SKIP TO INT1]
- 4 (VOL) Refused [SKIP TO INT1]

**SAME AS 4844**

LE16a. [If yes to LE16]: Did this happen in the last year? *[Interviewer: Read definition when this question is asked the first time and then as many times as needed.: “By the last year we mean between (current month) when (your child was /you were) (current age – 1) and now?”]*

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

## SECTION 9: INTERNET VICTIMIZATION

**[ASK ONLY FOR YOUTH 5 AND OLDER. IF CHILD 4 OR YOUNGER, SKIP TO CD1]  
SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

INT1. Has anyone ever used the Internet to bother or harass (your child/you) or to spread mean words or pictures about (your child/you)?

- 1 Yes
- 2 No [SKIP TO INT1B]
- 3 (VOL) Not sure [SKIP TO INT1B]
- 4 (VOL) Refused [SKIP TO INT1B]

### NEW

INT1c. How many times did this happen to [your child/you] in [his/her/your] whole life?

\_\_\_\_ times (RANGE: 1- 97; 97 = 97 or more; 98 = Don't know; 99 = Refused)

(INTERVIEWER: If don't know, probe: "Would you say it was closer to 10 times, closer to 50 times, or more than that? Assist respondent in pinpointing number of times as best he/she can)

### **SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

INT1a. Thinking of [If INT1c > 1 READ: "the last time" else read "when") this happened to (your child/you)...did it happen within the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

### NEW

INT1B. Has anyone ever used a cell phone or texting to bother or harass (your child/you) or to spread mean words or pictures about (your child/you)?

- 1 Yes
- 1 No [SKIP TO INT2]
- 3 (VOL) Not sure [SKIP TO INT2]
- 4 (VOL) Refused [SKIP TO INT2]

### NEW

INT1Bc. How many times did this happen to [your child/you] in [his/her/your] whole life?

\_\_\_\_ times (RANGE: 1- 97; 97 = 97 or more; 98 = Don't know; 99 = Refused)

(INTERVIEWER: If don't know, probe: "Would you say it was closer to 10 times, closer to 50 times, or more than that? Assist respondent in pinpointing number of times as best he/she can)

**NEW**

INT1Bb. Thinking of [If INT1B c > 1 READ: “the last time” else read “when”) this happened to (your child/you)...did it happen within the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

INT2. Did anyone on the Internet ever ask (your child/you) sexual questions about (himself/herself/ yourself) or try to get (your child/you) to talk online about sex when (your child/you) did not want to talk about those things?

- 1 Yes
- 2 No [SKIP TO INSTRUCTIONS BEFORE INT2a1]
- 3 (VOL) Not sure [SKIP TO INSTRUCTIONS BEFORE INT2a1]
- 4 (VOL) Refused [SKIP TO INSTRUCTIONS BEFORE INT2a1]

**NEW**

INT2c. How many times did this happen to [your child/you] in [his/her/your] whole life?

\_\_\_ times (RANGE: 1- 97; 97 = 97 or more; 98 = Don't know; 99 = Refused)

(INTERVIEWER: If don't know, probe: “Would you say it was closer to 10 times, closer to 50 times, or more than that? Assist respondent in pinpointing number of times as best he/she can)

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

INT2a. Thinking of [If INT2c > 1 READ: “the last time” else read “when”) this happened to (your child/you)...did it happen within the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**NEW SKIP INSTRUCTIONS**

IF INT1 and INT1B and INT2 ALL = NO, skip to COMMUNITY DISORDER SECTION

**INTERNET VICTIMIZATION LOOP (INT2a1 thru INT8)**

You said that [READIN: INT Incident (INT1, INT1B or INT2)]....

IF INT1 or INT1B or INT2 = YES

AND

**SKIP INSTRUCTIONS HAVE CHANGED**

[If YES TO ANY VICTIMIZATION (C1, C2, C3, C4, C5, C6, C7, C8, C9, M1, M2, M3, M4, P1, P2P3, P4, P5, P6, S1, S2, S3, S4, S5, S6, S7, W1, W2, W3, W4, W5, W6, W8, W9, A1, A2, EF1, EF2, EF3, EF4, EF5, EF6, M5, M6, M7, M8, M9, P7, P8, SC1, SC2, INT1, INT1B) ASK INT2a1 through INT8; ELSE ASK INT3 through INT8]

**SAME AS 4844**

INT2a1. Is this part of some other time you have already given me details about?

- 1 Yes
- 2 No [GO TO INT3]
- 3 (VOL) Not sure [GO TO INT3]
- 4 (VOL) Refused [GO TO INT3]

**SAME AS 4844**

INT2a2. Which time was that?

**SAME AS 4844**

[CATI - List text for victimizations (including INTERNET VICTIMIZATIONS) respondent said 'YES' to; include not sure and refused]

For respective loops, if INT1c/INT1Bc/INT2c >1 Read: "For the the next set of questions, I'd like for you to think about the last time that [READIN: INT Incident (INT1, INT1B or INT2)]"

**[CATI: For the interviewer, at the top of the page, please display which incident the loop is referring to]**

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

INT3. Did you know or meet the individual who did this in person? [If say more than 1, read, "I'm going to ask you some questions about the person who was *most responsible* for what happened."]

- 1 Yes
- 2 No (skip to INT6)
- 97 Not applicable (skip to INT6)
- 98 Don't know / not sure (skip to INT6)
- 99 Refused/Not ascertainable (skip to INT6)

**SIMILAR to 4844**

INT4. Was this someone you knew in person before this happened?

- 1 Yes

- 2 No
- 97 Not applicable
- 98 Don't know / not sure
- 99 Refused/Not ascertainable

**SIMILAIR TO 4844, PUNCHES HAVE CHANGED**

INT5. Who did this? [Interviewer: Try to categorize from open-ended responses. Read categories only if respondent needs help.]

- 1 Brother, sister, or other child who lives with (your child/you) (cousin, foster sibling, etc.)
- 2 Biological or adoptive father
- 3 Step-father or live-in boyfriend
- 4 Biological or adoptive mother
- 5 Step-mother or live-in girlfriend
- 6 Foster parent
- 7 A relative who lives in (your child's/your) home (uncle, grandparent, etc.)
- 8 A relative who does not live with (your child/you)
- 9 A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with (you/your child).
- 10 Grown-up (your child/you) know(s) from some organization, such as a teacher, coach, or youth group leader
- 11 Anyone else (your child/you) know(s) such as a friend or neighbor or schoolmate
- 12 Stranger (a stranger is someone (your child/you) doesn't/don't know)
- 13 Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend
- 14 Other \_\_\_\_\_ (*write in who it was*)
- 15 (VOL) Not sure
- 16 (VOL) Refused

**SAME AS 4844**

INT6. Was the person who did this male or female?

[INTERVIEWER NOTE: If obvious, punch answer and don't ask]

- 1 Male
- 2 Female
- 97 Not applicable
- 98 Don't know / not sure
- 99 Refused/Not ascertainable

**SAME AS 4844**

INT7. How old was this person? (Your best guess is fine.)

- \_\_\_\_\_ (enter age 5-96)
- 97 Not applicable **(skip to instructions after INT8)**
- 98 Don't know / not sure **(skip to instructions after INT8)**
- 99 Refused/Not ascertainable **(skip to instructions after INT8)**

**SAME AS 4844**

INT8. How certain are you that you know this person's true age? Would you say ...

- 1 Not at all
- 2 Somewhat
- 3 Very
  
- 97 Not applicable
- 98 Don't know / not sure
- 99 Refused/Not ascertainable

**[CATI NOTE: DO a separate INTERNET LOOP for EACH INT1, INT1B and INT2 that = YES; if no more YES, continue to CD1]**

**SECTION 10: COMMUNITY DISORDER**

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

CD1. At any time in (your/your child's) life, did (your child/you) ever see someone selling marijuana, cocaine, meth, or other illegal drugs to someone else?

- 1 Yes [GO TO CD1a]
- 2 No [SKIP TO CD2]
- 3 (VOL) Not sure [SKIP TO CD2]
- 4 (VOL) Refused [SKIP TO CD2]

**SAME AS 4844**

CD1a. [If yes to CD1]: Did this happen in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

CD2. At any time in (your child's/your) life, did (your child/you) ever see the police arrest someone in (his/her/your) neighborhood and take that person to jail in a police car?

- 1 Yes [GO TO CD2a]
- 2 No [SKIP TO CD3]
- 3 (VOL) Not sure [SKIP TO CD3]
- 4 (VOL) Refused [SKIP TO CD3]

**SAME AS 4844**

CD2a. [If yes to CD2]: Did this happen in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

CD3. (Has your child/Have you) ever lived in a neighborhood where there were gangs?

- 1 Yes [GO TO CD3a]
- 2 No [SKIP TO CD4]
- 3 (VOL) Not sure [SKIP TO CD4]
- 4 (VOL) Refused [SKIP TO CD4]

**SAME AS 4844**

CD3a. [If yes to CD3]: Was this true in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

CD4. At any time in (your child's/your) life, did (your child/you) ever see graffiti in (his/her/your) neighborhood that had gang signs or warnings?

- 1 Yes [GO TO CD4a]
- 2 No [SKIP TO CD5]
- 3 (VOL) Not sure [SKIP TO CD5]
- 4 (VOL) Refused [SKIP TO CD5]

**SAME AS 4844**

CD4a. [If yes to CD4]: Did this happen in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

CD5. At any time in (your child's/your) life, (has your child/have you) ever seen the police raid or enter a house in (his/her/your) neighborhood looking for a criminal or block off a place in (his/her/your) neighborhood because a crime happened there?

- 1 Yes [GO TO CD5a]
- 2 No [SKIP TO CD7]
- 3 (VOL) Not sure [SKIP TO CD7]
- 4 (VOL) Refused [SKIP TO CD7]

**SAME AS 4844**

CD5a. [If yes to CD5]: Did this happen in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

CD7. At any time in (your child's/your) life, did (your child/you) ever-live in a house where (his/her/your) parents did not like to let (him/her/you) play outside because of crime around the house?

- 1 Yes [GO TO CD7a]
- 2 No [SKIP TO CD8]
- 3 (VOL) Not sure [SKIP TO CD8]
- 4 (VOL) Refused [SKIP TO CD8]

**SAME AS 4844**

CD7a. [If yes to CD7]: Was this true in the last year?

- Yes
- No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

CD8. In some neighborhoods, because of lack of money or for other reasons, no one seems to fix things that break—houses don't get fixed, signs don't get fixed, trash doesn't get picked up. Sometimes heat or water doesn't work for a really long time. At any time in (your child's/your) life, did (your child/you) ever live in a neighborhood like that?

- 1 Yes [GO TO CD8a]
- 2 No [SKIP TO CD9]
- 3 (VOL) Not sure [SKIP TO CD9]
- 4 (VOL) Refused [SKIP TO CD9]

**SAME AS 4844**

CD8a. [If yes to CD8]: Was this true in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**IF CHILD 0-4, SKIP TO SECTION D**

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

CD9. Gangs or crews are groups that use a name, colors, or signs to let people know which kids are in the gang. Sometimes they get in fights and sell drugs. (Has your child/Have you) ever gone to a school where there were kids in gangs?

- 1 Yes [GO TO CD9a]
- 2 No [SKIP TO CD10]
- 3 (VOL) Not sure [SKIP TO CD10]
- 4 (VOL) Refused [SKIP TO CD10]

**SAME AS 4844**

CD9a. [If yes to CD9]: Was this true in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

CD10. (Has your child/ have you) ever gone to a school where a kid brought a gun or knife to school?

- 1 Yes [GO TO CD10a]
- 2 No [SKIP TO D1]
- 3 (VOL) Not sure [SKIP TO D1]
- 4 (VOL) Refused [SKIP TO D1]

**SAME AS 4844**

CD10a. Was this true in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

## SECTION 11: DELINQUENCY

### SAME AS 4844

[Ask D2, D4, D17, D18 ONLY to child aged 5 to 9]  
[If child is younger than 5, skip to KSC1]

### D1 – D16 SAME AS 4844

Now I'm going to ask you about some things that (your child/you) might have done in the last year. It is common for kids, even young kids, to do things that they are not supposed to or that get them into trouble. Tell me whether (your child has/you have) done any of the following things in the last year.

In the last year did (your child/you)... READ?

- 1 Yes
- 2 No
- 3 (VOL) Don't Know
- 4 (VOL) Refused

- D1. On purpose break, damage or destroy something that belonged to someone else? 1 2 3 4
- D2. Hit, slap or push other kids or get into a physical fight with them?
- D3. Hit, slap, or push a parent or other grown-up?
- D4. Take anything at school from other kids or a teacher that did not belong to (him/her/you)?
- D5. Take money at home that did not belong to (him/her/you) like from (his/her/your) mother's purse or a parent's dresser?
- D6. Take something from a store without paying for it?
- D7. Cheat on school tests?
- D8. Skip school without an excuse?
- D9. Write things or spray paint on walls or sidewalks or cars, where (he was/she was/you were) not supposed to do that?
- D10. Carry a weapon with (him/her/you)?
- D11. Avoid paying for things such as movies, bus or subway rides, or food?
- D12. Smoke or chew tobacco?
- D13. Smoke marijuana?
- D14. Take any other drugs (that were not prescribed medication)?
- D15. Hurt someone badly enough to need bandages or care from a doctor?
- D16. Get arrested or taken into custody by the police?

### NEW

- D17. Pick on another kid by chasing or grabbing him or her or by making him or her do something he or she didn't want to do?

### NEW

D18. Try to scare or make another kid feel bad by calling him or her names, saying mean things to him or her, or saying (he/she/you) didn't want him or her around?

**NEW**

D19. Drink alcohol?

**SAME AS 4844**

We're almost done. Just a few more questions.

## SECTION 12: SELF-CONCEPT

**IF TYPE=1 CAREGIVER, SKIP TO CNF1. IF TYPE=2 YOUTH, CONTINUE.**

### **KSC1 – KSC15 ARE THE SAME AS 4844**

Now I'm going to read some sentences that describe how people sometimes feel about themselves. Please listen carefully to each sentence and tell me how much it describes how YOU feel about YOURSELF. Tell me whether it is very true about you, a little true, or not true. [Read response categories after each statement]

For KSC1 – KSC15, response options are:

- 1 Very true
- 2 A little true
- 3 Not true
- 4 (VOL) Not sure
- 5 (VOL) Refused

KSC1. You are happy with yourself.

KSC2. You have a lot to be proud of.

KSC3. You take a positive attitude toward yourself.

KSC4. You sometimes feel useless.

KSC5. You often feel helpless in dealing with problems.

KSC6. Sometimes you feel that you are being pushed around in life.

KSC7. You cannot change important things in your life.

KSC8. When you make plans you know you can make them work.

KSC9. You have little control over the things that happen to you.

KSC10. You think you are a failure.

KSC11. There is no way you can solve some of the problems you have.

## SECTION 13: PARENTAL CONFLICT

### **SAME AS 4844**

In every family there are times when the parents don't get along. Tell me whether the next two sentences are very true for you, a little true, or not true.

### **SAME AS 4844**

CNF1. (My child/You) often (sees/see) (his/her/your) parents arguing.

1. Very true
2. A little true
3. Not true
- 4(VOL) Not sure
- 5 (VOL) Refused

### **SAME AS 4844**

CNF2. (My child's/Your) parents get really mad when they argue.

1. Very true
2. A little true
3. Not true
- 4(VOL) Not sure
- 5 (VOL) Refused

### **NEW SKIP INSTRUCTIONS**

**[IF TYPE 1 (CAREGIVER) SKIP CNF3 (ASK CNF4-CNF20 if child is 5 and older);Else skip to INSTRUCTIONS BEFORE PP3]**

**[IF TYPE=2 (YOUTH) ASK CNF3- CNF20]]**

### **SAME AS 4844**

CNF3 Which parent or caregiver do you have the most contact with or spend the most time with?

- 1 Father (including step-father, foster father, or live-in boyfriend)
- 2 Mother (including step-mother, foster mother, or live-in girlfriend)
- 3 Another male relative (uncle, grandfather, etc.)
- 4 Another female relative (aunt, grandmother, etc.)
- 5 (VOL) Not sure
- 6 (VOL) Refused

### **NEW**

[CATI: INSERT "HE" or "SHE" in items CNF4-20 below depending on gender of caregiver above]

[CATI: INSERT [phrase in bracket] IF in items CNF4-20 below IF TYPE 1(Caregiver)]

### **NEW**

IF TYPE 1 (CAREGIVER) I'm going to read you some things that describe parents and their children. Please tell me how much these things are true about you and your x year old. Very true (1), a little true (2) not true (3)

IF TYPE 2 (YOUTH) I'm going to read you some things that kids often say about their parents and caregivers. Thinking of the parent or caregiver that you spend the most time with, please tell me how much these things are true about him/her. Very true (1), a little true (2) not true (3)

FOR ALL RESPONSES BELOW USE CODING OF:

- 1 Very True
- 2 A Little True
- 3 Not True
- 4 (Vol) Not Sure
- 5 (Vol) Refused

CNF4 [He/She] is always telling me what to do. [I'm always telling him/her what to do]

CNF5 [He/She] makes rules without asking what I think. [I make rules without asking him/her what he/she thinks]

CNF6 [He/She] makes me feel better when I am upset. [I make him/her feel better when he/she is upset]

CNF7 [He/She] is too busy to talk to me. [I'm too busy to talk with him/her]

CNF8 [He/She] listens to what I have to say. [I listen to what he/she has to say]

CNF9 [He/She] likes me just the way I am. [I like him/her just the way he/she is]

CNF10 [He/She] tells me when I do a good job on things. [I tell him/her when he/she does a good job on things]

CNF11 [He/She] wants to hear about my problems. [I want to hear about his/her problems]

CNF12 [He/She] is pleased with how I behave. [I am pleased with how he/she behaves]

CNF13 [He/She] has rules that I must follow. [I have rules that he/she must follow]

CNF14 [He/She] tells me times when I must come home. [I tell him times when he/she must come home]

CNF15 [He/She] makes sure I tell [him/her] where I am going. [I make sure he/she tells me where he/she is going]

CNF16 [He/She] makes sure I go to bed on time. [I make sure he/she goes to bed on time]

CNF17 [He/She] asks me what I do with friends. [I ask what he/she does with friends]

CNF18 [He/She] knows where I am after school. [I know where he/she is after school]

CNF19 [He/She] checks to see if I do my homework. [I check to see if he/she does his/her homework]

CNF22. If I get upset, [he/she] backs down and gives in [If my child gets upset I back down and give in]

CNF 26. When [he/she] is upset or under stress, [he/she] is picky and gets on my back. [When I'm upset or under stress, I am picky and on my child's back]

PI54. [He/she] loses control of [his/her] temper when I misbehave [I lose control of my temper when my child misbehaves]

PI58. The punishment [he/she] gives me depends on his/her mood [The punishment I give my child depends on my mood]

PI59. [He/she] yells or shouts when I misbehave [I yell or shout when my child misbehaves].

PI63. [He/she] argues with me [I argue with my child].

CNF20 [TYPE 2 (YOUTH) Please tell me if you have done any of the following things with a PARENT or CAREGIVER in the past month?][TYPE 1 (CAREGIVER) Please tell me if you have done any of the following things with your X year old in the past month (CODE ALL THAT APPLY)

- 1 gone shopping
- 2 played a sport
- 3 gone to a religious service or church-related event
- 4 talked about your/his/her friends, or a party you went to
- 5 gone to a movie, play, museum, concert, or sports event
- 6 had a talk about a personal problem you/he/she were having
- 7 had a serious argument about your/his/her behavior
- 8 talked about your/his/her school work or grades
- 9 worked on a project for school
- 10 talked about other things you're he/she's doing in school
- 11 None of these
- 12 (VOL) Not sure
- 13 (VOL) Refused

## SECTION 14: ALCOHOL USE

### NEW INSTRUCTIONS

Earlier you said you drank alcohol in the past year

**ASK ALC2 thru ALC4 IF D19 = 1 (Yes, drank alcohol); ELSE SKIP TO INSTRUCTIONS BEFORE PP3.**

### **SAME AS 4844**

ALC2. How old were you the very first time you ever had an alcoholic drink - a whole drink by yourself?

1. \_\_\_\_\_ record age (Range: 10-17)
2. (vol) Never had a drink (skip to instructions before PP3)
18. (vol) Don't know/Not sure
19. (vol) Refused

### **SIMILAR AS 4844**

ALC3. Thinking of the last month [since (month), about how many days did you drink alcohol?

- 1 0 days – **SKIP TO INSTRUCTIONS BEFORE PP3**
- 2 1 day
- 3 2 days
- 4 3 to 5 days
- 5 6 to 9 days
- 6 10 to 19 days
- 7 20 days or more
- 8 (VOL) Not sure
- 9 (VOL) Refused

### **SAME AS 4844**

ALC4. On how many of those days in the last month did you drink a lot – say five or more drinks within a few hours?

- 1 0 days
- 2 1 day
- 3 2 days
- 4 3 to 5 days
- 5 6 to 9 days
- 6 10 to 19 days
- 7 20 days or more
- 8 (VOL) Not sure
- 9 (VOL) Refused

## SECTION 15: PREVENTION PROGRAMS

[ASK PP3- PP10 ONLY IF CHILD IS 5 YEARS OR OLDER, ELSE SKIP TO SKIP TO INSTRUCTIONS FOR NEW NIJ ADD ON SECTION]

### **SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

PP3. Many schools or community programs teach kids about how to avoid becoming a victim of violence. (Has your child/have you) ever been to a program about any of the following?

#### **SAME AS 4844**

PP3a. Bullying?

- 1 Yes
- 2 No **(SKIP TO PP3b)**
- 3 (VOL) Not sure **(SKIP TO PP3b)**
- 4 (VOL) Refused **(SKIP TO PP3b)**

#### **SAME AS 4844**

PP3a1. Was this program in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

### **SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

PP3b. How to avoid violence or handle conflict?

- 1 Yes
- 2 No **(SKIP TO PP3c)**
- 3 (VOL) Not sure **(SKIP TO PP3c)**
- 4 (VOL) Refused **(SKIP TO PP3c)**

#### **SAME AS 4844**

PP3b1. Was this program in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

#### **SAME AS 4844**

[IF TYPE=1 CAREGIVER, SKIP TO PP3d] [ASK FOR CHILDREN 12 AND OLDER]

#### **SAME AS 4844**

PP3c. Dating violence?

- 1 Yes
- 2 No **(SKIP TO PP3d)**
- 3 (VOL) Not sure **(SKIP TO PP3d)**
- 4 (VOL) Refused **(SKIP TO PP3d)**

**SAME AS 4844**

PP3c1. Was this program in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION TEXT HAS CHANGED**

PP3d. Sexual assault or rape prevention?

- 1 Yes
- 2 No **(SKIP TO PP3f)**
- 3 (VOL) Not sure **(SKIP TO PP3f)**
- 4 (VOL) Refused **(SKIP TO PP3f)**

**SAME AS 4844**

PP3d1. Was this program in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

PP3f. Avoiding gangs or getting in trouble with the law?

- 1 Yes
- 2 No **(SKIP TO PP4)**
- 3 (VOL) Not sure **(SKIP TO PP4)**
- 4 (VOL) Refused **(SKIP TO PP4)**

**SAME AS 4844**

PP3f1. Was this program in the last year?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**IF "YES" TO ANY PROGRAMS (PP3a, PP3b, PP3c, PP3d, PP3f,) CONTINUE; ELSE SKIP TO INSTRUCTIONS FOR NEW NIJ ADD ON SECTION**

.

**SIMILAIR TO 4844, QUESTION and ANSWERS HAVE CHANGED**

PP4. Now think about the most recent program (your child/you) went to. Was this program on:

- 1. Bullying
- 2. Conflict resolution
- 3. Dating violence

4. Sexual assault or rape prevention
5. Avoiding gangs
6. Or something else

**SAME AS 4844**

PP4b. Did this program....

PP4b1. talk about conflict resolution, negotiation skills, or peer mediation?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

PP4b2. talk about how to have healthy or respectful relationships?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION HAS CHANGED**

PP4b3. describe warning signs of dangerous situations?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

PP4b6. talk about good touch and bad touch?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

PP4b8. teach (your child/you) to tell an adult if (they/you) have a problem?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

PP4b9. give (your child/you) a chance to practice or role-play right in class?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

PP4b11. give (your child/you) any information to take home with (him/her/you)?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

PP4b12. ask (you/your parents) to come to a meeting?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SAME AS 4844**

PP5. Did this program happen on just one day, on a few days, for a few weeks, or once a month?

- 1 one day
- 2 few days
- 3 few weeks
- 4 once a month
- 5 (VOL) Not sure
- 6 (VOL) Refused

**SAME AS 4844**

PP6. Did (your child/you) discuss the program at home with (you/your parents) or other adult you live with?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION HAS CHANGED**

PP7. Would (your child/you) say this program was very helpful, somewhat helpful, a little helpful or not helpful?

- 1 very helpful
- 2 somewhat helpful
- 3 a little helpful
- 4 not helpful
- 5 (VOL) Not sure
- 6 (VOL) Refused

**SIMILAIR TO 4844, QUESTION HAS CHANGED**

PP8. Would you say that the program taught you no new information, a little new information, mostly new information, or all new information?

- 1 no new information
- 2 a little new information
- 3 mostly new information
- 4 all new information
- 5 (VOL) Not sure
- 6 (VOL) Refused

**SAME AS 4844**

PP9. Can you think of any time (your child/you) decided to tell an adult about something because of what (they/you) learned in this program?

- 1 Yes
- 2 No
- 3 (VOL) Not sure
- 4 (VOL) Refused

**SIMILAIR TO 4844, QUESTION PUNCHES CHANGED**

PP10. Can you think of any time when (your child/you) used this information to help (himself/herself / yourself) or a friend?

- 1 Yes, (himself/herself/myself)
- 2 Yes, a friend
- 3 Yes, both (himself/herself/myself) and a friend
- 4 No
- 5 (VOL) Not sure
- 6 (VOL) Refused

**SECTION 16: EXPOSURE TO FAMILY VIOLENCE EXTENDED FOLLOW-UP**

**NEW NIJ ADD ON SECTION**

**[IF “YES” TO W1, W2, EF1, EF2, EF3, EF4, EF5, OR EF6, and D [past year] = 1 (Yes) FOR ANY OF [W1, W2, EF1 through EF6] If for the selected event qf = 1 then select next eligible event until you get an event that can go through NIJ to CONTINUE, ELSE SKIP TO instructions before OPT1]**

Count for NIJ ADD ON SECTION:

DUMMY Type 1 Count

DUMMY Type 2 Count

**NIJ QUESTIONNAIRE INTRODUCTION**

Thank you for your time. You have completed the main survey. I'd like to ask you just a few more details about one of the experiences you've already told me about. This will only take about 15 more minutes and we can offer you another \$20 for your participation. That means we will send you a total of \$40 at the end of the interview. Again, your participation is voluntary and if there is any question that you would rather not answer, that's O.K. Can we continue?

IF “YES”, CONTINUE. ELSE GO TO **instructions before** OPT1.

## READIN INSTRUCTIONS

<i>Incident</i>	<i>Incident READIN:</i>
W1	saw [(v) dd readin] get hit/beaten by [(p) j readin]
W2	saw [(p) j readin] physically hurt [(v) dd readin]
EF1	heard [(p) j readin] threaten [(v) dd readin]
EF2	saw [(p) j readin] break something because of an argument with [(v) dd readin]
EF3	saw [(p) j readin] push [(v) dd readin]
EF4	saw [(p) j readin] hit/slap [(v) dd readin]
EF5	saw [(p) j readin] kick/choke [(v) dd readin]
EF6	saw an adult/teen hit/beat-up another adult/teen living with [your child/you]

CATI: for the dd and j. readins (please leave the (v) or (p) symbol with the readin, it will not be read by interviewer, but will help interviewer keep track of who's who.:

(p) j readins:

if j = 1 readin: [your child's/your] sibling other child who lives/lived with [him/her/you]

if j = 2, 3, readin: [your child's/your] father/live-in boyfriend

if j = 4 or 5 readin: [your child's/your] mother/live-in girlfriend

if j = 6 readin: [your child's/your] foster parent

if j = 7 or 8 readin: [your child's/your] relative

if j = 9 readin: [your child's/your] parent's boyfriend/girlfriend

if j = 10, 11, 12, 14, 15 or 16 readin: someone

if j = 13 readin: your boyfriend/girlfriend

(v) dd readins:

if dd = 1 readin: [your child's/your] sibling or other child who lives/lived with [him/her/you]

if dd = 2, 3, readin: [your child's/your] father/live-in boyfriend

if dd = 4 or 5 readin: [your child's/your] mother/live-in girlfriend

if dd = 6 readin: [your child's/your] foster parent

if dd = 7 or 8 readin: [your child's/your] relative

if dd = 9 readin: [your child's/your] parent's boyfriend/girlfriend

if dd = 10, 11, 12, 14, 15, 16, 17, 18 readin: someone

if dd = 13 readin: your boyfriend/girlfriend

I. Identify which incident to follow-up

A) If OC=Yes and D=1 for only [W1, W2, EF1 through EF6], choose that incident and GO TO PREAMBLE.

[CATI: Please create dummy variable for whether the test is true/false]

[CATI: Please create dummy variable for incident selected]

B) If OC=Yes and D=1 for >1 [W1, W2, EF1 through EF6], ask:

*Earlier you said that [your child/you] [read all with OC and D= 1 (yes) from W1, W2, EF1-EF6].*

*Which one of those times was the most recent?*

[SELECT MOST RECENT INCIDENT AND GO TO PREAMBLE]

[CATI: Please create dummy variable for whether the test is true/false]  
[CATI: Please create dummy variable for incident selected]

C) If OC ≠ Yes for any of [W1, W2, EF1 through EF6], and there is only one incident where D=1 for [W1, W2, EF1 through EF6], choose that incident and GO TO PREAMBLE.

[CATI: Please create dummy variable for whether the test is true/false]  
[CATI: Please create dummy variable for incident selected]

D) If OC ≠ Yes for any of [W1, W2, EF1 through EF6], and D=1 for > 1 [W1, W2, EF1 through EF6], ask:

*Earlier you said that [your child/you] [read all with D=1 from W1, W2, EF1-EF6]. Which one of those times was the most recent?*

[SELECT MOST RECENT INCIDENT AND GO TO PREAMBLE]

[CATI: Please create dummy variable for whether the test is true/false]  
[CATI: Please create dummy variable for incident selected]

## II. Preamble

*We'd like to ask you a few more questions about the time [your child/you] [INCIDENT READIN SELECTED], including how the incident was handled by police, doctors, or others who might have found out about what happened.*

### II. Parent's/Youth's Description of Incident to Child

KC 1. Did [your child's/your] parent(s) say anything to [your child/you] about what happened.?

- 1 Yes, given some explanation
- 2 No, not told anything, no explanation [Skip to KC3]
- 98 (VOL) DON'T KNOW [Skip to KC3]
- 99 (VOL) REFUSED [Skip to KC3]

KC 2. What was/were your child/you told? (code verbatim)

- 1. Gave response
- 98. Don't know
- 99 Refused

KC 3. Who was blamed for the violence? (Single response)

- 1 Mom
- 2 Dad
- 3 Respondent
- 4 Other kid(s)
- 5 Other person
- 6 No one blamed
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

### III. Traumatic Responses Specific to Event

**FOR THE NEXT SET OF QUESTIONS, please answer yes or no to describe HOW [YOUR CHILD/YOU] FELT during or right after the incident we have been talking about.**

TR1) [Was your child/Were you] scared that [he/she] would be hurt badly?

- 1 Yes
- 2 No
- 98 (VOL) Don't know
- 99 (VOL) Refused

TR2) [Was your child/Were you] hurt badly?

- 1 Yes
- 2 No
- 98 (VOL) Don't know
- 99 (VOL) Refused

TR3) [Was your child/Were you] scared that someone else would be hurt badly?

- 1 Yes
- 2 No
- 98 (VOL) Don't know
- 99 (VOL) Refused

TR4) Was someone else hurt badly?

- 1 Yes
- 2 No
- 98 (VOL) Don't know
- 99 (VOL) Refused

TR5) Did [your child/you] feel very scared, like this was one of [his/her/your] most scary experiences ever?

- 1 Yes
- 2 No
- 98 (VOL) Don't know
- 99 (VOL) Refused

### IV. Criminal Justice Response & Evaluation with Criminal Justice Response

**IF OC=YES (INCIDENT KNOWN TO POLICE OR LAW ENFORCEMENT) THEN GO TO NVA1. ELSE GO TO NVA14**

NVA1. *Earlier you said that this incident was known to the police.* Who reported this incident to the police? (Single response)

- 1 Respondent
- 2 The person who did this
- 3 The person this happened to
- 4 Friend, neighbor
- 5 In-laws
- 6 Respondent's family, spouse, children, relatives, boyfriend, partner
- 7 Doctor, nurse, other health professional
- 8 Minister, clergy, priest, rabbi
- 9 Social worker, counselor, other mental health professional
- 10 Teacher, principal, other school staff

- 11 Boss, employer, co-worker
- 12 Stranger, bystander
- 13 Police, security guard, security department.
- 14 Other (SPECIFY)
- 98 (VOL) Don't know
- 99 (VOL) Refused

CAPS1. How were the police contacted? (Single response)

- 1 By telephone
- 2 By visiting a police station, or
- 3 By approaching an officer on the street?
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

NVA 2. How soon after the incident was the report made? Was it...

- 1 Within 24 hours?
- 2 Within a week?
- 3 Within a month? or
- 4 Longer than a month
- 98 (vol) Don't know/Not sure
- 99 (vol) Refused

CAPS2. Did a police officer come talk with someone in your family, or was the matter dealt with entirely over the phone?

- 1 Officer came to place where it happened
- 2 Officer met family member somewhere else
- 3 Dealt with by phone only *[go to NVA3]*
- 4 Didn't come, matter not handled *[go to NVA5]*
- 5 No need to come *[go to NVA5]*
- 8 (vol) DON'T KNOW *[go to NVA5]*
- 9 (vol) REFUSED *[go to NVA5]*

CJ1. How long did it take for them to respond?

- 1 1 to 15 minutes
- 2 16 to 30 minutes
- 3 31 minutes to 1 hour
- 4 1 to 2 hours
- 5 More than 2 hours
- 98 (vol) Don't know
- 99 (vol) Refused

CJ2. How satisfied was your family with how quickly they came? Were you....

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Not at all satisfied
- 98 (vol) Don't know
- 99 (vol) Refused

NVA 3. What did the police do in response? Did they... (MARK ALL THAT APPLY)

- 1 Talk to someone in person and take a report?
- 2 Arrest the person who did this, or take someone into custody?
- 3 Refer anyone to the court or prosecutor's office?
- 4 Refer someone to services, such as victim's assistance, medical clinics, legal aide or a women's shelter?
- 5 Give advice about how to keep this from happening again?
- 6 Take someone to another house, the doctor, a women's shelter, or somewhere else?
- 7 Did nothing
- 98 (vol) DON'T KNOW
- 99 (vol) REFUSED

**If NVA3, RESPONSE 2= Y, THEN ASK KC4. ELSE GO TO NVA 5**

KC4. Did [your child/you] see the arrest?

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

NVA 5. Is there anything else the police should have done to help? (DO NOT READ; MARK ALL THAT APPLY)

- 1 No, nothing
- 2 Arrested the person who did this
- 3 Given a warning to the person who did this
- 4 Responded more quickly
- 5 Helped the person this happened to get to services or a shelter
- 6 Been more supportive, positive, provided moral support
- 7 Taken complaint more seriously
- 8 Taken a report or followed through with investigation
- 9 Protected the person this happened to
- 10 Made the person who did this leave or made sure that person stayed away
- 11 Followed through with court, pretrial, restraining order
- 12 Enforced protection order
- 13 Other (SPECIFY)
- 98 (VOL) Don't know
- 99 (VOL) Refused

NM1. After [your child's/your] [(p) j readin] was reported to the police, did the situation get worse, get better, or stay about the same?

- 1 Get worse
- 2 Get better
- 3 Stayed about the same
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

**Skip NVA7 if selected incident is W2 or EF6**

NVA7. Did [your child's/your] [(v) dd readin] get a restraining order against [your child's/your] [(p) j readin] as a result of this incident?

- 1 Yes
- 2 No
- 3 Don't know

4 Refused

NVA9. Were criminal charges ever filed against [(p) j readin] as a result of this incident?

- 1 Yes
- 2 No [GO TO instructions before S1]
- 98 (VOL) DON'T KNOW [GO TO instructions before S1]
- 99 (VOL) REFUSED [GO TO instructions before S1]

NVA10. What happened with these charges? Was he/she convicted, pled guilty, acquitted or were the charges dropped?

- 1 Convicted
- 2 Pled guilty
- 3 Acquitted GO TO NVA13
- 4 Charges dropped GO TO NVA13
- 5 Other GO TO NVA13
- 98 (VOL) Don't know GO TO NVA13
- 99 (VOL) Refused GO TO NVA13

NVA11. Did this conviction result in his/her being sentenced to jail or prison?

- 1 Yes
- 2 No GO TO NVA13
- 98 (VOL) Don't know NVA13
- 99 (VOL) Refused GO TO NVA13

NVA12. How many years (months) was he/she sentenced to jail or prison?

- 1 Gave answer in months (RANGE: 1 (month of less) to 11)
- 2 Gave answer in years (RANGE: 1-96; 96 = 96 or more)
- 97. (VOL) Still incarcerated
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

NVA13. How satisfied was your family with the way you were treated during the court process?

- 1 Very satisfied
- 2 Satisfied
- 3 Not at all satisfied
  
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

PSQ Child Version

Stover et al items: Police Services Questionnaire, child version [FOR 10-17 YO. CONTINUE, ELSE (YOUTH 0-9) GO TO SP1]

S1. Did you think the police helped you and your family?

- 1. Yes
- 2. No
- 98. (VOL) Don't know
- 99. (VOL) Refused

S2. Did you feel safer after the police came to your house?

- 1. Yes
- 2. No
- 98. (VOL) Don't know
- 99. (VOL) Refused

S3. Did the police talk to you when they came to your house, or just to your parents?

- 1. Yes, they spoke to me
- 2. No, they just talked to my parents. GO TO NATS1
- 98. (VOL) Don't know GO TO NATS1
- 99. (VOL) Refused GO TO NATS1

S4. Did the police explain to you what was happening?

- 1. Yes
- 2. No
- 98. (VOL) Don't know
- 99. (VOL) Refused

S5. Was it easy to talk to the police officers?

- 1. Yes
- 2. No
- 98. (VOL) Don't know
- 99. (VOL) Refused

S6. Would you call the police if you needed help again?

- 1. Yes
- 2. No
- 98. (VOL) Don't know
- 99. (VOL) Refused

## **GO TO NATS1**

PSQ Parent Version

Stover et al items: Police Services Questionnaire, parent version [if youth 0 to 9]

SP1. How helpful were the police officers in addressing what happened? Would you say...?

- 1. Very helpful
- 2. Somewhat helpful
- 3. Not at all helpful
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

SP2. How safe did you feel after the officer's intervention? Would you say...?

- 1. Very safe
- 2. Somewhat safe
- 3. Not at all safe
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

SP3. How safe did your children feel after the officer's intervention? Would you say...?

1. Very safe
  2. Somewhat safe
  3. Not at all safe
- 98 (VOL) DON'T KNOW  
99 (VOL) REFUSED

SP4. How respected did you feel by the officers during the visit? Would you say...?

1. Very respected
  2. Somewhat respected
  3. Not at all respected
- 98 (VOL) DON'T KNOW  
99 (VOL) REFUSED

SP5. Overall looking at the visit, how would you describe your interaction with the police officer(s)?  
Would you say...?

1. Very good interaction
  2. Somewhat good interaction
  3. Not at all a good interaction
- 98 (VOL) DON'T KNOW  
99 (VOL) REFUSED

SP6. Based on your experience with the police during the incident, how likely would you be to  
contact the police in the future? Would you say...?

1. Very likely
  2. Somewhat likely
  3. Not at all likely
- 8 (VOL) DON'T KNOW  
9 (VOL) REFUSED

SP7. Have you contacted the police since the incident?

- 1 Yes
  - 2 No
- 98 (VOL) DON'T KNOW  
99 (VOL) REFUSED

SP8. Think about your experience with the police officers. Did they....

SP8a) Talk to you about the effects of violence on your children

- 1 Yes
  - 2 No
- 98 (VOL) DON'T KNOW  
99 (VOL) REFUSED

SP8b) Explain protective orders or other court procedures

- 1 Yes
  - 2 No
- 98 (VOL) DON'T KNOW  
99 (VOL) REFUSED

SP8c) Help increase your feelings of personal safety

- 1 Yes
- 2 No

- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

SP8d) Help you create a safety plan

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

SP8e) Give you information about specific services that would help you or your children if they witness violence at home or in the community

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

SP8f) Provide information about alternative housing/shelter

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

SP8g) Provide you with emergency systems such as a 911 cellular phone

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

SP8h) Try to find out if your child needed help

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

SP8i) Connect you with other services (e.g. court advocates, police officers, Department of Victim Services (DVS), social services, etc.)

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

SP8j) Follow up with you, your child or your family since the initial home-visit

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

SP9) Overall, how would you rate the police in the manner in which your incident was handled in general? Would you say...?

- 1) Very good
- 2) Good

- 3) Average
- 4) Poor
- 5) Very poor
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

**SKIP TO NATS1**

NVA14. Is there a reason why this incident wasn't reported to the police? [CODE VERBATIM]

V. Other Agency & Professional Contact & Evaluation of Other Agency & Professional Contact  
(ALL RESPONDENTS)

NATS1. Was [your child's/your] [(v) dd readin] physically hurt when this happened?  
 [Interviewer: Read definition when this question is asked the first time and then as many times as needed]: "Hurt means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone."]

- 1 Yes
- 2 No
- 8 (VOL) Not sure
- 9 (VOL) Refused

Ask NATS2 if NATS1 = 1(YES), else to NATS3

NATS2. What kind of an injury was it? READ IF NEEDED. MULTIPLE RECORD

- 1 Small bruise, scrape, or cut
- 2 Large bruise, major cut, or black eye
- 3 Sprain, broken bone, or broken teeth
- 4 Injury inside your body
- 5 Knocked-out or hit unconscious
- 6 Other (specify): \_\_\_\_\_
- 98 (VOL) Not sure
- 99 (VOL) Refused

NATS3. Did [your child's/your] [(v) dd readin] go to the hospital, a doctor's office, or some kind of health clinic to get treated after this incident?

- 1 Yes
- 2 No **GO TO NVA 15**
- 3 (VOL) Not sure **GO TO NVA 15**
- 4 (VOL) Refused **GO TO NVA 15**

Med 1. How satisfied was [your child's/your] [(v) dd readin] with his/her health care?

- 1 Very satisfied
- 2 Satisfied
- 3 Not at all satisfied
- 98 (VOL) Don't know
- 99 (VOL) Refused

NVA15. Aside from people already mentioned, did you ever talk to anyone, such as an advocate or counselor, about the incident?

- 1 Yes
- 2 No GO TO HOUS1.
- 98 (VOL) Don't know GO TO HOUS1
- 99 (VOL) Refused GO TO HOUS1

NVA16. To whom (else) did you talk about this incident? (DO NOT READ: MARK ALL THAT APPLY)

- 1 Crisis center, hot line
- 2 Battered women's shelter
- 3 Victim advocacy agency
- 4 Counselor, therapist, support group, AA.
- 5 Homeless shelter
- 6 Attorney, legal aide, lawyer
- 7 Community, family center
- 8 Social services, welfare
- 9 His/her family, in-laws
- 10 My family, parents, children
- 11 Friend/neighbor
- 12 Minister/clergy/priest/rabbi
- 13 Husband, boyfriend, fiancé
- 14 Co-worker, boss, employer
- 15 Other (SPECIFY) \_\_\_\_\_
- 98 (VOL) Don't know
- 99 (VOL) Refused

**IF NVA16=1, 2, 3 or 4 AND YOUTH AGED 0 TO 9 (CAREGIVER INTERVIEW)  
CONTINUE, IF NVA16=1, 2, 3 or 4 AND YOUTH AGED 10 TO 17 SKIP TO ADV2;  
ALL ELSE, SKIP TO HOUS1**

Think about your experience with the advocates or counselors you talked to. Did they....

ADV1a) Talk to you about the effects of violence on your children

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

ADV1b) Explain protective orders or other court procedures

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

ADV1c) Help increase your feelings of personal safety

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

ADV1d) Help you create a safety plan

- 1 Yes

- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

ADV1e) Give you information about specific services that would help you or your children if they witness violence at home or in the community

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

ADV1f) Provide information about alternative housing/shelter

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

ADV1g) Provide you with emergency systems such as a 911 cell phone

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

ADV1h) Try to find out if your child needed help

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

ADV1i) Connect you with other services (e.g. court advocates, police officers, DVS, social services, etc.)

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

ADV1j) Follow up with you, your child or your family since the initial home-visit

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

ADV2) Overall, how would you rate the advocates or counselors in how they handled the incident?  
Would you say ...?

- 1) Very good
- 2) Good
- 3) Average
- 4) Poor
- 5) Very poor
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

## VI. Family Response: Changes in Housing and Helpseeking Concerns

Hous1. Did [your child's/your] [(v) dd readin] or [your child's/your] [(p) j readin] leave or move to a new place after the incident we have been talking about? (When I say leave, I mean for a day or more)?

- 1 [(v) dd readin]
- 2 [(p) j readin]
- 3 No one left or moved SKIP TO instructions before FR1
- 98 (VOL) Not sure/Don't know SKIP TO instructions before FR1
- 99 (VOL) Refused SKIP TO instructions before FR1

Hous2. Did [your child/you] go with [his/her/your] [READIN FROM Hous1 PUNCH] when [she/he] left?

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

Hous3. How many days did [your child's/your] [READIN FROM Hous1 PUNCH] [If Hous2=1 also read "and [your child/you]" ] stay away?  
\_\_\_\_\_ days [RANGE: 1 – 97; 97=97 or more; (vol) Don't know/Not sure....98 (VOL) Refused....99]

Hous4. Where did [your child's/your] [READIN FROM Hous1 PUNCH] [If Hous2=1 also read "and [your child/you]" ] stay? (DO NOT READ. MULTIPLE RECORD).

- 1 Safe house/domestic violence shelter
- 2 Homeless shelter
- 3 Friends
- 4 Spouse/partner's relatives
- 5 Your relatives
- 6 Hotel, motel, etc.
- 7 Church
- 8 Rented apartment or purchased home
- 9 Other
- 98 (VOL) Not sure
- 99 (VOL) Refused

Hous5. **IF Hous1=1** Did [your child's/your] [READIN FROM Hous1 PUNCH] return home to where [he/she] was living before the incident?

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

Hous6. **IF Hous2 = 1** Did [your child/you] return home to where [[he was/she was/you were] living before the incident?

- 1 Yes
- 2 No
- 98 (VOL) DON'T KNOW

99 (VOL) REFUSED

Ask Hous7 if Hous5 = 1 or Hous6 = 1, else skip to instructions before FR1

Hous7. What was the main reason for returning home? [CODE VERBATIM]

1 Gave Response  
98 Don't know  
99 Refused

**CONTINUE FOR YOUTH AGED 0 TO 9 ONLY (CAREGIVER INTERVIEWS), ELSE GO TO JFIN1.**

Family Response 1. There are things that keep people from getting services for themselves and their families. These services might include contacting the police, going to a shelter, or talking to a therapist or doctor. For the following statements, tell us if this has been very true for YOU, a little true, or not at all true for YOU.

[INTERVIEWER: READ THE FOLLOWING SCALE FOR USE WITH EACH ITEM.  
REPEAT ONLY AS NECESSARY BETWEEN ITEMS

**1= VERY TRUE**

**2=A LITTLE TRUE**

**3 = NOT AT ALL TRUE]**

FR1) You fear, dislike, or distrust professionals, such as police, counselors, or doctors

1 NOT AT ALL TRUE  
2 A LITTLE TRUE  
3 VERY TRUE  
98 (VOL) DON'T KNOW  
99 (VOL) REFUSED

FR2) You've had a previous bad experience with professionals

1 NOT AT ALL TRUE  
2 A LITTLE TRUE  
3 VERY TRUE  
98 (VOL) DON'T KNOW  
99 (VOL) REFUSED

FR3) You have difficulty talking about your own or your child's emotional and behavioral problems

1 NOT AT ALL TRUE  
2 A LITTLE TRUE  
3 VERY TRUE  
98 (VOL) DON'T KNOW  
99 (VOL) REFUSED

FR4) You are concerned about what family and friends might think about you getting professional help

1 NOT AT ALL TRUE  
2 A LITTLE TRUE  
3 VERY TRUE

- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

FR5) You are concerned that you would not be allowed to take care of your child anymore

- 1 NOT AT ALL TRUE
- 2 A LITTLE TRUE
- 3 VERY TRUE
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

FR6) You lack information about where to get services or how to get help

- 1 NOT AT ALL TRUE
- 2 A LITTLE TRUE
- 3 VERY TRUE
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

FR7) You are too busy to seek help or treatment

- 1 NOT AT ALL TRUE
- 2 A LITTLE TRUE
- 3 VERY TRUE
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

FR8) You are concerned about the cost of getting help

- 1 NOT AT ALL TRUE
- 2 A LITTLE TRUE
- 3 VERY TRUE
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

FR9) You lack transportation or have no way to get to appointments

- 1 NOT AT ALL TRUE
- 2 A LITTLE TRUE
- 3 VERY TRUE
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

FR10) There's too much paperwork, it's too hard to get an appointment, or you were put on a waiting list

- 1 NOT AT ALL TRUE
- 2 A LITTLE TRUE
- 3 VERY TRUE
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

FR11) The services you need are not available near your home

- 1 NOT AT ALL TRUE
- 2 A LITTLE TRUE
- 3 VERY TRUE
- 98 (VOL) DON'T KNOW

99 (VOL) REFUSED

FR12) A service agency refused to help you or take your case

- 1 NOT AT ALL TRUE
- 2 A LITTLE TRUE
- 3 VERY TRUE
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

FR13) Your child refuses to go to treatment

- 1 NOT AT ALL TRUE
- 2 A LITTLE TRUE
- 3 VERY TRUE
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

FR14) Local professionals are not able to speak your native language

- 1 NOT AT ALL TRUE
- 2 A LITTLE TRUE
- 3 VERY TRUE
- 98 (VOL) DON'T KNOW
- 99 (VOL) REFUSED

JFIN1. Is there anything else you think it would be important for us to know about what happened, or any other thoughts you have about this experience? [code verbatim]

- 1 Gave response
- 2 No, nothing else to add/say
- 98 Don't know
- 99 Refused

## NEW

[Ask OPT1-Opt3a if age 10 to 17, else skip to instructions after OPT3a]

OK. We have just a few more questions about how you felt about the study and then we will be done.

OPT1. How important do you think it is to participate in research like this to help other kids who have experienced these kinds of problems? Would you say...

- 1 Extremely important
- 2 Very important
- 3 Somewhat important
- 4 Not very important
- 5 Not at all important
- 98 Don't know
- 99 Refused

OPT2. Knowing now what was in the survey, would you still have agreed to do it?

- 1 Yes
- 2 No

98 Don't know  
99 Refused

If OPT2=2 then ask OPT2a, else skip to OPT3:

Opt2a) Why not? Is it because...:

- 1 it was too long?
- 2 the kinds of questions that were asked? or
- 3 some other reason? (specify)
- 98 (vol) Don't know
- 99 (vol) Refused

OPT3. Overall, did answering the questions in the survey upset you?

- 1 Yes
- 2 No
- 98 Don't know
- 99 Refused

If OPT3= 2 then ask OPT3a; else skip instructions after OPT3a

OPT3a) How upsetting were the survey questions? Would you say...

- 1 Not very much
- 2 A little
- 3 Pretty much
- 4 A lot
- 98 Don't know
- 99 Refused

If completed NIJ SECTION GO TO F1b

**[READ F1 ONLY IF RESPONDENT WAS NOT ASKED TO PARTICIPATE IN THE NIJ QUESTIONNAIRE. ]**

F1. Thank you very much for answering these questions. We know these can be difficult things to talk about, and we really appreciate your help. Your help will give us important information about young people's lives.

SKIP TO F2

**NEW**

**[READ F1a ONLY IF RESPONDENT WAS ASKED AND REFUSED TO PARTICIPATE IN THE NIJ QUESTIONNAIRE. ]**

F1a. Thank you for answering the questions in the main part of the survey. We know these can be difficult things to talk about, and we really appreciate your help. Your help will give us important information about young people's lives.

**NEW**

**[READ F1b ONLY IF RESPONDENT COMPLETED THE NIJ QUESTIONNAIRE.]**

F1b. Thank you taking the time to answer all of our questions. We know these can be difficult things to talk about, and we really appreciate your help. Your help will give us important information about young people's lives.

**SAME AS 4844**

F2. I have a phone number to the Girls and Boys Town hotline. This is a number that you can call to have a private conversation about anything having to do with kids. Would you like the number? [IF YES: The number is 1-800-448-3000. It is a free call.]

**SAME AS 4844**

F3. INTERVIEWER: Is child possibly at risk from comments or other observations made during interview?

- 1 Yes
- 2 No [SKIP to F4]
- 3 (VOL) Not sure [SKIP to F4]
- 4 (VOL) Refused [SKIP to F4]

**SAME AS 4844**

F3b INTERVIEWER Describe nature of the risk (child abuse, hurting themselves, etc.)

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**NEW punches for old flags and new flags (Changes highlighted)**

**Flag following cases: - ADD DUMMY TO TELL US WHICH WAS FLAGGED.**

**Youth Self Report Survey**

- 1 If C4=1 AND C4j=2, 3, 4, 5, 6 7 (Any assault with weapon by father, mother, relative in home)
- 2 If C5=1 AND C5j=2, 3, 4, 5, 6, 7 AND (C5d=1 OR C5g=1) (Assault by father, mother, relative in home EITHER in last year OR caused injury)
- 3 If C6=1 AND C6j=2, 3, 4, 5, 6 AND (C6d=1) (attack by parent)
- 4 If M1=1 AND M1j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M1d=1 OR M1g=1) (hit by known adult)
- 5 If M3=1 AND M3j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M3d=1 OR M3u=1) (neglect by known adult)
- 6 If P1=1 AND P1g=1 AND P1oa=2,3 AND P1ob=2,3 AND P1oc=2,3 (gang attack)
- 7 If S1=1 AND S1j=1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13 (Any sexual assault by any known person)
- 8 If S3=1 AND S3oa=2,3 AND S3ob=2,3 AND S3oc=2,3 (sex assault by child/teen)
- 9 If S4=1 AND S4j=1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13 (TRY any sexual assault by any known person)
- 10 If W2=1 AND W2j=2, 3, 4, 5, 6 AND (W2d=1) (see parent hit sibling)
- 11 If TSC18 = 3 or 4 (suicidal thoughts)
- 20 If M5 = 1 AND M5j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M5d=1) (neglect by parent)
- 21 If M6 = 1 AND M6j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M6d=1)(neglect by parent)
- 22. If M7 = 1 AND M7j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M7d=1)(neglect by parent)
- 23. If M8 = 1 AND M8j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M8d=1 OR M8u=1)(neglect by caregiver)
- 24. If M9 = 1 AND M9j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M9d=1 OR M9u=1)(neglect by parent)
- 25. If A2 = 1 (other time hurt because of attack)
- 26. If TR2 = 1 (hurt badly)

**Caregiver Report Survey**

- 12 If C4=1 AND C4j=2, 3, 4, 5, 6, 7 AND (C4d=1 OR C4g=1)

- 13 If C5=1 AND C5j=2, 3 4, 5, 6, 7 AND (C5d=1 OR C5g=1)
- 14 If C6=1 AND C6j=2, 3, 4, 5, 6 AND (C6d=1)
- 15 If M1=1 AND M1j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11, AND (M1d=1 OR M1g=1)
- 16 If M3=1 AND M3j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11, AND (M3d=1 OR M3u=1)
- 17 If S1=1 AND S1j= 1,2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13
- 18 If S4=1 AND S4j=1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13
- 19 If W2=1 AND W2j=2, 3, 4, 5, 6 AND (W2d=1)
- 27 If M5 = 1 AND M5j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M5d=1)
- 28 If M6 = 1 AND M6j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M6d=1)
- 29. If M7 = 1 AND M7j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M7d=1)
- 30. If M8 = 1 AND M8j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M8d=1 OR M8u=1)
- 31. If M9 = 1 AND M9j=2, 3, 4, 5, 6, 7, 8, 9, 10, 11 AND (M9d=1 OR M9u=1)
- 32 If A2 = 1(other time hurt because of attack)
- 23. If TR2 = 1 (hurt badly)

**SAME AS 4844**

- F4. **[CATI check point:** These computer algorithms will flag the respondent as a possible child in danger: If the computer algorithm flags the respondent as a possible child in danger, or the interviewer has concerns based on comments or other observations during interview:]  
 Someone may need to contact you again. When is the best time to call you back? [Get time and check telephone number – ASK IF CELL PHONE IS BETTER]

BEST TIME TO CALL \_\_\_\_\_

BEST PHONE NUMBER TO CALL \_\_\_\_\_

**NEW**

[ASK F5d if TYPE 2: (Age 10 to 17); else skip to F6]

F5d . If we got your parent's permission, would you be interested in receiving invitations to participate in future surveys about the Internet and other issues? You would be paid for doing the surveys.

- 1 Yes
- 2 No [SKIP TO F6]
- 3 Don't Know [SKIP TO F6]
- 4 Refused [SKIP TO F6]

**NEW**

F5e. Great. Could we have your email address so we can contact you about future survey opportunities? (INTERVIEWER: Read back the email address to ensure it was recorded correctly)

- 1 Gave email address (record and read back to confirm)
- 2 (vol) Don't have one
- 3 (vol) Don't Know
- 4 (vol) Refused

**SIMILAR TO 4844; text change**

F5b. In order to be able to re-contact you it would be extremely helpful to get your first name. It will be kept confidential and only used to help contact you for future surveys. [IF REFUSED, ASK FOR JUST INITIALS]

\_\_\_\_\_ (Child's First Name)

**SIMILAR TO 4844; text change**

F5c. In order to locate you in case you move, would you also please give me your MOTHER'S first and last name? [It will be kept confidential and only used to help find you again for another study.]

MOTHER'S NAME \_\_\_\_\_(FIRST AND LAST)

**SIMILAR TO 4844; text change**

F5c2. Would you also please give your FATHER'S first and last name? [It will be kept confidential and only used to help find you again for another study.]

FATHER'S NAME \_\_\_\_\_(FIRST AND LAST)

**SAME AS 4844**

F6. OK. Now I just need to get your name and address to send you the check. It will be kept confidential and only be used to send you this check.

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

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

City? State? Zip?

**SIMILAIR TO 4844, QUESTION PUNCHES CHANGED**

END. You should receive your check within the next 4-6 weeks. If you do not receive it you can call us at 1-800-659-5432 and ask for Jamilla .

Thank you for your time. Good-bye.

**NEW**

**LANG2**

INTERVIEWER – THE CHILD PORTION OF THIS INTERVIEW WAS CONDUCTED IN

1- ENGLISH

2-SPANISH