



Teen Dating Violence Quantitative Measurement Compendium

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May 2019*

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Introduction

The selection of measures is a key decision for many intervention research projects. To support sites funded as part of “Preventing Gender-Based Violence: The Health Perspective – Teen/Youth Dating Violence Prevention,” this compendium reviews a number of teen dating violence (TDV) quantitative measurement tools.

This compendium is sorted into three main sections. First, we review some key considerations when deciding which measure to choose for a research project. Second, we highlight four questions that we recommend be common across all sites. Finally, we provide a brief overview of how we selected specific measures to include in this compendium, and we include a list of selected measures. For each measure, we have included a rating score, citations, pros and cons, and a list of items. These measures are divided into four categories: Knowledge, Attitudes/Beliefs/Norms, Behavioral Intentions and Behaviors.

Key Terms

Base rates reflect the prevalence (at pre-test) of a behavior in the study population.

Discriminatory power refers to the variability in test scores, and the test's ability to discriminate among individuals (i.e., if every person gets the same score on a particular test, it has no discriminatory power).

Intervention research is the use of scientific methods to produce knowledge about policy and program interventions that operate within or outside of the health sector and have the potential to impact health at the population level. The intervention research approach focuses on building knowledge on how the intervention process brings about change and the context in which the intervention worked best and for which populations.¹

A **logic model** is developed based on research, theory and practice, and specifies the intended short-term, medium-term and longer-term outcomes that are anticipated for individuals who participate in the intervention.

A **mediator** is a variable that explains the change between an independent variable (e.g., exposure to our intervention) and a dependent variable (e.g., physical teen dating violence perpetration).

A **moderator** is a variable that allows us to explore if the intervention works differently for one group of interest than another.

Norms, while also important to assessing overall test quality, are not a function of a particular test, but rather come from the administration of the test to relevant groups. Scores from these groups serve to establish norms, which are then used to aid in the interpretation of test scores in subsequent administrations.

A **program or initiative**, sometimes referred to as an intervention, is a set of actions and practical strategies that aims to bring about positive changes in individuals, communities, organizations, or systems in a way that produces identifiable and measurable outcomes.¹

Primary outcomes are the outcome that you consider to be the most important in your study. This choice is based on what you would like to be able to say about your intervention, as well as what you are likely going to be able to say given your sample size and intervention targets. You will generally choose a sample size for your study that allows you to detect change in your primary outcome.

Reliability refers to the consistency of a measure as examined by internal consistency (i.e., how well the individual items go together) or test-retest (i.e., if the same person responds similarly at two different occasions), for which recommended cut-offs exist to help assess whether or not a test is highly reliable.

Secondary outcomes are additional study outcomes, that for example might add additional evidence for change in the primary outcome.

The term **teen** typically refers to people ages 13 to 19 years old, while youth refers to a period of transition from the dependence of childhood to adulthood's independence. Using teen/youth together is an effort to acknowledge the fluidity of this age-group and be inclusive of potential programs geared towards those who are not included within the fixed age-range of teenager, but for whom dating violence is still an issue.¹

Teen/youth dating violence is an intentional act of violence (whether physical, sexual or emotional) by one partner in a dating relationship. It can occur in any type of dating relationship, regardless of a person's sexual orientation, age, gender or gender identity.¹

Validity is a test of whether a measure is assessing the outcome we are trying to measure. Validity includes a variety of forms, including face validity, concurrent validity, incremental and differential validity, predictive validity, content validity and construct validity (not all types are applicable to all measures).

¹ Definition source: Public Health Agency of Canada

Measurement Matters!

Selecting the 'right' assessment tool is a critical decision for many intervention research projects. What is 'right' for a given project depends on a number of factors, including the:

- ① intended outcomes of the intervention under study
- ② quality of a given measure
- ③ match between the assessment tool and the study population
- ④ type of claims you would like to or will be able to make



1. Matching Assessment Tools to Intended Outcomes

The selection of assessment tools for intervention research projects should stem from the intervention's *logic model*. The logic model is developed based on research, theory and practice, and specifies the intended short-term, medium-term and longer-term outcomes that are anticipated for individuals who participate in the intervention. The logic model also reflects your selected theory/ies of change. When selecting assessment tools, there are several questions to consider, including:

- Will we measure all of the outcomes specified in the logic model or a selection? If a selection, how will we make this decision?
- Are we interested in measuring short-term/medium-term (i.e., more proximal) or longer-term (i.e., more distal) outcomes?
 - Short and medium-term outcomes typically include things like knowledge, attitudes/beliefs and behavioral intentions, and longer-term outcomes typically include things like behavior
- If we are interested in longer-term outcomes and we are collecting data at three or more time points, are there potential *mediators* that we are interested in assessing?
 - A *mediator* is a variable that explains the change between an independent variable (e.g., exposure to our intervention) and a dependent variable (e.g., physical teen dating violence perpetration)
- Are we interested in different responses to the intervention for different groups of participants? If yes, we will need to think about potential *moderator* variables to collect.
 - A *moderator* is a variable that allows us to explore if the intervention works differently for one group of interest than another. For example, sex is sometimes used as a moderator.

Base Rates

If you want to measure behavior, it is important to consider the *base rate*. The base rate is the prevalence (at pre-test) of a behavior in the study population. For example, for physical teen dating violence in universal samples, base rates are typically between 10-20%. This is important because it tells us how big our sample might need to be to capture change in this behavior, given the base rate (these calculations are known as *power analyses*). If ~50% of our sample is dating, and ~20% of our study population experiences physical teen dating violence at pre-test and we had a sample of 500 youth, that would mean ~50 youth would report physical teen dating violence at baseline. Depending on our study design, we would have to consider whether this sample was big enough to capture change in this outcome.

2. Measure Quality

While providing a list of existing measures is useful, researchers and practitioners need to consider how well a particular assessment tool captures the outcome they are trying to measure. There are three things to keep in mind when considering various measurement tools: reliability, validity and discriminatory power and norms.²

Validity

Validity (i.e., whether the test is assessing the outcome we are trying to measure) includes a variety of forms, including face validity, concurrent validity, incremental and differential validity, predictive validity, content validity and construct validity (not all types are applicable to all measures). For example, although researchers often state that they used expert review to establish content validity, content validity requires that there is a definable content area (for example, if the test was intended to assess math knowledge in 10th grade students, the defined content area might be the 10th grade mathematics textbook). Having a specific and bounded content area may not be reasonable for many public health and social science topics, including teen dating violence, in which case, expert review serves to establish face, and not content, validity. Face validity is typically considered the weakest form of validity evidence. Concurrent validity requires that a benchmark exist against which the new test can be assessed; the benchmark measure needs to be an established, high quality test, which may not exist in many fields, limiting the assessment of concurrent validity. Because of these difficulties, most studies included in this review look at a form of validity called construct validity. Construct validity is a test of the theory of the construct (i.e., the outcome you are trying to measure). The evaluation of a test's construct validity is defined by the researcher in terms of specific *a priori* (i.e., before the study) hypotheses, with the goal of providing evidence from multiple types of analysis. Unlike reliability, then, which can be established in a given research study by examining statistical parameters, any given study only provides evidence of validity, and the validity of a test is based on the weight of this evidence.

Reliability

Reliability refers to the consistency of a measure as examined by internal consistency (i.e., how well the individual items go together) or test-retest (i.e., if the same person responds similarly at two different occasions), for which recommended cut-offs exist to help assess whether or not a test is highly reliable. An internal consistency coefficient (often indicated in articles by the symbol α) or test-retest reliability above 0.70 is typically considered acceptable. For internal consistency, the coefficient should ideally not be too high (e.g., a coefficient higher than 0.95), as that indicates that the tool isn't measuring a variety of aspects of the outcome.

Discriminatory power and norms

Discriminatory power refers to the variability in test scores, and the test's ability to discriminate among individuals (i.e., if every person gets the same score on a particular test, it has no discriminatory power).

Together, reliability, validity and discriminatory power serve as indicators of the essential quality of a given test. Norms, while also important to assessing overall test quality, are not a function of a particular test, but rather come from the administration of the test to relevant groups. Scores from these groups serve to establish norms, which are then used to aid in the interpretation of test scores in subsequent administrations. Many studies do not examine discriminatory power or give norms, which is why these are not included in this compendium.

² Kline, P. (2000). A psychometrics primer. London, UK: Free Association Books.

3. Matching Assessment Tools to the Study Population

While picking a measure with evidence of reliability and validity is important, it is also important that the measure matches the context of your study population. You should review the items of potential measures to see if you think they will be appropriate for your study population. The selection of assessment tools is also often based on:

- Your own/other researcher's experience using that measure in the past (especially in the context of intervention research)
- Piloting – ideally, you are able to test your measures of interest in a smaller, pilot sample before using them in your larger evaluation study.
- Review of measures with service users (e.g., youth, service providers)

Tip. Choosing a measure can be difficult! There are a lot of measures out there, new ones are introduced quite often, and it's sometimes difficult to assess the level of evidence in support of a given measure. Therefore, it can be very helpful to contact other researchers in the Community of Practice for 'real talk' about measures and to share resources.

We also want to note that the use of mixed-methods (i.e., multiple forms of measurement) in intervention research is very important. This compendium primarily focuses on quantitative (numeric) measurement tools because gathering quantitative information is a requirement of this funding program; however, we also strongly encourage funded projects to use forms of measurement in addition to quantitative measurement tools. These can include qualitative methods (interviews, focus groups), arts-based methods (e.g., using photos to evaluate how participants felt before and after an intervention) and/or Indigenous methods. This mix of methods provides a rich understanding of both overall outcomes and lived experience.

Adaptation

The question of whether a measure is appropriate for your study population leads to questions about adaptations. Like when we adapt evidence-based programs, we want to proceed with measure adaptations thoughtfully. When deciding on a measure adaptation, try to consult the original measure development article, to better understand how the changes you make might impact measure quality. Also consider reaching out to the measure developers directly, to ask if they think your adaptation might impact measure quality, and if so, how.

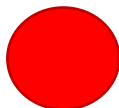
A guide to think about measure adaptations is green light (good to go), yellow light (proceed with caution) and red light (stop – think carefully before making this change).



- Making the formatting of the measure more appropriate for audience
- Changing words that don't change the meaning of the item (e.g., teen -> youth)



- Deleting sub-scales from the overall measure
- Changing the item order



- Deleting items
- Revising wording in a way that changes the meaning of an item

4. Type of Claims

When thinking about measure selection, it is also important to think about what claims you would like to make about your intervention at the end of the research (note: the strength of these claims is also dependent on the type of design you choose for your study). You might think of these claims like this:



Typically, interventions that are able to show behavioral change at longer-term follow-up as compared to a control group have the strongest evidence of effectiveness. Knowledge would typically be considered the most preliminary form of evidence (i.e., it may be necessary to create behavior change to also create knowledge change, but it is not sufficient; in other words, just because knowledge change occurs does not mean we can claim that behavior change will also occur). However, type of claims is only one factor to consider when deciding where on the evidence continuum to target your measurement. Other important factors include the target of your intervention; the sample size; and the study design.

Dating History

When assessing for dating violence behaviors, it is important to ask about dating history, to make sure that only people who have dated are asked these questions. One question to use to screen for this is:

“Have you ever had a dating relationship? A dating relationship is defined as the kind of relationship where you like a person, they like you back, and other people know that you are together. This does not have to mean going on a formal date.”

You can alter the words in this screener to match your youth population and context.

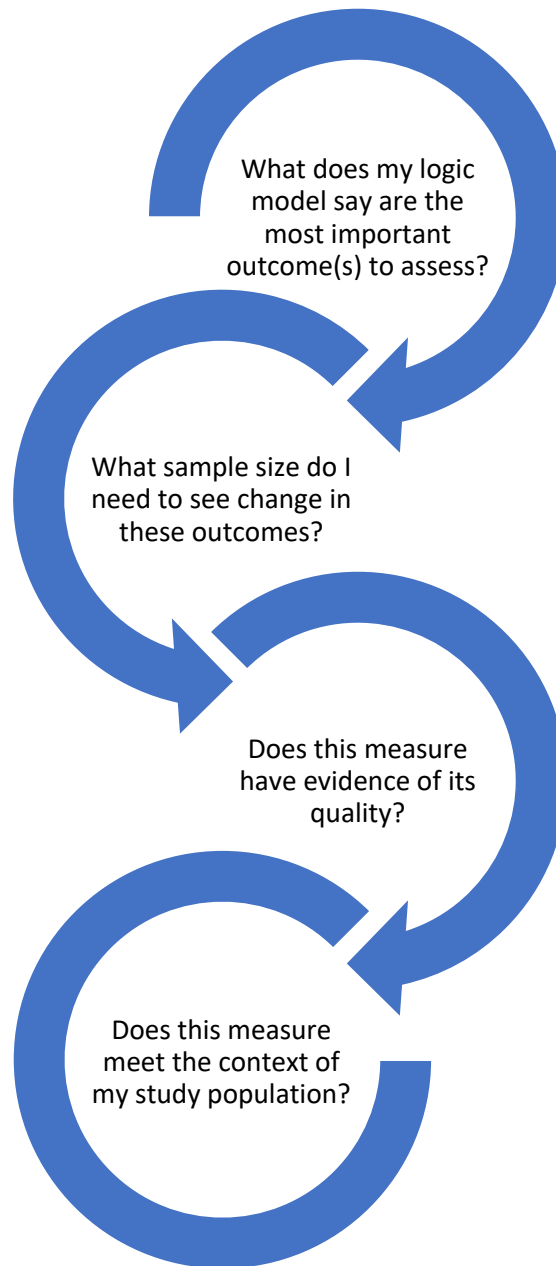
When determining what you are going to measure, you can also think about *primary* and *secondary* outcomes.

- The *primary* outcome is the outcome that you consider to be the most important in your study. This choice is based on what you would like to be able to say about your intervention, as well as what you are likely going to be able to say given your sample size and intervention targets. You will generally choose a sample size for your study that allows you to detect change in your primary outcome.
- *Secondary* outcomes are additional study outcomes, that for example might add additional evidence for change in the primary outcome.

Example: You may want to detect change in teen dating violence perpetration (a behavior), but you know you likely won't have the sample size to detect statistically significant change. Thus, you would want to choose a different primary outcome (e.g., attitudes). You might still measure perpetration as a secondary outcome, especially because for this funding stream, it is an important indicator across all projects.

Questions for Selection

To recap, important questions when selecting a measure include:



Recommended Questions Across All Sites

Canada currently has **no national data** on teen dating violence prevalence. This is a major gap when planning for interventions to reduce teen dating violence! We believe the Community of Practice provides a really important opportunity to address this gap. To do this, we all need to ask some of the same questions about dating violence. Thus, we are encouraging all sites to think about adding the following questions to their survey. These questions come from a national U.S. study,³ which will also allow us to make cross-national comparisons.

During the past 12 months, how many times did **someone you were dating or going out with** force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)

During the past 12 months, how many times did **someone you were dating or going out with** physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)

During the past 12 months, how many times did you do the following to **someone you were dating or going out with**: force them to do sexual things that they did not want to do? (Count such things as kissing, touching, or physically forcing them to have sexual intercourse.)

During the past 12 months, how many times did you do the following to **someone you were dating or going out with** (*don't count it if you did it in self-defense*): physically hurt them on purpose? (Count such things as hitting, slamming into something, or injuring with an object or weapon.)

Response Options for all Questions

- A. I did not date or go out with anyone during the past 12 months
- B. 0 times
- C. 1 time
- D. 2 or 3 times
- E. 4 or 5 times
- F. 6 or more times

³ For more on the history of these questions, see Rothman, E.F., & Xuan, Z. (2012, March). *Assessing the prevalence of dating violence using national and state YRBS data from 1999-2009: What we've learned, and how we might improve the YRBS question going forward*. Paper presented at the Futures Without Violence 2012 Conference on Healthcare and Domestic Violence, San Francisco, CA.

Compendium Measure Selection Process

To select measures for this compendium, we started with a review published by Exner-Cortens, Gill, and Eckenrode (2016) on available TDV measures. We then conducted our own review of any measures that had been published since this review was conducted, going back as far as 2012 to ensure no measures that were published as the original review was being finalized were missed. Any journal article that contained an assessment of a new or existing TDV measure was included in our search. We then critically reviewed these articles, and kept measures that included measurement development, validity/reliability testing, and a focus on adolescence. We also reviewed recent TDV program evaluations and contacted authors conducting current program evaluations to capture additional relevant measures.

The following section contains a list of measures⁴. We have categorized these measures into the following categories:



For each measure, we provide “pros”, reflecting on the strengths of the measure, and “cons”, which include potential drawbacks of the measure. We have also assessed the strength of the evidence in support of each measure, and have given each measure one, two, or three stars based on the following evaluation framework:

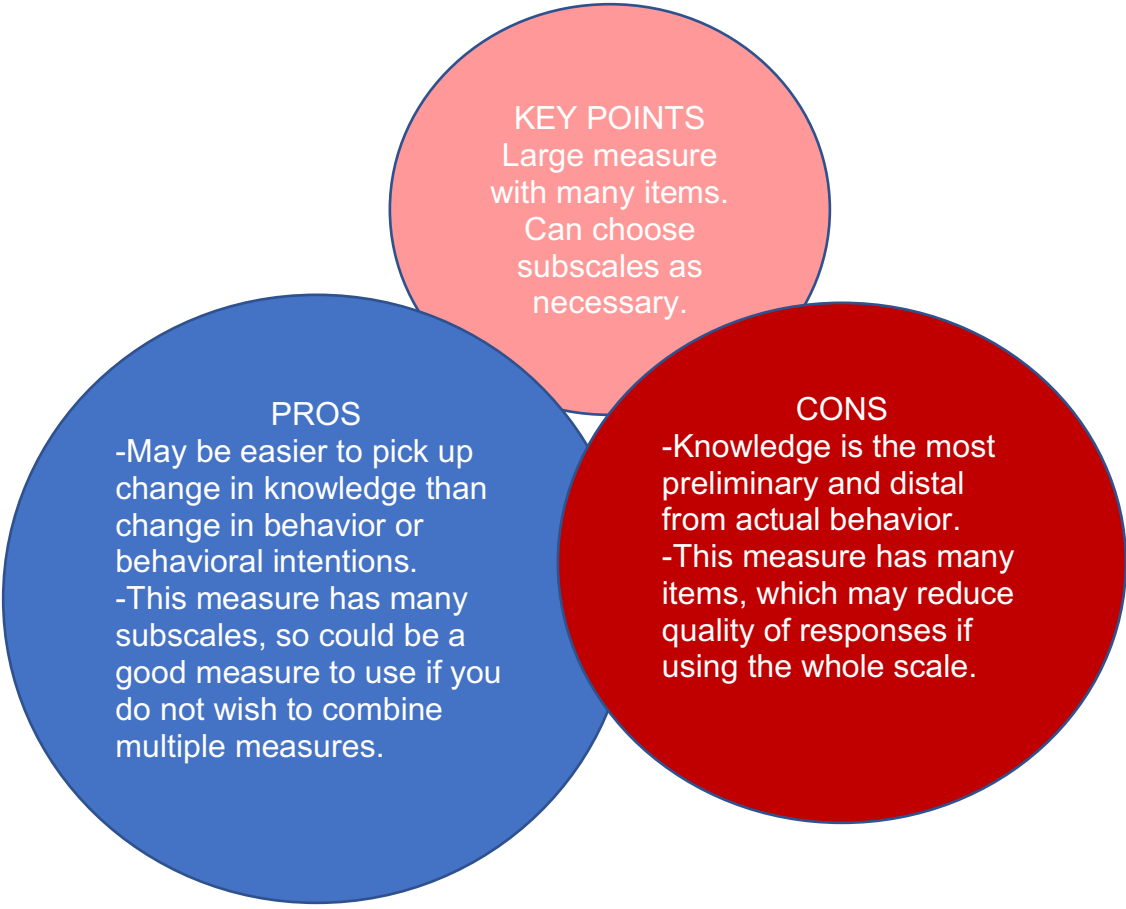
- ★ Limited evidence of measure quality (e.g., internal consistency reliabilities only, no measure testing but used in past intervention research studies)
- ★★ Promising evidence of measure quality (e.g., reliability and validity evidence examined in one smaller study, limited validity evidence but used frequently in past intervention research studies)
- ★★★ Strong evidence of measure quality (e.g., reliability and validity evidence examined in multiple studies or in large sample, multiple types of validity evidence assessed)

We would also like to point out three common drawbacks of many/all of the measures listed here:

- **Heteronormativity** – many of the measures (especially knowledge and attitude measure) contain heteronormative language. We encourage sites to adapt this language to be inclusive of their target population (e.g., instead of asking about female or male students, ask about all students/youth).
- **Outdated language** – because measure development can take a long time, most of these measures were developed at least 10 years ago. Again, we encourage sites to make revisions (using the adaptation guide above) to better fit their target population.
- **Self-report** – all of the measures listed here are self-report. While this is a common drawback in the TDV field, it is important to keep in mind that any data collected are likely an underreport of true attitudes and/or behaviors.

⁴ For this review, we typically chose the two to three measures we thought were the most applicable to the funded projects. However, there are additional measures not included here; if you would like information on these measures, please contact the authors.

TDV Knowledge Measures



MEASUREMENT INFORMATION

Number of items: 96

Number of subscales: 5

- Subscales:
1. Dating History
 2. TDV Knowledge
 3. TDV Victimization and Perpetration
 4. Experience Witnessing Violence
 5. Support Seeking

EVIDENCE OF MEASUREMENT QUALITY

1. Emelianchik-Key, Hays, & Hill (2017) – Tested internal consistency and convergent validity. Assessed with two independent samples (sample sizes of 799 and 410) of high school and college students in the United States. Participant racial breakdown: 67% white, 19% African American.



TSDV Knowledge Items

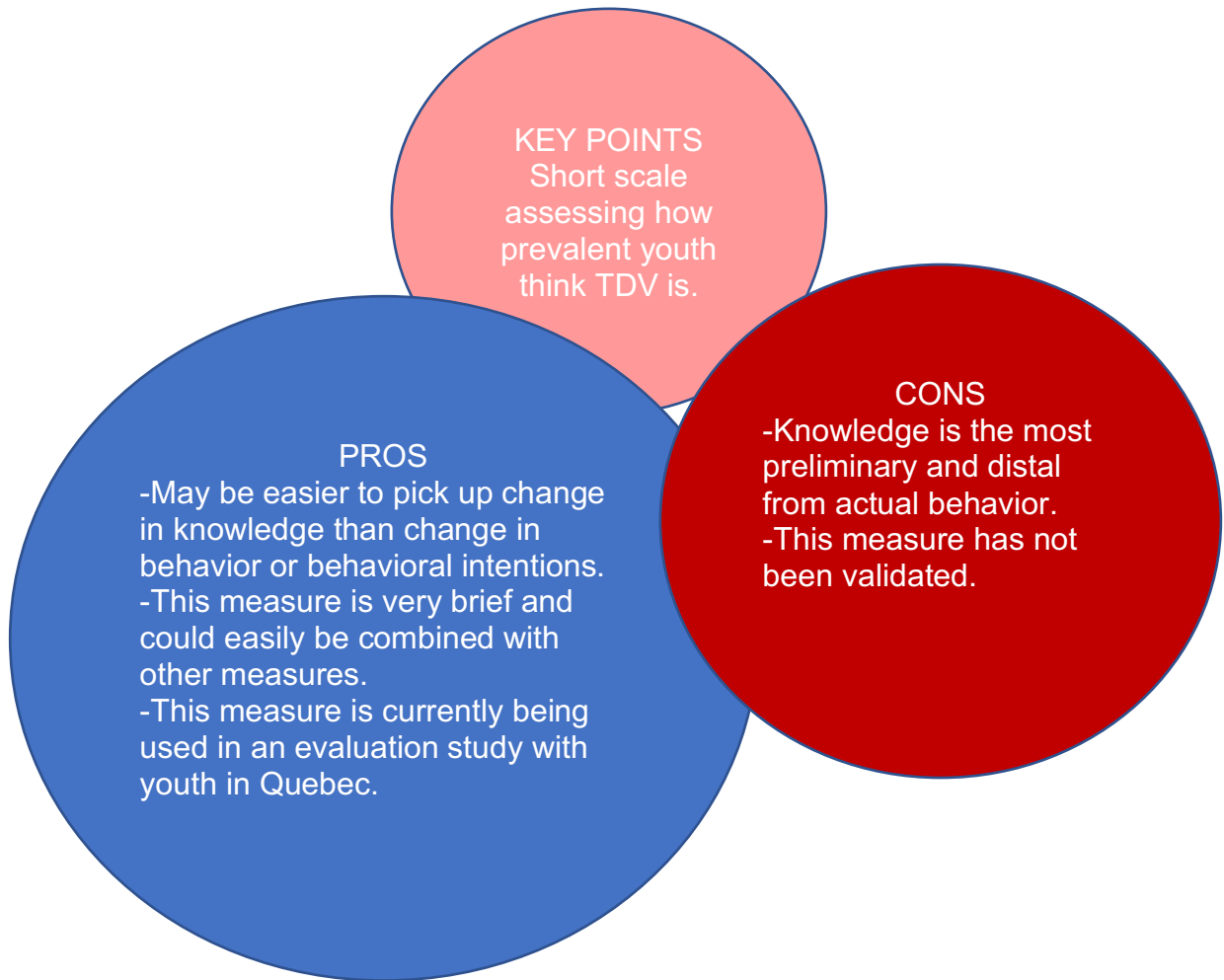
Directions: Please check those items that YOU DO consider to be a violent act. (If you are not sure what something means, please put a question mark next to the item.)

Do you consider _____ to be a form of violence.

1. Controlling what you wear
2. Taking unwanted sexual photographs
3. Watching and controlling what you do on your personal web pages on the internet
4. Physically forcing you to have intercourse (rape)
5. Scratching you
6. Forcing you to touch him/her when you do not want to
7. Grabbing you suddenly
8. Pushing you
9. Using a weapon against you in order to cause physical harm
10. Twisting your arm
11. Touching you sexually / inappropriately without your consent (not using force)
12. Punching you
13. Physically forcing you to perform sexual acts to them that you do not want to do
14. Telling you how much time you can spend with others
15. Spreading rumors about you
16. Lying to you and telling you things that are false so you will advance in your sexual relationship faster (example, that they love you)
17. Burning you
18. Hitting you with an object
19. Emotionally pressuring you to have sexual intercourse until you just give in (example, telling you that you must not care about him/her enough)
20. Forcing you to have sexual intercourse without protection

TSDV Knowledge Scoring Instructions

Subtract the number of items not selected from 20 for a total score.



MEASUREMENT INFORMATION

Number of items: 4
Number of subscales: 1

EVIDENCE OF MEASUREMENT QUALITY

n/a



DVAS Knowledge Items

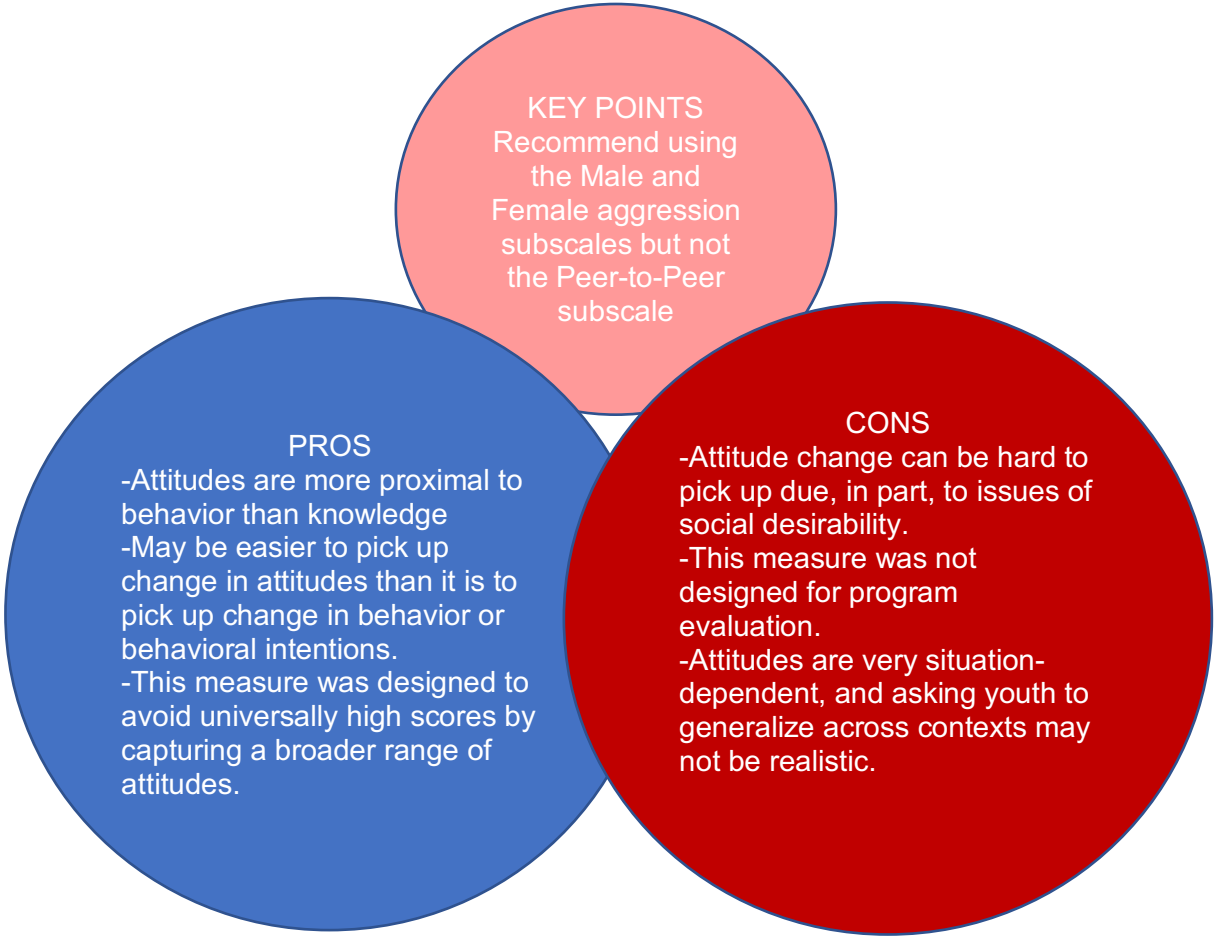
In your opinion, what percentage of students will experience the following forms of violence before they graduate from high school? Please indicate % for female and male students.

	Female students	Male students
Sexual violence		
Emotional/verbal violence by a romantic partner		
Physical violence by a romantic partner		
Cyber violence by a romantic partner		

DVAS Knowledge Scoring Instructions

- Compare and contrast percentages for each form of violence

Attitudes, Beliefs and Norms Measures



MEASUREMENT INFORMATION

Number of items: 12
Number of subscales: 3
Subscales: 1. Male Aggression
 2. Female Aggression
 3. Peer-to-Peer Aggression

EVIDENCE OF MEASUREMENT QUALITY

1. Muñoz-Rivas et al. (2011) – Tested internal consistency, construct validity (factor structure), and convergent validity. Assessed with sample of 2,856 high school students in Madrid, Spain.
2. Slep et al. (2001) – Tested internal consistency, test-retest reliability, concurrent validity, construct validity (factor structure), and convergent validity. Assessed with a sample of 2,188 high school students in the US. Participant racial breakdown: 56% white, 17.3% Hispanic, 14% African American.



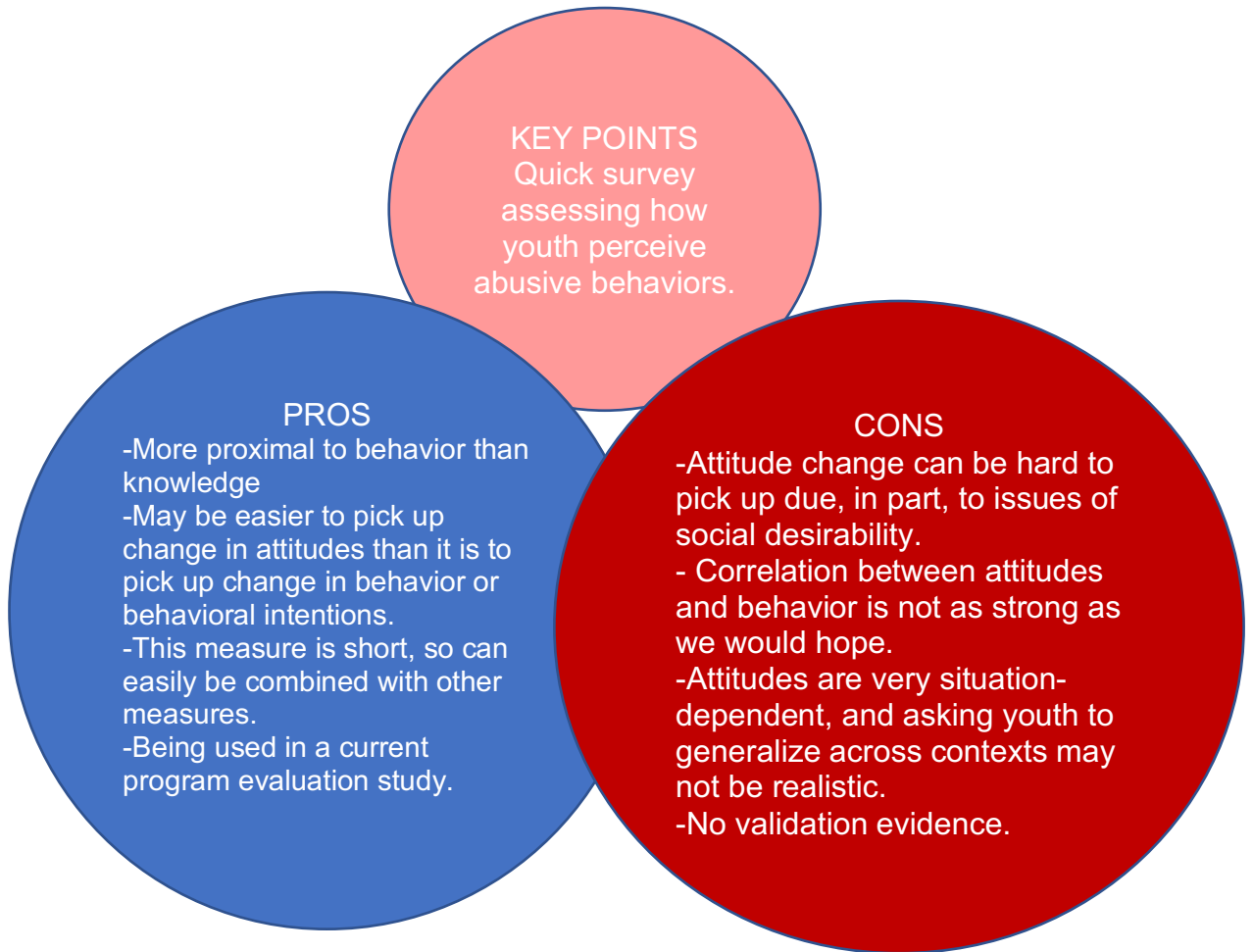
AADS Attitude Items

Below is a list of situations and peoples' reactions to them. How much do you agree or disagree with the reaction that is underlined?

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Mark calls Tina a slut in front of their friends. <u>Tina slaps him</u>	1	2	3	4	5	6
David is following Maria and won't leave her alone. <u>Maria pushes him</u> out of her way	1	2	3	4	5	6
Tony is harassing Gina about her new haircut, saying that she looks like a poodle. Gina gets really angry at Tony and <u>pushes him</u> .	1	2	3	4	5	6
Tom and Yolanda are having an argument. Things are getting out of hand and Tom starts pushing and shoving Yolanda. When he won't stop, <u>Yolanda slaps him</u> .	1	2	3	4	5	6
Jeff finds out that Debbie has been seeing someone else behind his back. He gets really mad and <u>he slaps her</u> .	1	2	3	4	5	6
Lisa won't stop making fun of Charlie in front of their friends. Charlie loses his temper and <u>pushes her</u> .	1	2	3	4	5	6
John catches Janet flirting with Tyrone. John gets really mad and <u>hits Tyrone</u> for flirting with Janet.	1	2	3	4	5	6
Peter gets really angry at Patti and <u>slaps her</u> when she threatens to break up with him.	1	2	3	4	5	6
Karen is teasing Frank at a party about being too stupid to pass English. When she won't stop. Frank just loses it and <u>hits Karen</u> .	1	2	3	4	5	6
Keisha sees Rick flirting with Angie. Keisha gets mad and <u>hits Angie</u> and tells her to keep her hands off Rick.	1	2	3	4	5	6

AADS Attitude Scoring Instructions

- To create a single score for each participant, take the average of their responses. You can do this simply by adding up their responses and dividing by 10.



MEASUREMENT INFORMATION

Number of items: 12
Number of subscales: 1

EVIDENCE OF MEASUREMENT QUALITY

1. Abebe et al. (2018) – Being used in a large-scale TDV outcome evaluation, but no validation evidence available.



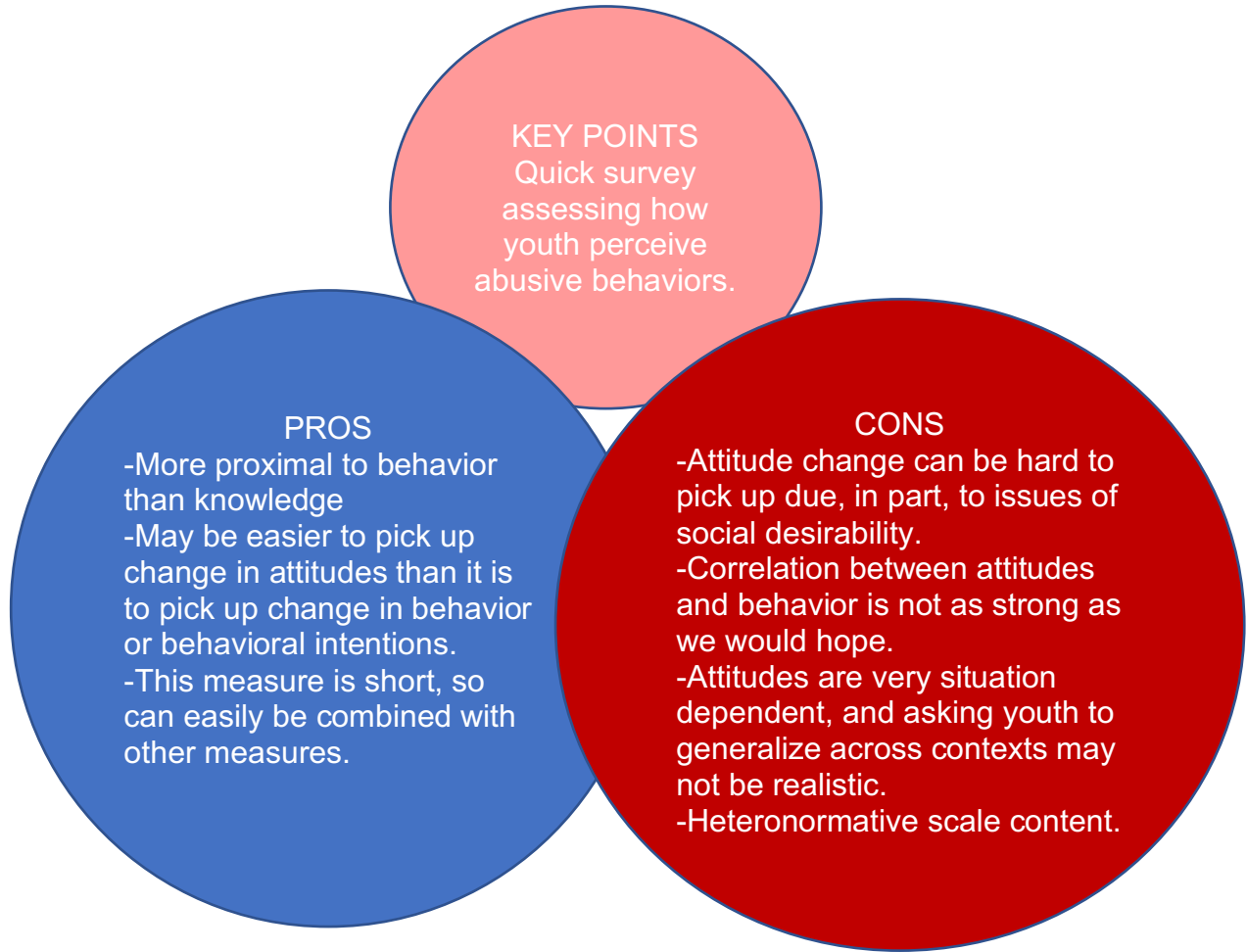
DAAS Attitude Items

Below is a list of experiences people might have in a dating relationship. Please rate each of the following actions towards a girlfriend or boyfriend as not abusive, a little abusive, somewhat abusive, very abusive or extremely abusive.

	Not abusive	A little abusive	Somewhat abusive	Very abusive	Extremely abusive
1. Name calling or insulting them	1	2	3	4	5
2. Telling them they're ugly or stupid	1	2	3	4	5
3. Making fun of them in front of other people	1	2	3	4	5
4. Telling them what to do all the time	1	2	3	4	5
5. Telling them which friends they can and can't see or talk to	1	2	3	4	5
6. Pressuring them not to break up with them	1	2	3	4	5
7. Not listening to what they have to say	1	2	3	4	5
8. Trying to convince them to have sex	1	2	3	4	5
9. Preventing them from leaving a room	1	2	3	4	5
10. Keeping tabs on them or spying on them	1	2	3	4	5
11. Threatening to hit them	1	2	3	4	5
12. Forcing them to have sex	1	2	3	4	5

DAAS Attitude Scoring Instructions

- To create a single score for each participant, take the average of their responses. You can do this simply by adding up their responses and dividing by 12.



MEASUREMENT INFORMATION

Number of items: 9
Number of Subscales: 2
Subscales: 1. Attitudes towards Girl-on-Boy Violence
2. Attitudes towards Boy-on-Girl Violence

EVIDENCE OF MEASUREMENT QUALITY

1. Edelen et al. (2009) and Orlando et al. (2006) – Tested internal consistency and differential item functioning in a sample of 2,575 ninth grade students in Los Angeles, California. Participants were predominantly Latinx (91%).

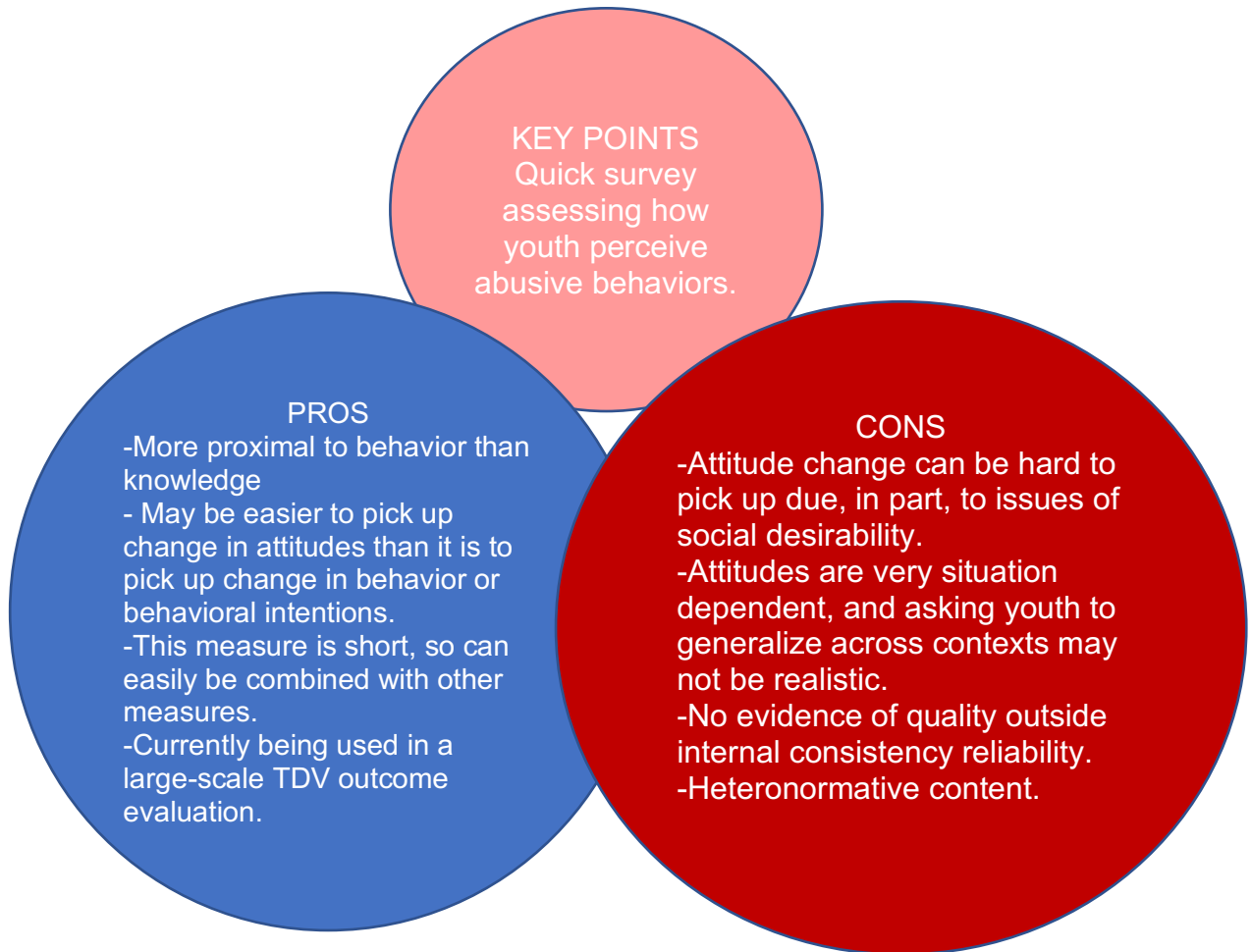


AVS Attitude Items

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
1. Boys sometimes deserve to be hit by girls they date.	1	2	3	4
2. It is OK for a girl to hit a boy if he hit her first.	1	2	3	4
3. It is OK for a boy to hit a girl if she hit him first.	1	2	3	4
	Really Wrong	Sort of Wrong	Sort of OK	Really OK
4. Suppose a boy says something bad to a girl, do you think it is wrong for her to scream at him?	1	2	3	4
5. Suppose a boy says something bad to a girl, do you think it is wrong for her to hit him?	1	2	3	4
6. Suppose a boy hits a girl, do you think it is wrong for her to hit him back?	1	2	3	4
7. Suppose a girl says something bad to a boy, do you think it is wrong for him to scream at her?	1	2	3	4
8. Suppose a girl says something bad to a boy, do you think it is wrong for him to hit her?	1	2	3	4
9. Suppose a girl hits a boy, do you think it is wrong for him to hit her back?	1	2	3	4

AVS Attitude Item Scoring

- For the Attitudes towards Girl-on-Boy Violence subscale, take the mean of items 1, 2, 4, 5 and 6.
- For the Attitudes towards Boy-on-Girl Violence subscale, take the mean of items 3, 7, 8 and 9.



MEASUREMENT INFORMATION

Number of items: 11
Number of Subscales: 1

EVIDENCE OF MEASUREMENT QUALITY

1. Foshee, Fothergill, & Stuart (1992) – internal consistency reliability only.



ACV Attitude Items

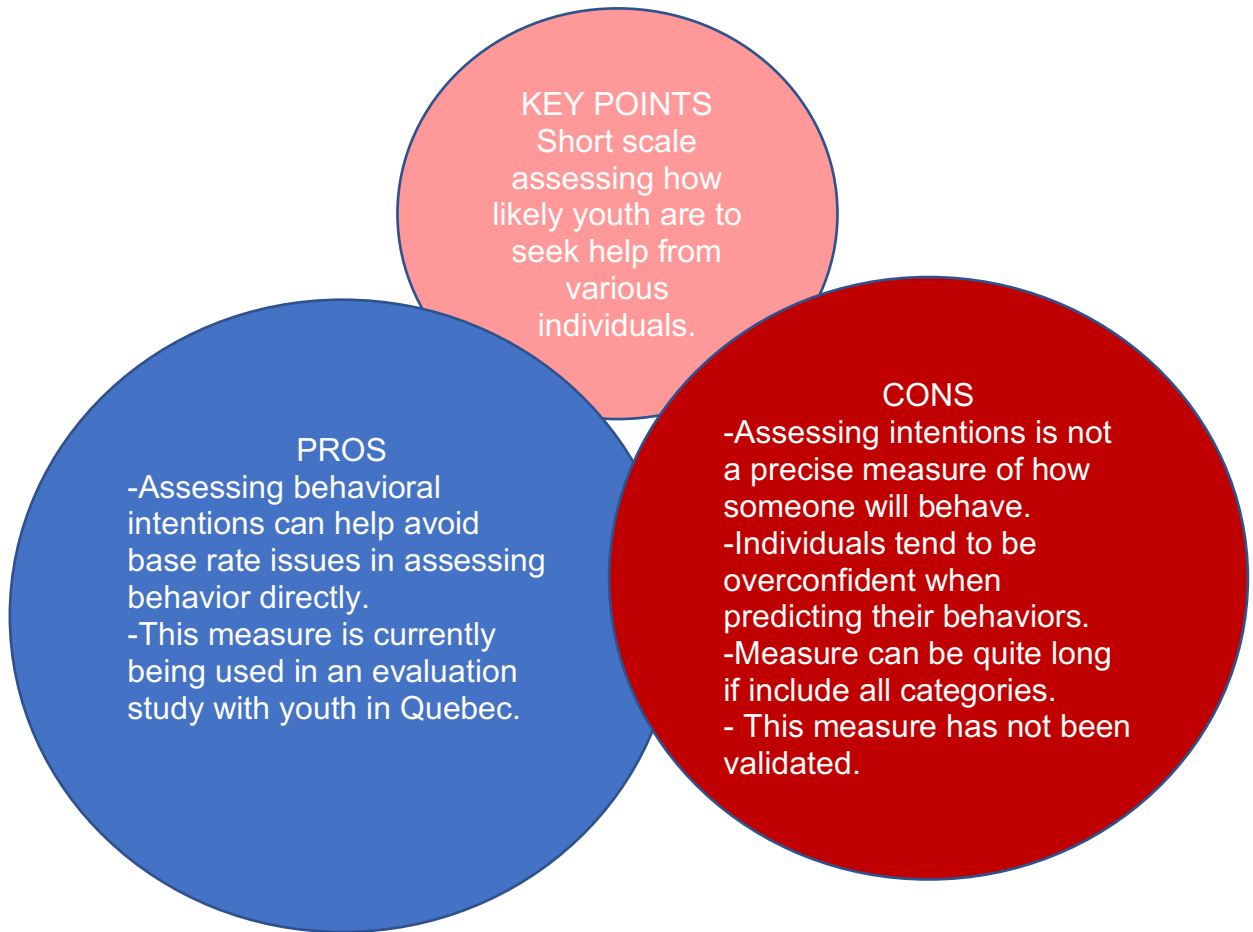
Do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. A boy angry enough to hit his girlfriend must love her very much.	1	2	3	4
2. Violence between dating partners can improve the relationship.	1	2	3	4
3. Girls sometimes deserve to be hit by boys they date.	1	2	3	4
4. A girl who makes her boyfriend jealous on purpose deserves to be hit.	1	2	3	4
5. Boys sometimes deserve to be hit by girls they date.	1	2	3	4
6. A girl angry enough to hit her boyfriend must love him very much.	1	2	3	4
7. There are times when violence between dating partners is okay.	1	2	3	4
8. A boy who makes his girlfriend jealous on purpose deserves to be hit.	1	2	3	4
9. Sometimes violence is the only way to express your feelings.	1	2	3	4
10. Some couples must use violence to solve their problems.	1	2	3	4
11. Violence between dating partners is a personal matter and people should not interfere.	1	2	3	4

ACV Attitude Item Scoring

- To obtain a single ACV score, take the mean of all items.

Behavioral Intentions



MEASUREMENT INFORMATION

Number of items: 4
Number of subscales: 1

EVIDENCE OF MEASUREMENT QUALITY

n/a



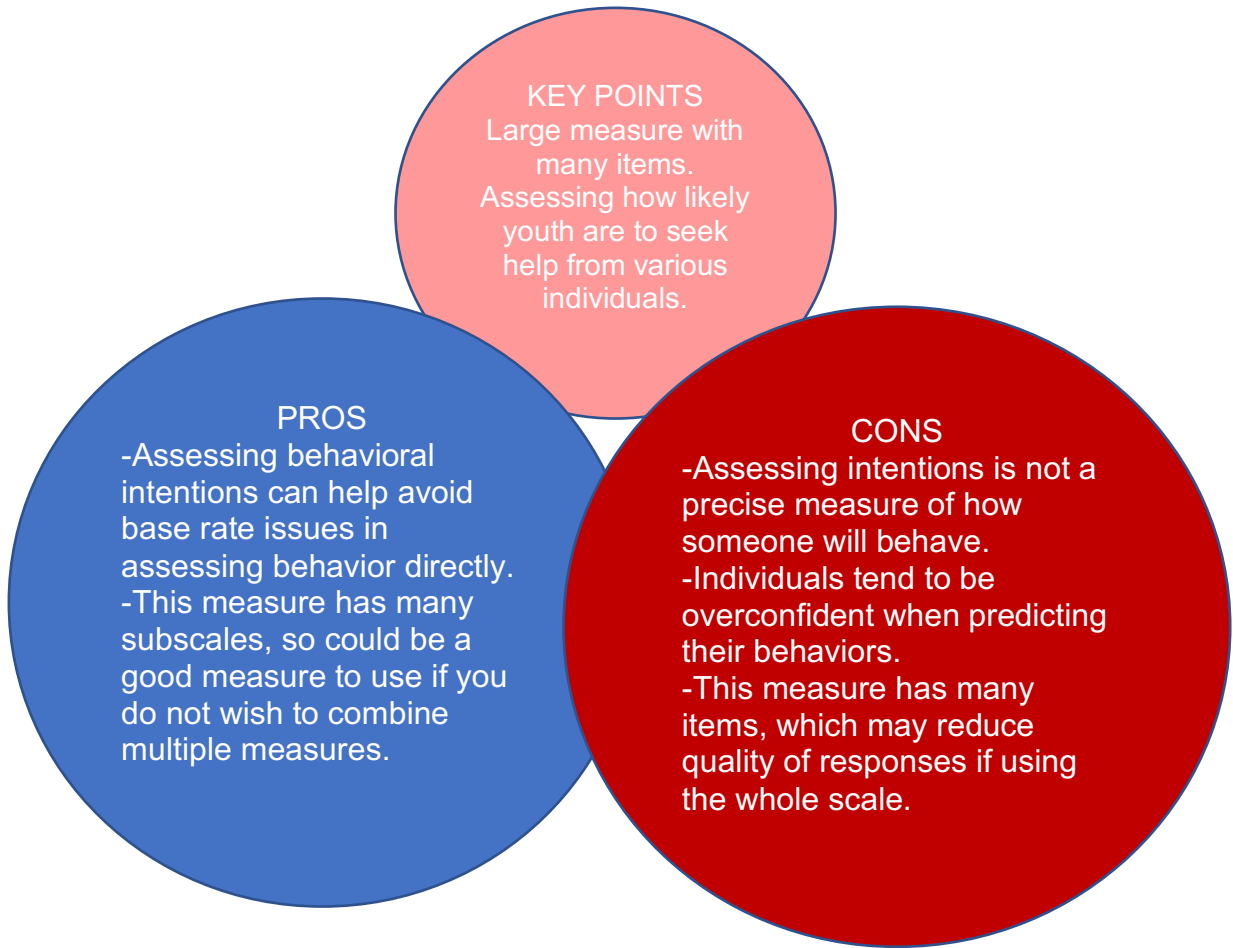
HSIS Behavioral Intentions Items

How likely would you be to talk to the following people, if you had any of the problems listed below? 1= not very likely 2- unlikely 3 maybe 4 likely 5 very likely

	Parent	Teacher	Friend	Sibling/ Cousin	Counsellor or other profession al	Police officer	No one	Other (specify)
1. A problem with a boyfriend/girlfriend hurting you physically								
2. A problem with boyfriend/girlfriend hurting you sexually								
3. A problem with a boyfriend/girlfriend hurting you verbally emotionally								
4. A problem with a boyfriend/girlfriend hurting you online or through texts								

HSIS Behavioral Intentions Item Scoring

- Not yet available



MEASUREMENT INFORMATION

Number of items: 96
 Number of subscales: 5
 Subscales: 1. Dating History
 2. TDV Knowledge
 3. TDV Victimization and Perpetration
 4. Experience Witnessing Violence
 5. **Support Seeking**

EVIDENCE OF MEASUREMENT QUALITY

1. Emelianchik-Key, Hays, & Hill (2017) – Tested internal consistency and convergent validity. Assessed with two independent samples (sample sizes of 799 and 410) of high school and college students in the United States. Participant racial breakdown: 67% white, 19% African American.



TSDV Behavioral Intentions Items

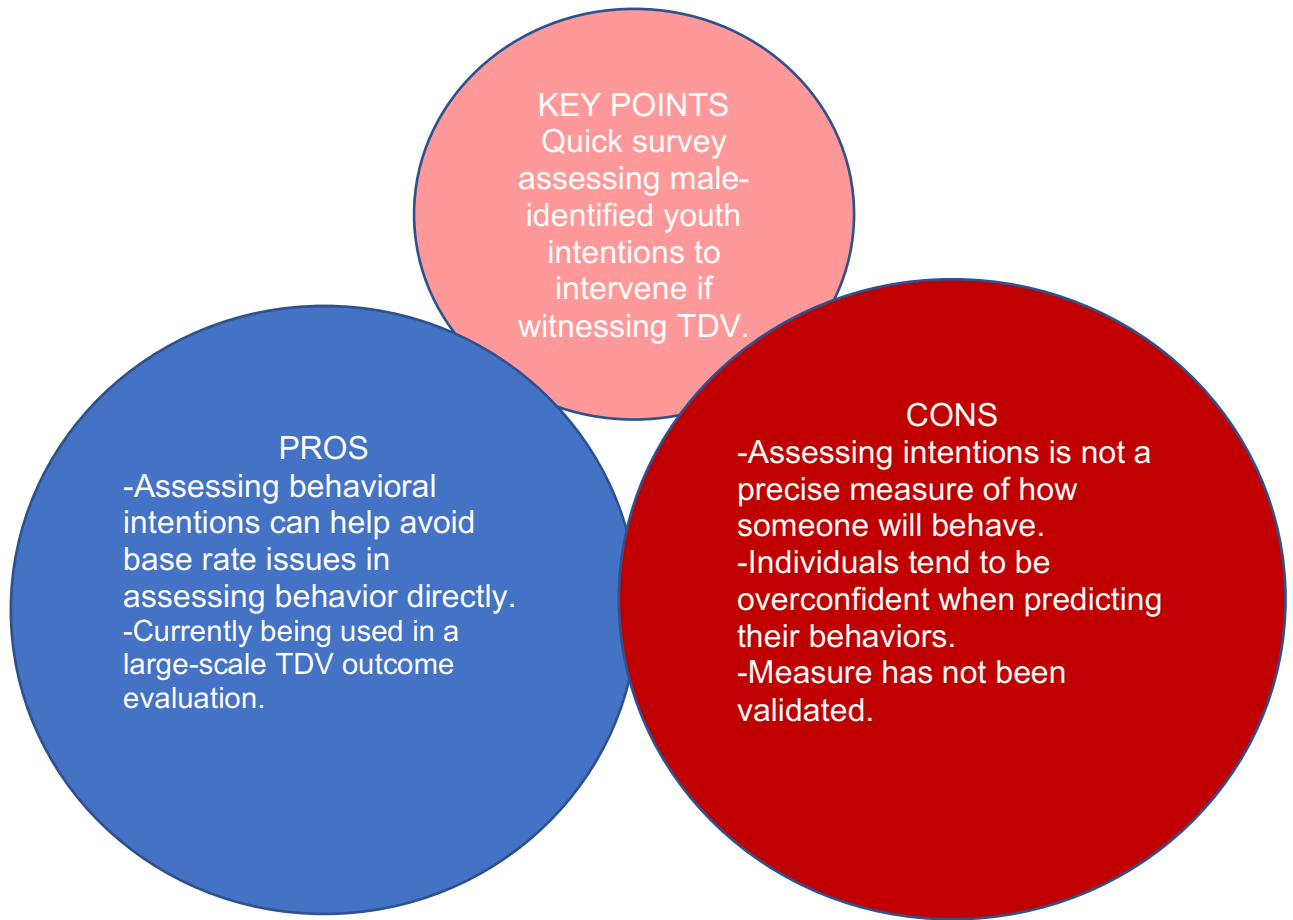
Directions: This section is to gain information of whom you would trust to tell if you are or were to experience violence. Please use the following scale to rate the items in this section.

If you were to experience violence or have experienced violence, with whom would you seek or have you sought out help or support:

	Never 1	Rarely 2	Sometimes 3	Often 4	Very often 5
1. Siblings (brothers or sisters)					
2. Parents or guardians					
3. Other relatives					
4. Friends					
5. Church or other religious affiliations					
6. Teachers or coaches					
7. School counselors					
8. Police					
9. Doctors or Nurses					

TSDV Behavioral Intentions Item Scoring

- Not specified



MEASUREMENT INFORMATION

Number of items: 8
Number of subscales: 1

EVIDENCE OF MEASUREMENT QUALITY

1. Abebe et al. (2018) – Being used in a large-scale TDV outcome evaluation, but no validation evidence available.



BBIS Behavioral Intention Items

How likely are YOU to do something to try and stop what's happening if a male friend or peer (someone your age) is:

	Very Unlikely	Somewhat Unlikely	Neither Likely or Unlikely	Somewhat Likely	Very Likely
1. Making rude or disrespectful comments about a girl's body, clothing, or make-up.	1	2	3	4	5
2. Spreading rumors about a girl's sexual reputation, like saying "she's easy".	1	2	3	4	5
3. Fighting with a girl where he's starting to cuss at or threaten her.	1	2	3	4	5
4. Doing unwelcome or uninvited things toward a girl (or group of girls) such as howling, whistling or making sexual gestures.	1	2	3	4	5
5. Shoving, grabbing, or otherwise physically hurting a girl.	1	2	3	4	5
6. Showing other people sexual messages or naked/sexual pictures of a girl on a cell phone or the internet.	1	2	3	4	5
7. Telling sexual jokes that disrespect women and girls.	1	2	3	4	5
8. Taking sexual advantage of a girl (like touching, kissing, having sex with) who is drunk, high from drugs, or passed out.	1	2	3	4	5

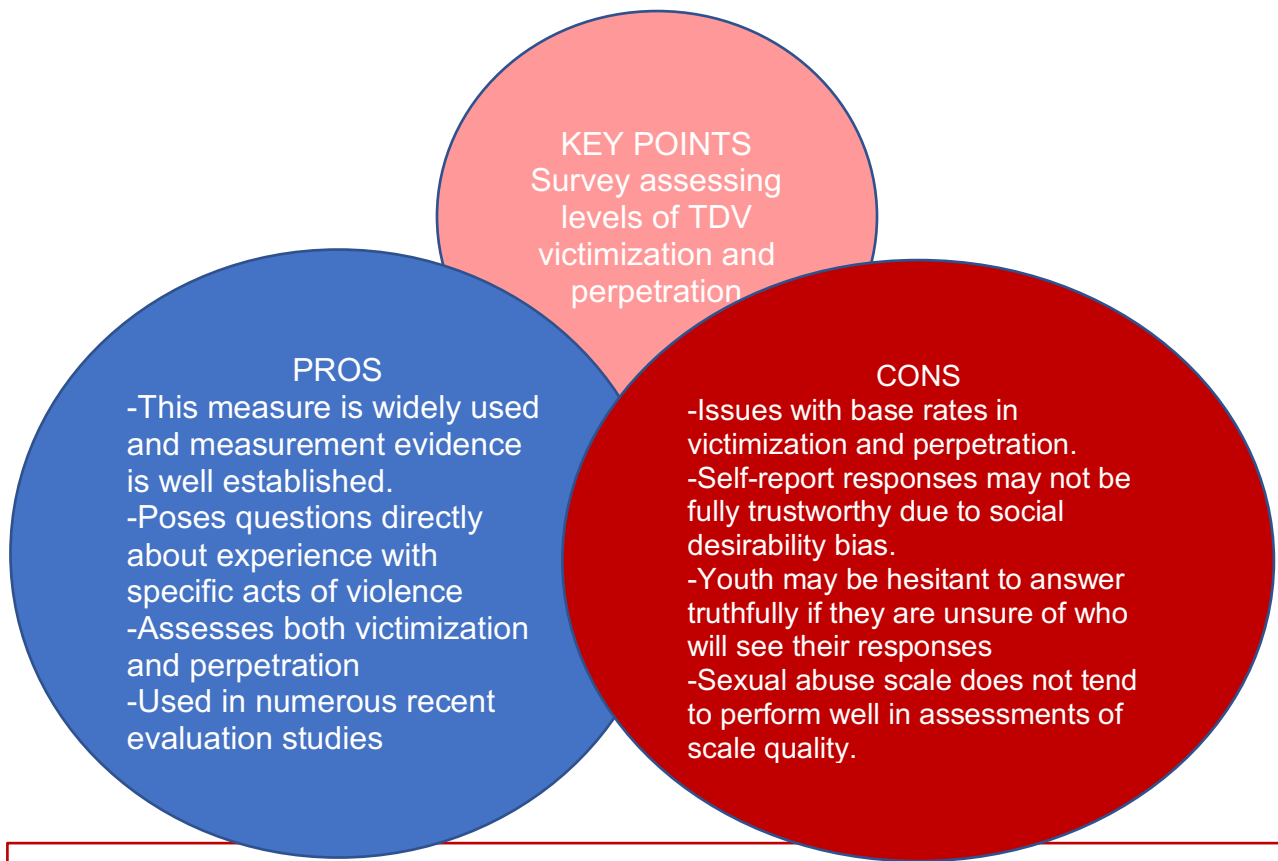
BBIS Behavioral Intentions Item Scoring

- To obtain a single BBIS Intention score, take the mean of all items.

Behaviors

Tip 1: Remember to ask if youth have ever dated to make sure they are eligible for dating violence behavior questions.

Tip 2: Consider probing for context if a youth endorses an item that indicates that they have experienced dating violence. For example, consider asking how many people this has happened with, or if the person/people it happened with was a boy, a girl, or did not identify as a boy or a girl.



MEASUREMENT INFORMATION

Number of items: 25
 Number of subscales: 5
 Subscales: Threatening
 Relational
 Physical
 Sexual

EVIDENCE OF MEASUREMENT QUALITY

1. Fernández-Fuertes et al. (2006) – Tested internal consistency reliability in a sample of 572 high school youth in Spain.
2. Fernández-Gonzalez et al. (2012) – Tested internal consistency reliability, and predictive, concurrent, construct, and convergent validity of the CADRI Short Form in two samples (n’s= 277, 365). Participants were high school students (study 1) and youth involved in child protective services (study 2) and were predominantly white (86%, study 1) and multi-racial (study 2).
3. Hokoda et al. (2006) – Tested the internal consistency and test-retest reliability of the CADRI – Spanish in a sample of 307 high school youth in Mexico.
4. Jouriles et al. (2005) and Jouriles et al. (2009) – Assessed internal consistency and construct validity in a sample of 125 high school students in southwestern USA (39% Hispanic, 34% white, and 18% African American).
5. Wolfe et al. (2001) – Assessed internal consistency, test-retest reliability, partner agreement, construct validity, and convergent validity in four samples of youth (n’s= 393, 1019, 70, 26). Participants were recruited from Ontario, Canada and were predominantly white.
6. Allan, Cohen, Fite, Stuart, Temple (2018) – Tested internal consistency reliability in a sample of 1,042 high school students in southwestern USA. Racial breakdown of participants: 31% Hispanic, 29% white, 28% African American.



Perpetration items are shown; can change direction to capture victimization. We also recommend mixing up the items from different sub-scales up. Finally, you can change the recall period (e.g., 3 months, 12 months) and the response options (e.g. could use yes or no).

CADRI Behavior Items

The next set of questions asks about experiences you might have had with your current or most recent dating relationship. Fill in the bubble that corresponds to your best estimate of how often these have happened with your current or most recent dating partner during the past 6 months.

Have you done any of the following to a dating partner in the past 6 months? Don't count it if you did it in self-defense. In the past 6 months...

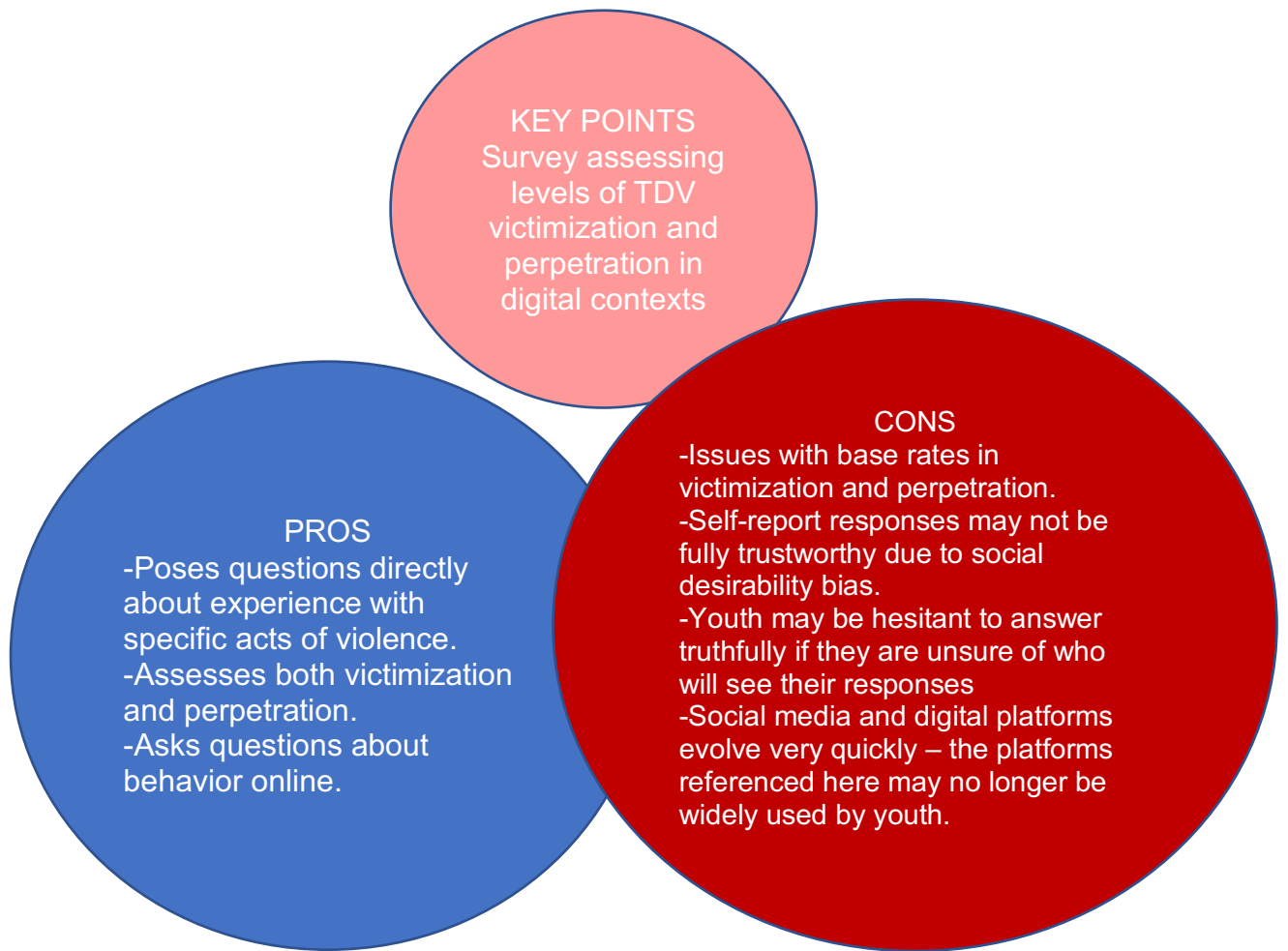
	Never	Once	More than Once
1. I threw something at them	1	2	3
2. I kicked, hit, or punched them	1	2	3
3. I slapped them or pulled their hair	1	2	3
4. I pushed, shoved, or shook them	1	2	3
5. I destroyed or threatened to destroy something they valued	1	2	3
6. I deliberately tried to frighten them	1	2	3
7. I threatened to hurt them	1	2	3
8. I threatened to hit them or throw something at them	1	2	3
9. I touched them sexually when they didn't want me to	1	2	3
10. I forced them to have sex when they didn't want to	1	2	3
11. I threatened them in an attempt to have sex with them	1	2	3
12. I kissed them when they didn't want me to	1	2	3
13. I tried to turn their friends against them	1	2	3
14. I said things to their friends about them to turn their friends against them	1	2	3
15. I spread rumors about them	1	2	3
16. I did something to try to make them jealous	1	2	3
17. I brought up something bad they had done in the past	1	2	3
18. I said things to make them angry	1	2	3
19. I spoke to them in a hostile or mean tone of voice	1	2	3
20. I insulted them with put downs	1	2	3
21. I ridiculed them or made fun of them in front of others	1	2	3
22. I kept track of who they were with and where they were	1	2	3
23. I blamed them for the problem	1	2	3
24. I accused them of flirting with another person	1	2	3
25. I threatened to end the relationship	1	2	3

There is also a short form available (10 items)

CADRI Behavior Item Scoring

- Physical abuse: Sum or average of items 1-4
- Threatening behavior: Sum or average of items 5-8
- Sexual abuse: Sum or average of items 9-12
- Relational aggression: Sum or average of items 13-15
- Emotional and verbal abuse: Sum or average of items 16-25

If you like this scale, but want more options, check out the Safe Dates TDV Survey



MEASUREMENT INFORMATION

Number of items: 22

Number of subscales: 4

Subscales: Psychological perpetration
Relational perpetration
Psychological victimization
Relational victimization

EVIDENCE OF MEASUREMENT QUALITY

1. Fernández-Fuertes et al. (2006) – Tested internal consistency and convergent validity in a sample of 1405 high school students and young adults in Italy.

You can change the recall period (e.g., 3 months, 12 months) and the response options (e.g. could use yes or no).

CDVI Behavior Items

Have you done any of the following to a dating partner in the past 6 months? In the past 6 months...

	Never	Once	More than Once
1. I wrote things via SMS/mail/Facebook just to make him/her angry	1	2	3
2. I brought up something bad that he/she had done in the past via SMS/mail/Facebook	1	2	3
3. I threatened to end the relationship via SMS/mail/Facebook	1	2	3
4. I accused him/her of flirting with someone else via SMS/mail/Facebook	1	2	3
5. I insulted him/her with put downs via SMS/mail/Facebook	1	2	3
6. I wrote something via SMS/mail/Facebook to make him/her feel jealous	1	2	3
7. I tried to turn his/her friends against him/her using SMS/mail/Facebook	1	2	3
8. I spread rumors about him/her via SMS/mail/Facebook	1	2	3
9. I said things to his/her friends about him/her via SMS/mail/Facebook to turn them against him/her	1	2	3
10. I publicly ridiculed him/her on Facebook or via SMS/mail	1	2	3
11. I threatened to hurt him/her via SMS/mail/Facebook	1	2	3
12. He/she wrote things via SMS/mail/Facebook just to make me angry	1	2	3
13. He/she brought up something bad that I had done in the past via SMS/mail/Facebook	1	2	3
14. He/she threatened to end the relationship via SMS/mail/Facebook	1	2	3
15. He/she accused me of flirting with someone else via SMS/mail/Facebook	1	2	3
16. He/she insulted me with put downs via SMS/mail/Facebook	1	2	3
17. He/she wrote something via SMS/mail/Facebook to make me feel jealous	1	2	3
18. He/she tried to turn my friends against me using SMS/mail/Facebook	1	2	3
19. He/she spread rumors about me via SMS/mail/Facebook	1	2	3
20. He/she said things to my friends about me via SMS/mail/Facebook to turn them against him/her	1	2	3
21. He/she publicly ridiculed me on Facebook or via SMS/mail	1	2	3
22. He/she threatened to hurt him/her via SMS/mail/Facebook	1	2	3

When administering, we recommend putting victimization and perpetration scales separately, so can specify not to count it if did it in self-defence for perpetration

If you like this scale, but want more options, check out the EBAR or Cyber Dating Abuse Scale

CDVI Behavior Item Scoring

- For an average perpetration score, take the mean of items 1-11
- For an average victimization score, take the mean of items 12-22





MEASUREMENT INFORMATION

Number of items: 29
 Number of Subscales: 4
 Subscales: Psychological and sexual victimization
 Physical victimization
 Psychological and sexual perpetration
 Physical perpetration

EVIDENCE OF MEASUREMENT QUALITY

1. Lavoie & Vézina (2001) – assessed internal consistency reliability and criterion and construct validity with a sample of 708 high school students in Quebec. Participants were primarily white.



VIFFA Behavior Items – Victimization Subscale

Voici une liste de choses qu'il arrive que des partenaires fassent lorsqu'ils sont en colère l'un contre l'autre, lorsqu'il y a un conflit dans le couple, ou parce que ça va mal. En te référant au chum ou petit ami que tu as identifié à la page précédente, indique la fréquence à laquelle il s'est comporté de cette façon avec toi sur le plan émotif, sexuel et physique. Si tu es sortie plus d'un an avec lui, pense seulement aux 12 derniers mois.

L'échelle est la suivante:

0 - Jamais

1 - 1 ou 2 fois

2 - 3 à 10 fois

3 - Plus de 10 fois

Sur le plan émotif:

1. T'insulter, te traiter de noms méchants.	0	1	2	3
2. Être jaloux et méfiant de tes amies (filles).	0	1	2	3
3. S'arranger pour que tu te sentes coupable.	0	1	2	3
4. S'adresser à toi en te donnant des ordres.	0	1	2	3
5. T'empêcher de voir ou de parler à des amis du sexe opposé.	0	1	2	3
6. Te critiquer méchamment sur ton apparence physique (ou tes vêtements, etc.).	0	1	2	3
7. T'humilier devant des gens.	0	1	2	3
8. Te piquer une crise en te voyant parler à ton ex.	0	1	2	3
9. Se montrer froid et indifférent avec toi.	0	1	2	3
10. Contrôler ton horaire et te demander de rendre des comptes sur tes activités.	0	1	2	3
11. Te rabaisser, te diminuer (te traiter en inférieure).	0	1	2	3
12. T'accuser de le tromper avec un autre gars ou d'avoir une aventure.	0	1	2	3
13. T'obliger à faire ce qu'il veut.	0	1	2	3
14. Te blesser dans tes sentiments.	0	1	2	3
15. Refuser de parler de ses sentiments avec toi.	0	1	2	3
16. Tenter de te faire une mauvaise réputation.	0	1	2	3
17. Te harceler suite à une rupture.	0	1	2	3
18. Menacer de rompre (ou de te mettre à la porte).	0	1	2	3
19. Menacer de se suicider en cas de rupture.	0	1	2	3

Sur le plan sexuel:

1. T'obliger à avoir un contact sexuel alors que tu ne le voulais pas en faisant pression sur toi ou en te harcelant. (Contact sexuel peut désigner une relation sexuelle complète, mais inclut aussi les caresses de toutes sortes sur les seins ou les parties génitales)	0	1	2	3
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2. Te droguer, te saouler ou profiter du fait que tu sois sous l'effet de l'alcool ou de la drogue pour avoir un contact sexuel alors que tu ne le voulais pas.	0	1	2	3
3. Menacer d'utiliser la force physique pour t'obliger à avoir un contact sexuel.	0	1	2	3
4. Utiliser la force physique pour t'obliger à avoir un contact sexuel.	0	1	2	3

Sur le plan physique:

1. Briser un objet t'appartenant par exprès dans un moment de colère ou de frustration.	0	1	2	3
2. Lancer un objet sur le mur ou par terre sans te viser, dans un moment de colère ou de frustration.	0	1	2	3
3. Donner un coup de poing sur le mur ou sur un meuble (table, fauteuil, etc.) en ta présence, dans un moment de colère ou de frustration.	0	1	2	3
4. Lever la main ou le poing comme pour te frapper, mais sans se rendre jusque là (sans te toucher), dans un moment de colère ou de frustration.	0	1	2	3
5. Lancer un objet sur toi qui aurait pu te blesser ou qui t'a blessée, dans un moment de colère ou de frustration.	0	1	2	3
6. Te tirer les cheveux dans un moment de colère ou de frustration.	0	1	2	3
7. Te pousser ou te bousculer dans un moment de colère ou de frustration.	0	1	2	3
8. T'empoigner (te serrer fort les bras et les poignets) dans un moment de colère ou de frustration.	0	1	2	3
9. Te donner une claque dans un moment de colère ou de frustration.	0	1	2	3
10. Te donner un coup de poing dans un moment de colère ou de frustration.	0	1	2	3
11. Te donner un coup de pied dans un moment de colère ou de frustration.	0	1	2	3
12. Te serrer la gorge dans un moment de colère ou de frustration.	0	1	2	3
13. Frapper ou essayer volontairement de te frapper avec un objet dans un moment de colère ou de frustration.	0	1	2	3
14. Te donner une volée (te battre en donnant plusieurs coups).	0	1	2	3
15. Te menacer avec un couteau, un fusil ou toute autre arme.				
16. Se servir d'un couteau ou d'un fusil ou d'une arme sur toi.				
17. Menacer de te tuer.				



Comment t'es-tu sentie face aux gestes que ton chum t'a faits (émotifs, sexuels ou physique)? Tu peux encercler plus d'une réponse.

1. Mon chum ne m'a fait aucun de ces gestes (passe à la page suivante).
2. Ça m'a peu ou pas dérangée.
3. Ça m'a fait de la peine.
4. Ça m'a mise en colère.
5. J'ai eu honte ou me suis sentie coupable.
6. J'ai eu peur.
7. Autre: _____

D'après tes réponses, décris-nous brièvement le pire événement de cette relation.



VIFFA Behavior Items – Perpetration Subscale

Voici une liste de choses qu'il arrive que des partenaires fassent lorsqu'ils sont en colère l'un contre l'autre, lorsqu'il y a un conflit dans le couple, ou parce que ça va mal. En te référant à la blonde que tu as identifiée à la page précédente, indique la fréquence à laquelle tu t'es comporté de cette façon avec elle sur le plan émotif, sexuel et physique. * Si tu es sorti plus d'un an avec elle, pense seulement aux 12 derniers mois.

L'échelle est la suivante:

0 - Jamais 1 - 1 ou 2 fois 2 - 3 à 10 fois 3 - Plus de 10 fois

* sans que cela soit dans un contexte d'autodéfense. Si tu as posé un des gestes par autodéfense (ex. donner une claque pour faire cesser une agression sexuelle), il ne faut pas le rapporter ici.

Sur le plan émotif:

1. L'insulter, la traiter de noms méchants.	0	1	2	3
2. Être jaloux et méfiant de ses amies (filles).	0	1	2	3
3. S'arranger pour qu'elle se sente coupable.	0	1	2	3
4. S'adresser à elle en lui donnant des ordres.	0	1	2	3
5. L'empêcher de voir ou de parler à des amis du sexe opposé.	0	1	2	3
6. La critiquer méchamment sur son apparence physique (ou ses vêtements, etc.).	0	1	2	3
7. L'humilier devant des gens.	0	1	2	3
8. Lui piquer une crise en la voyant parler à son ex.	0	1	2	3
9. Se montrer froid et indifférent avec elle.	0	1	2	3
10. Contrôler son horaire et lui demander de rendre des comptes sur ses activités.	0	1	2	3
11. La rabaisser, la diminuer (la traiter en inférieure).	0	1	2	3
12. L'accuser de te tromper avec un autre gars ou d'avoir une aventure.	0	1	2	3
13. L'obliger à faire ce que tu veux.	0	1	2	3
14. La blesser dans ses sentiments.	0	1	2	3
15. Refuser de parler de tes sentiments avec elle.	0	1	2	3
16. Tenter de lui faire une mauvaise réputation.	0	1	2	3
17. La harceler suite à une rupture.	0	1	2	3
18. Menacer de rompre (ou de la mettre à la porte).	0	1	2	3
19. Menacer de te suicider en cas de rupture.	0	1	2	3

Sur le plan sexuel:

1. L'obliger à avoir un contact sexuel alors qu'elle ne le voulait pas en faisant pression sur elle ou en la harcelant. (Contact sexuel peut désigner	0	1	2	3
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une relation sexuelle complète, mais inclut aussi les caresses de toutes sortes sur les seins ou les parties génitales.)				
2. La droguer, la saouler ou profiter du fait qu'elle soit sous l'effet de l'alcool ou de la drogue pour avoir un contact sexuel alors qu'elle ne le voulait pas.	0	1	2	3
3. Menacer d'utiliser la force physique pour l'obliger à avoir un contact sexuel.	0	1	2	3
4. Utiliser la force physique pour l'obliger à avoir un contact sexuel.	0	1	2	3

Sur le plan physique:

1. Briser un objet lui appartenant par exprès dans un moment de colère ou de frustration.	0	1	2	3
2. Lancer un objet sur le mur ou par terre sans la viser, dans un moment de colère ou de frustration.	0	1	2	3
3. Donner un coup de poing sur le mur ou sur un meuble (table, fauteuil, etc.) en sa présence, dans un moment de colère ou de frustration.	0	1	2	3
4. Lever la main ou le poing comme pour la frapper, mais sans me rendre jusque là (sans la toucher), dans un moment de colère ou de frustration.	0	1	2	3
5. Lancer un objet sur elle qui aurait pu la blesser ou qui l'a blessée, dans un moment de colère ou de frustration.	0	1	2	3
6. Lui tirer les cheveux dans un moment de colère ou de frustration.	0	1	2	3
7. La pousser ou la bousculer dans un moment de colère ou de frustration.	0	1	2	3
8. L'empoigner (lui serrer fort les bras et les poignets) dans un moment de colère ou de frustration.	0	1	2	3
9. Lui donner une claque dans un moment de colère ou de frustration.	0	1	2	3
10. Lui donner un coup de poing dans un moment de colère ou de frustration.	0	1	2	3
11. Lui donner un coup de pied dans un moment de colère ou de frustration.	0	1	2	3
12. Lui serrer la gorge dans un moment de colère ou de frustration.	0	1	2	3
13. Frapper ou essayer volontairement de la frapper avec un objet dans un moment de colère ou de frustration.	0	1	2	3
14. Lui donner une volée (te battre en donnant plusieurs coups).	0	1	2	3
15. La menacer avec un couteau, un fusil ou toute autre arme.	0	1	2	3
16. Se servir d'un couteau ou d'un fusil ou d'une arme sur elle.	0	1	2	3
17. Menacer de la tuer.	0	1	2	3



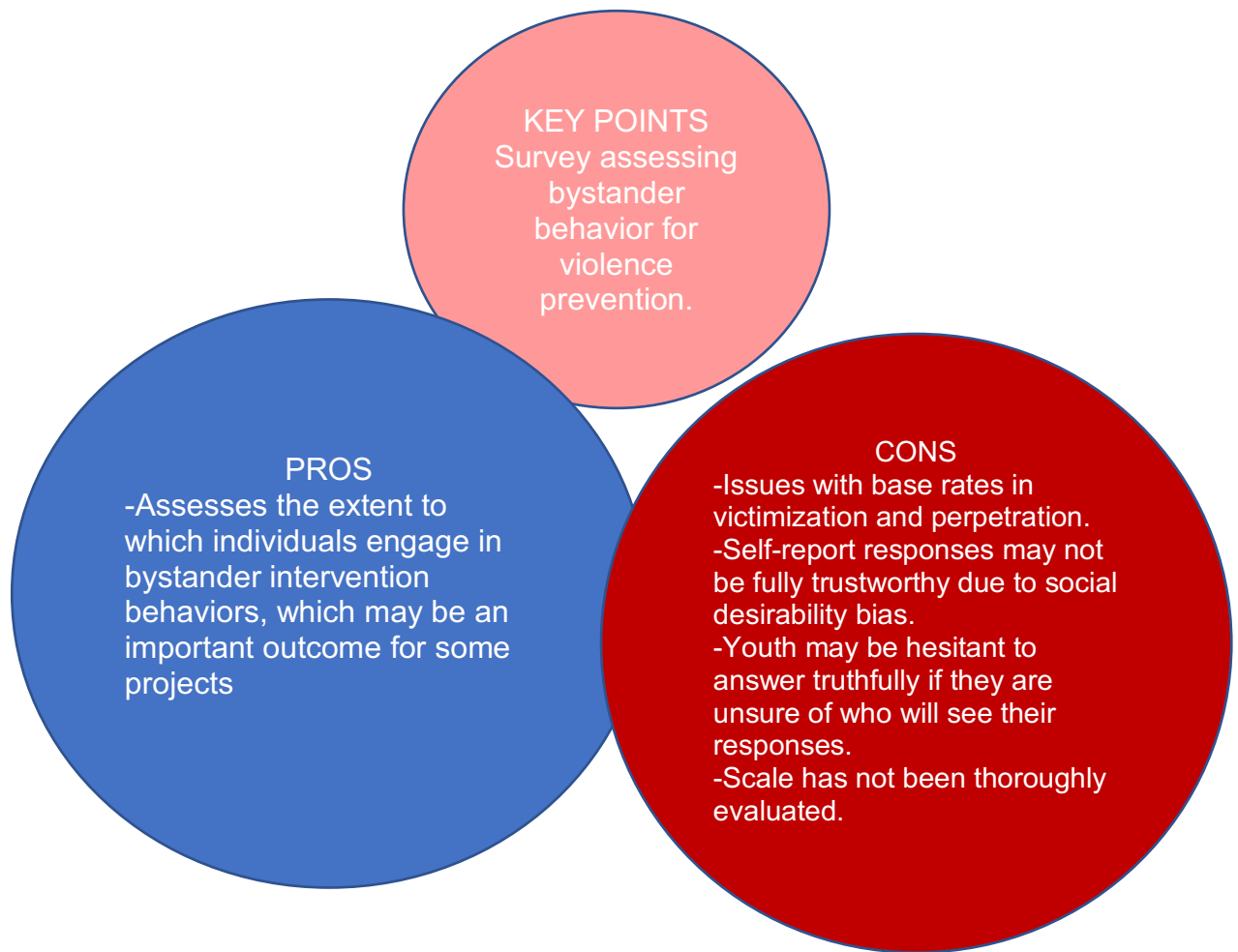
Indique les contextes qui expliquent les gestes que tu as faits sur le plan émotif, sexuel et physique. (tu peux encercler plus d'une réponse)

1. Je n'ai fait aucun de ces gestes (va à la page suivante).
2. C'était lors d'une chicane où personne n'avait le dessus sur l'autre.
3. C'était lors d'une chicane où j'avais le dessus sur ma blonde.
4. C'était lors d'une chicane où ma blonde avait le dessus sur moi.
5. Il n'y avait pas de chicane, mais ma blonde avait fait quelque chose avant qui m'a déplu et je le lui ai fait savoir.
6. Je voulais que ma blonde fasse les choses à ma manière. Il n'y a pas eu de chicane mais cela aurait pu arriver si elle avait essayé de me tenir tête.
7. Autre: _____

Décris-nous brièvement la fois où c'est allé le plus loin:

VIFFA Behavior Item Scoring

- Add up an individual's responses of each subscale to get their score for that section.



MEASUREMENT INFORMATION

Number of items: 12

Number of Subscales: 2

Subscales: Encountered Situation
Intervened in Situation

EVIDENCE OF MEASUREMENT QUALITY

1. Sargent, Jouriles, Rosenfield, & McDonald (2016) – Report on the initial development and use of the measure.



You can change the recall period (e.g., 3 months, 12 months).

TakeCARE Behavior Items

Please select which of the following situations you have encountered in the **past 3 months** in the “encountered situation” column. For situations you have encountered, please also select in which situations you intervened.

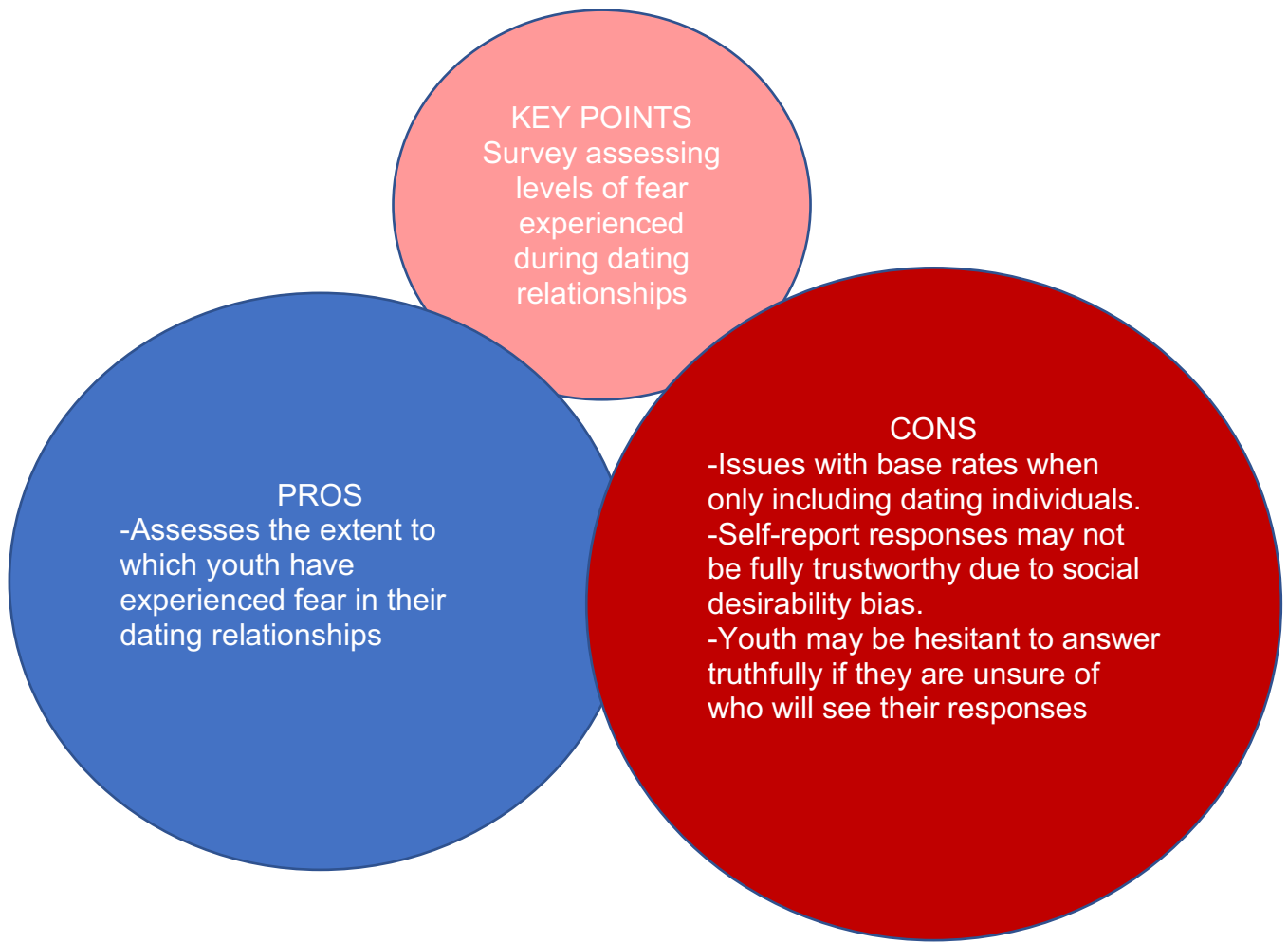
	Encountered Situation	Intervened in Situation
1. Saw a friend & their partner in a heated argument		
2. Suspected a friend had been sexually assaulted		
3. A friend looked drunk or high and was being taken to a bedroom at a party		
4. Saw a friend grabbing or pushing their partner		
5. Friend said they had an unwanted sexual experience		
6. Saw a friend taking a drunk or high person to a bedroom		
7. Heard a friend insulting partner		
8. A friend who was drunk or high was left behind at a party		
9. Saw a friend being shoved or yelled at by their partner		
10. Suspected a friend was in an abusive relationship		
11. A friend's partner was acting very jealous and trying to control them		
12. A friend was drunk or high and needed a ride home from party		

As this scale might be a bit confusing for youth respondents, consider providing an example of how to respond. If using an electronic version of the survey, can use skip logic to only show youth the “Intervened in Situation” question for items they say they have encountered.

TakeCARE Behavior Item Scoring

- Not specified by scale developers. Consider summing across items to get a count of the number of encountered and intervened in situations (where a 1=yes and 0=no). Could also divide the number of intervened in situations by number of encountered to get a percentage of how much the person is intervening when they have the opportunity.

If you want to assess intervening behaviors in boys specifically, see the bystander behavior scale in Abebe et al., 2018.



MEASUREMENT INFORMATION

Number of items: 11

Number of subscales: 1

EVIDENCE OF MEASUREMENT QUALITY

1. Schultz & Jaycox (2008) – assessed internal consistency, test-retest reliability, as well as content and construct validity in a sample of 900 ninth grade high school students in Los Angeles, California. Participants were predominantly Latinx.

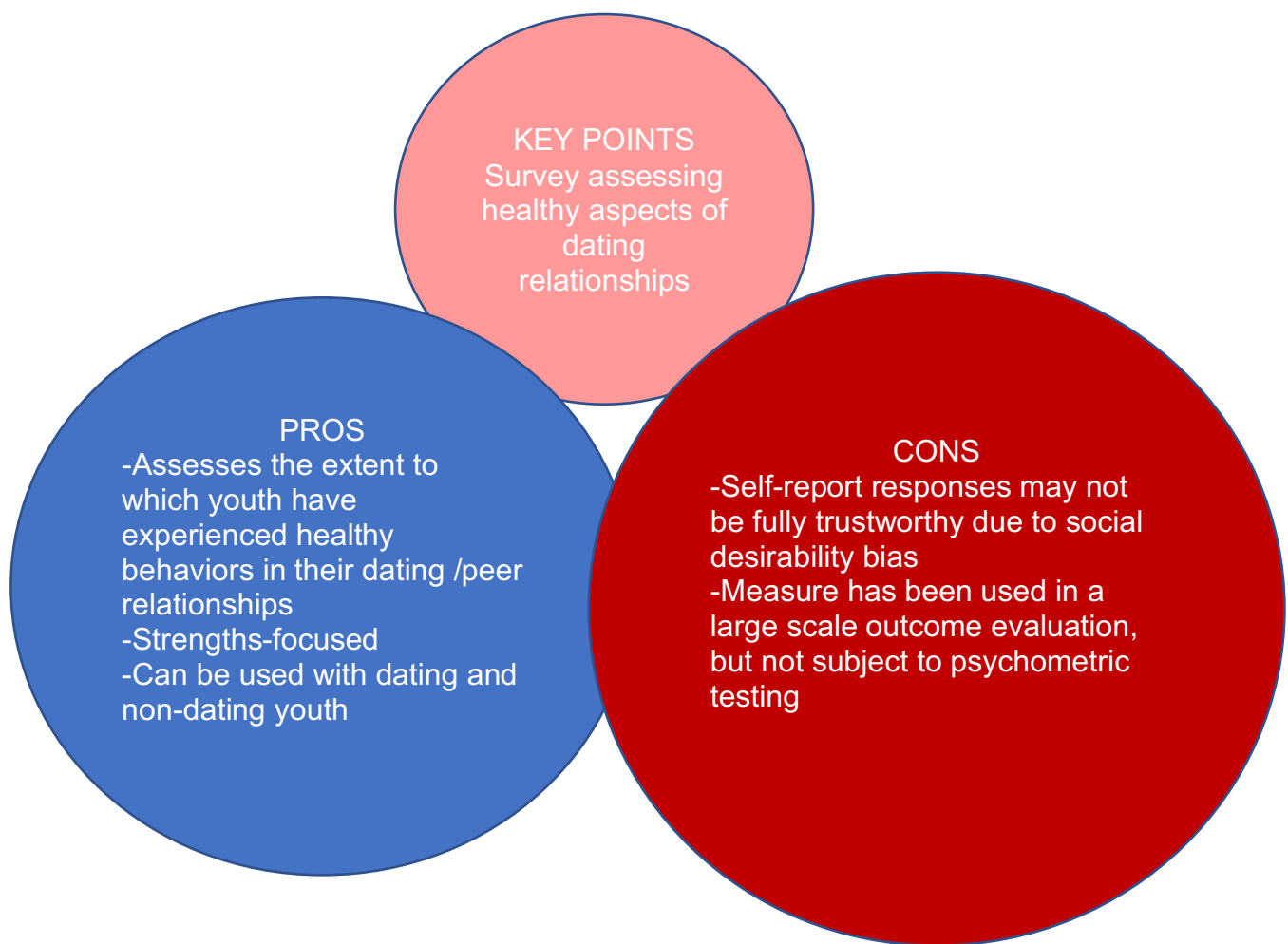


RFDE Behavior Items

	Strongly Disagree	Mostly Disagree	Somewh at Disagree	Somewh at Agree	Mostly Agree	Strongly Agree
1. Your date made you feel unsafe	1	2	3	4	5	6
2. You felt ashamed of the things your date did to you	1	2	3	4	5	6
3. You tried not to "rock the boat" or cause any trouble because you were afraid of what your date might do	1	2	3	4	5	6
4. Your date made you feel like you had no control, no power, no protection	1	2	3	4	5	6
5. You hid the truth about your date from others because you were afraid not to	1	2	3	4	5	6
6. You felt owned and controlled by your date	1	2	3	4	5	6
7. Your date could scare you without laying a hand on you	1	2	3	4	5	6
8. Your date had a look that went straight through you and scared you	1	2	3	4	5	6
9. You were afraid that your date might slap, hit, grab, kick, or otherwise try to hurt you physically	1	2	3	4	5	6
10. You were afraid your date might pressure you into sexual relations that you didn't want	1	2	3	4	5	6
11. You were afraid your date might force you into sexual relations that you didn't want	1	2	3	4	5	6

RFDE Behavior Item Scoring

- A single RFDE score can be calculated by taking the mean of all items.



MEASUREMENT INFORMATION

Number of items: 5
Number of subscales: 1

EVIDENCE OF MEASUREMENT QUALITY

1. Levesque et al (2016) – used measure to evaluate a dating violence prevention program with 2604 high school youth in Rhode Island. Internal consistency reliability only.



CHRS Behavior Items

How often have you used each of these skills in the past month? If you are currently dating, focus on your relationship(s) with the person/people you are currently dating. If you are not currently dating, focus on your relationships with other people your age.

	Never	Sometimes	Mostly	Always
1. Trying to understand and respect the other person's feelings and needs	1	2	3	4
2. Using calm, nonviolent ways to deal with disagreements	1	2	3	4
3. Respecting the other person's boundaries	1	2	3	4
4. Communicating feelings and needs clearly and respectfully	1	2	3	4
5. Making decisions that you know are good for you in relationships	1	2	3	4

CHRS Behavior Item Scoring

Sum or average scores to obtain a total score. Responding 'always' (i.e, sum=20 or average=4) to all five skills means the participant has met the behavioral criterion for use of healthy relationship skills.