

## ABSTRACT

### An Examination of the Relationship Between Dating Violence, Suicide, and School Connectedness in United States Adolescents

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This study examined the relationship between adolescent dating violence and suicidal ideation, using school connectedness as a potential protective factor. The study used secondary data from the National Longitudinal Study of Adolescent to Adult Health (n=3985). A regression analysis was used to examine the relationship between dating violence, suicidal ideation, and school connectedness in adolescents, controlling for race, gender, age, parent's education level, and friends and family suicide attempts within the past year. The relationship between dating violence and suicidal ideation did not yield significant results when protected by school connectedness ( $p = .506$ ). Implications and future directions are discussed, and results from this study can be used to further educate the public on the risks of adolescent suicide.

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AN EXAMINATION OF THE RELATIONSHIP BETWEEN DATING VIOLENCE,  
SUICIDE, AND SCHOOL CONNECTEDNESS IN UNITED STATES  
ADOLESCENTS

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## DEDICATION

To William Powers Blach. I miss you every day, dad.

I hope my research makes you proud.

## PREFACE

I never imagined I would have any desire to research suicide. Tragically, suicide is an issue that has recently affected me and my family very deeply, so for me this thesis is very personal. On June 26<sup>th</sup> 2018, I unexpectedly lost my father to suicide. He was my rock, my best friend, and the most incredible father to me and my two brothers. He lived a life full of love, laughs, generosity, compassion, and gratitude. My dad had never been diagnosed with depression or any sort of mental illness—something I eventually learned was more common than not in suicide victims—so naturally his death came as a complete shock to me, my two brothers, and all of my father’s family and friends. My dad was strong and taught me and my siblings to be the same, though his temporary weakness resulted in his ending of his life. I will always remember my father as strong, and that he was merely a victim of his own worst moment, as someone who was searching for a solution that would bring him peace. I know my father is at peace now, and I hope to use my research on suicide to find a bit of my own peace as well.

While I study psychology and have learned about depression and suicide within the classroom, living through the death of a loved one by suicide is something entirely different. Previous psychology courses provided me with a language to better articulate and understand my tragic loss, though this was something I never fully understood until it became a reality. I hope no one ever finds themselves in my situation, becoming suddenly familiar with suicide after the loss of a loved one, though thousands, if not millions, have experienced my same pain. To anyone who has lost a loved one to suicide: I feel your

pain and I am so deeply sorry for the confusing and painful loss that you have experienced.

I remember having a conversation with a woman shortly after she heard of my dad's passing. She remarked that the pain I was feeling was probably close to the heaviest in the world, perhaps only coming second to the death of a child by suicide. While losing a parent unexpectedly was horrible, I could not imagine the tremendous pain of losing a son or daughter to a death as awful as suicide. I knew I wanted to spread awareness for suicide, help to minimize and eventually end the stigma, and offer support for those who were struggling, but after that conversation I felt inclined to focus on children and teenagers. My current career path had been guiding me towards school psychology, so I began thinking of ways to incorporate my love of the school environment, care for students, and legacy of my late father together. From these passions, I decided to write this thesis. My goal is to explore risk factors for and potential protective factors against suicide in high school adolescents. Hopefully this research, along with the research of others, can help to prevent even just one parent from losing a child to suicide.

Researching suicide was never something I wanted to be doing, though when I lost my father I found myself searching for answers and trying to piece together any and all potential reasons for my dad's death. While I know I will never be able to fully understand what happened and why, the research process has familiarized me with common risks for suicide, warning signs that someone may be suicidal, and potential directions for change and growth within the school system and beyond. I hope to use this research as a tool for my own healing, as well as to find relevant solutions to what I deem to be the current suicide epidemic. This research is only a mere fraction of what needs to

be done related to suicide research, awareness, and prevention. I hope to continue researching the risk factors of suicide in hopes of coming up with creative and practical solutions to protect against them, until suicide is nonexistent.

While I have dedicated this thesis to my father so that his memory will live on, I know many others have been lost to suicide and shaken the lives of their loved ones and their communities forever. Before completing this project, I asked friends, family members, peers, and others if they lost loved ones to suicide, and if they would like their names to be included in memory. May we forever remember:

Alisha Simms

Chelsea Lee

Chris Davi

Evan Busbee

Henry Robinson

James Cotter

John VanSlyke

Paul Rawley

Sherree Mullen

Sydni Lewis

If you or a loved one are struggling with suicidal thoughts or are in crisis, know that there is hope and there is help.

National Suicide Prevention Hotline: 1-800-273-TALK (8255)

## CHAPTER ONE

### Introduction

Suicide is a major public health concern, and has unfortunately become relatively common in the United States—as well as globally—in recent years. The national epidemic affects not only the thousands of victims, but millions of families, friends, and the general public year after year. In recent years, the topic of suicide has increased in popularity, often gaining traction periodically after the unexpected deaths of celebrities or public figures. As suicide continues to shake the lives of millions, researchers are beginning to explore potential risk factors and associated protective factors to prevent these deaths from occurring. The purpose of the current study is to investigate the relationship between one risk factor—adolescent dating violence—and suicidal ideation, while examining a potential protective factor to mitigate the risk of suicide in dating violence victims.

According to the Center for Disease Control and Prevention, suicide rates from 1999 to 2016 have increased in every state in the United States except for Nevada, in which rates decreased by 1% (“Suicide Rising Across the U.S.”, 2018). The rates of suicide increased by over 30% in about half of those states during the same timeframe. In 2016 alone, over 45,000 individuals took their own lives in the United States, about one person every 12 minutes (2018). Mental health remains to be seen as one of the most well-known and obvious causes of suicide, though suicide can usually never be accounted for by mental health problems alone. In fact, 54% of individuals who commit suicide did not have a known mental health condition prior to their death (2018).

Suicide rates among United States adolescents and young adults specifically are rising at an alarming rate. The CDC found that suicide rates increased significantly for both males and females ages 15-19 from 2007 to 2015 (“Morbidity and Mortality Weekly Report”, 2017). Suicide rates for males increased 31% from 10.8 in 2007 to 14.2 by 2015 per 100,000, while suicide rates for females followed a similar pattern, doubling from 2.4 in 2007 to 5.1 in 2015 (2017). According to the National Institute of Mental Health, men commit suicide at four times the rate of women, and suicide is the second leading cause of death among United States 15-24 year-olds (“Mental Health Information: Suicide”, 2018). Today, high school adolescents are at a higher risk of suicide than ever before.

While there is no one specific cause or catalyst to suicide, previous research has suggested a variety of potential risk factors correlating with adolescent suicide ideation or suicide attempts, one being dating violence. Previous longitudinal research has explored the relationship between violence and both suicide ideation and attempts. Haynie, Petts, Maimon, and Piquero (2008) specifically examined the relationship between direct violence, such as physical victimization, as well as indirect violence, such as witnessing others’ victimization, and suicide risk. Using data from the National Longitudinal Study of Adolescent to Adult Health, this study found that, generally, exposure to direct and indirect violence were associated with increased suicide attempts, along with greater risks of running away from home, having a child, and dropping out of school (Haynie et. al., 2008). The study also found that “each unit increase in experiences of partner victimization raises the odds of suicide by 62% ( $1.62 = e.48$ ) and any experience of sexual abuse at the hands of a family member or caregiver increases the odds of suicide

attempts by 92% ( $1.92 = e^{.65}$ ) compared to odds experienced for those adolescents not exposed to these forms of violence” (Haynie et. al., 2008, p. 279).

Several other researchers have also started to investigate the relationship between suicidality and intimate partner violence (IPV). A 2011 study examined the prevalence of suicide attempts among 662 racially and ethnically diverse female victims of IPV (Cavanaugh, Messing, Del-Colle, O’Sullivan, & Campbell, 2011). Of these women, one in five had attempted or threatened to attempt suicide at some point during her life. The study evaluated women using a Danger Assessment (DA), which indicated the risk of the woman being harmed or killed by a partner, as well as Conflict Tactics Scale to measure the extent of IPV. The results found that women who were at “high risk” or “extreme risk” from their DAs were 2.8 and 3.7 times greater odds respectively of having attempted suicide or having threatened to attempt suicide than women of “variable risk” (Cavanaugh et. al., 2011). These results indicate that victims of IPV are at an increased risk of harming themselves and threatening or committing suicide, and therefore are a particularly vulnerable population to suicide.

While adult dating violence victims are at an increased risk of suicide, so are high school adolescents; though, limited research has been done analyzing the risk of high school adolescents who have also been victims of dating violence. Due to the prevalence and severity of the adolescent suicide epidemic, it is important to begin exploring potential solutions to the crisis. To tackle the problem of adolescent suicide, attention should be placed on the environments in which they spend most of their time: high schools. Not only can high schools provide resources for students in the event of a student, family member, or friend committing suicide, but some research suggests that

the environments of the high schools themselves may protect against suicide ideation after exposure to dating violence. In turn, there is potential that the high school environment may serve as a preventative measure in the discussion of adolescent suicide rather than just a retrospective resource for survivors or loved ones. Research by Opperman, Czyz, Gipson, and King has examined the relationship between the school environment and student mental health. Specifically, lower school and family connectedness has been correlated with higher rates of depression and suicide ideation, and suicide ideation and perceived burdensomeness were both negatively correlated with school connectedness (2015). Similarly, in their meta-analytic study, s found that “students reporting a connection to their schools are significantly less likely to report having suicidal thoughts or report making a suicide attempt” (2017, p. 9). Inversely, one study found that “attempted suicide, suicide-risk and self-harm were all more likely among pupils with low school engagement” (Young, Sweeting, & Ellaway, 2011, p. 1). School connectedness has the potential to serve as a protective factor between students at high risk of suicide and suicide attempts or ideation. “Since youth spend such a large amount of time in school, the school serves as an ideal site for effective prevention and intervention programs” including education and prevention, early intervention, and postvention (King & Vidourek, 2012, p. 16). High schools are one of the only places in which almost all adolescents frequent, so exploring school connectedness as a protective factor has the potential to impact a tremendous portion of United States adolescents.

The current study will examine the relationship between IPV (also referred to as dating violence) and suicidal ideation in high school adolescents, using school connectedness as a protective factor. I hypothesize that there will be a positive

relationship between IPV and suicidal ideation in adolescents, though greater school connectedness will protect against or decrease the risk of suicidal thoughts. I predict that feelings of connectedness, safety, and enjoyment within one's high school will protect against suicidal thoughts and behaviors after being exposed to interpersonal violence. If my hypothesis is supported, the data should indicate fewer suicidal thoughts or actions in dating violence victims who are highly connected to their schools, while dating violence victims who are less connected to their schools experience greater suicidal ideation.

## CHAPTER TWO

### Methods

#### *Participants*

My study uses data from the National Longitudinal Study of Adolescent to Adult Health (Add Health). Add Health is a nationally representative sample of adolescents in the United States beginning with Wave I during the 1994-1995 school year, following up most recently with Wave V from 2016-2018. Add Health combines respondent surveys with contextual information to examine the social environments, relationships, and health and achievement outcomes of adolescents through adulthood. This study will specifically examine responses from Wave II of Add Health, surveyed from 1995-1996.

Analytic sample were 3985 adolescents and young adults, ranging from 11-21 in age, with 47.6% male and 52.4% female respondents. The mean age of respondents was calculated ( $M = 15.82$ ,  $SD = 1.54$ ), with 21.4% of respondents identifying as black, 10.5% as Hispanic, and 7% as other, while the remaining 61.1% were white. I controlled for race, gender, age, parent's education level (as a measure of socioeconomic status), depression, and friends and family suicide attempts within the past year.

#### *Measures*

**School Connectedness scale.** To measure school connectedness, I referred to the five item School Connectedness scale (Benson & Faas, 2013). The scale consists of five statements related to school connection, enjoyment, and safety, with response choices ranging from 1 (low connectedness) to 5 (high connectedness), located within

Add Health. The scale included the following five statements: “You feel close to the people at your school,” “You feel like you are part of your school,” “You are happy to be at your school,” “The teachers at your school treat students fairly,” and “You feel safe in your school.” The coefficient alpha for the scale was .77 (2013).

**Dating violence.** Dating violence was measured using the answers of respondents to five partner victimization questions in Add Health (Haynie et. al., 2009). Respondents were asked if they had experienced being insulted in public, sworn at, pushed or shoved, threatened with physical violence, or had something thrown at them by each of their intimate partners. The response options were dichotomized into “yes” or “no” answer selections. Respondents who answered “yes” for any of the questions were categorized as victims of dating violence.

**Suicidal ideation.** Adolescent suicidal ideation was measured using the answer of the respondent to the question: “During the past 12 months, did you ever seriously think about committing suicide?” (Haynie et. al., 2009). Responses were dichotomized into “yes” or “no” answer selections. Those who answered “yes” were characterized as having recent suicidal ideations.

## CHAPTER THREE

### Results

Logistical regression was used to examine the relationship between dating violence, suicide ideation, and school connectedness in adolescents. My study controlled for race, gender, age, parent's education level (as a measure of socioeconomic status), depression, and friends and family suicide attempts within the past year. Of the 3895 students, 417, or 10.7% had thought seriously about committing suicide within the past year, and therefore had some level of suicidal ideation. Additionally, 3.3% of respondents had at least one family member attempt suicide within the past year, and 15.4% had at least one friend attempt suicide. Those who had a friend or family attempt suicide within the past year were at a significantly increased risk of having suicidal ideation. Descriptive statistics were also calculated for respondent depression on a 44-point scale ( $M = 15.14$ ,  $SD = 5.03$ ), as well as years of parental education ( $M = 13.54$ ,  $SD = 2.51$ ).

Results in Table 1.2 indicate a significant relationship between dating violence and suicide ideation, suggesting a 27% increase in the likelihood of suicide ideation in adolescent victims of dating violence ( $p = .000$ ). Additionally, the relationship between school connectedness and suicide ideation yielded statistically significant results ( $p = .004$ ), though students high on school connectedness were only 4.1% less likely to have any sort of suicidal ideation. The target relationship between dating violence and suicidal ideation did not yield significant results when protected by school connectedness ( $p = .506$ ). Since the interaction was not significant, it cannot be concluded that school connectedness protects against suicidal ideation in adolescent victims of dating violence.

## CHAPTER FOUR

### Discussion

The current study examined the relationship between dating violence and suicidal ideation in high school adolescents, using school connectedness as a protective factor against suicidality in victims of intimate partner violence. I hypothesized that there would be a positive relationship between intimate partner violence and suicidal ideation in adolescents, though greater school connectedness would protect against or decrease the risk of suicidal thoughts. I predicted that feelings of connectedness, safety, and enjoyment within one's high school could serve to predict against suicidal thoughts and behaviors after being exposed to interpersonal violence. My study found a significant relationship between dating violence and suicide risk in adolescents, mimicking previous research by Haynie et. al., which specifically examined the relationship between direct and indirect violence and suicide risk (2009). Differently, our results did not yield significant results for the interaction of dating violence and school connectedness to assume that school connectedness could serve as a potential protective factor, unlike what was indicated in previous research (Marraccini & Brier, 2017).

One potential explanation for the lack of significant interaction is that the school environment and personal life may not be closely connected enough to fully protect against suicidal ideation in adolescent victims of dating violence. Dating violence may likely occur outside for the school environment, and therefore connectedness to school may not fully mitigate suicidal ideation. One source explains "experiences in one sphere

interact with the others in ways that may buffer or augment overall experiences of connectedness or disconnectedness and often show cumulative effects” (Whitlock, Wyman, & Moore, 2014). From this, it can be assumed that one protective factor in one environment (the school) may not translate to overall connectedness with peers, family, adults, etc. It may be helpful to explore peer connectedness or friendships as a protective factor against suicidal ideation, as these healthy relationships may offer a unique protective factor against depression and suicidal ideation in multiple environments, rather than just the school setting.

An additional explanation may be the presence of an underlying personality variable, such as low self-esteem. Low self-esteem may account for adolescents’ staying in an abusive relationship, suicidal thoughts and attempts, and the failure to be or feel connected to one’s school. A decades-old study found that “self-esteem negatively correlated with the level of psychological maltreatment sustained in dating relationships” in adolescents (Jezl, Molidor, & Wright, 1996, p. 2). An additional study found “explicit but not implicit self-esteem was negatively associated with depressive symptoms, suicidal ideation, and loneliness” (Creemers, Scholte, Engels, Prinsteen & Wiers, 2012, p. 641). While the current study protected against depression, it did not control for personality variables such as self-esteem or self-worth. The potential underlying third variable may account for why school connectedness did not successfully protect against suicidal ideation in adolescent victims of dating violence. In future studies, it may be necessary to control for certain personality variables and address whether or not school connectedness can reduce suicidal ideation in adolescents with low or high self-esteem, independently of one another.

### *Limitations*

One of the clearest limitations to this study was the participant pool, specifically the problem of missing data. The current study opted to remove any participant from the pool of data if he or she had one or more missing responses on the necessary questions, thus limiting the pool of participants tremendously to 3985 adolescents. Future studies should explore alternative methods to addressing the problem of missing data without limiting the pool of participants. An additional limitation is that the current study relied on secondary data, and therefore had a few gaps. Being that some questions in Wave II were not present in Wave I, the study could not be done longitudinally, and was therefore limited by point in time.

An additional limitation to this study was the five item School Connectedness scale (Benson & Faas, 2013). The scale included the following five statements: “You feel close to the people at your school,” “You feel like you are part of your school,” “You are happy to be at your school,” “The teachers at your school treat students fairly,” and “You feel safe in your school.” While this scale had a coefficient alpha of .77, it only addressed feelings of security and safety. The measure failed to include indications of whether or not students felt as though they had resources within their school or peer groups should they need such resources. While students may feel as though they are connected, involved, and safe at school, they may have few resources or points of reference available to them. Students’ understanding of mental health services or other personal resources within their school community may also be worth exploring. Adding an additional measure related to school resources for student safety and mental health to complement the School Connectedness scale should be considered upon replication.

### *Future Directions and Implications*

Though our hypothesis related to the interaction of dating violence and school connectedness did not yield statistically significant results, the findings of this study are nonetheless important. Being that school connectedness cannot be used as a protective factor against dating violence victims' suicidal ideation, it is essential to target other potential remedies for suicidal ideation. Future directions may consider exploring the implications of family and peer connectedness, rather than the isolated school environment. Being that suicidal ideation is not confined to just one environment—such as schools—it may be important to begin exploring peer and familial connectedness as protective factors against suicidal ideation in multiple environments. Additionally, there may be a potential underlying thread to victims of dating violence and their lack of school connectedness and suicidal ideation—such as low self-esteem. Exploring the individual sense of worth and belonging may also be important in understanding suicide risk amongst vulnerable students in future research. Finally, racial, ethnic, and cultural differences in suicidality and connectedness may yield interesting results upon further research, given that Black respondents had significantly lower rates of suicidal ideation. Exploring potential explanations for these racial differences may offer insight into particular environmental or social attributes that protect members of certain racial or ethnic groups from suicidal ideation.

## APPENDICES

## APPENDIX A

Table 1.1

### *Dating Violence and School Connectedness*

Predictor	Model 1					Model 2					Model 3					Model 4				
	b	S.E.	Wald(df)	p	OR	b	S.E.	Wald(df)	p	OR	b	S.E.	Wald(df)	p	OR	b	S.E.	Wald(df)	p	OR
Age	.03	.04	.56	.456	1.03	.06	.04	.17	.683	1.02	.01	.04	.11	.743	1.01	.01	.04	.10	.758	1.01
Gender	.40	.12	11.46	.001**	1.49	.39	.12	10.98	.001**	1.48	.39	.12	11.09	.001**	1.48	.39	.12	11.03	.001**	1.48
Black	-.39	.15	6.64	.010*	.68	-.37	.15	6.19	.013*	.69	-.40	.15	7.02	.008**	.67	-.40	.15	7.14	.008**	.67
Hispanic	-.29	.20	2.16	.142	.75	-.28	.20	1.94	.164	.76	-.28	.20	2.06	.152	.75	-.29	.20	2.10	.147	.75
Other	.11	.20	.30	.586	1.12	.10	.20	.26	.608	1.11	.09	.20	.20	.652	1.10	.09	.20	.19	.663	1.09
Family attempts	.92	.22	17.59	.000***	2.51	.87	.22	15.42	.000***	2.39	.86	.22	15.01	.000***	2.36	.86	.22	14.98	.000***	2.36
Friend attempts	1.33	.12	123.29	.000***	3.79	1.31	.12	117.97	.000***	3.71	1.30	.12	115.37	.000***	3.67	1.30	.12	114.67	.000***	3.66
Depression	.11	.01	112.18	.000***	1.11	.10	.01	97.55	.000***	1.11	.09	.01	81.88	.000***	1.10	.09	.01	82.22	.000***	1.10
Parent education	.02	.02	.90	.343	1.02	.02	.02	1.08	.299	1.02	.03	.02	1.41	.235	1.03	.03	.02	1.37	.243	1.03
Dating violence	—	—	—	—	—	.24	.06	15.86	.000***	1.27	.22	.06	13.52	.000***	1.25	.06	.25	.06	.810	1.06
School connectedness	—	—	—	—	—	—	—	—	—	—	-.04	.02	8.39	.004**	.96	-.05	.02	8.26	.004**	.95
Dating violence x School connectedness	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	.01	.01	.44	.506	1.01

\* $p < .05$

\*\* $p < .01$

\*\*\* $p < .001$

Table 1.2

*Dating Violence and School Connectedness (Adjusted)*

Predictor	Model 1		Model 2		Model 3		Model 4	
	OR	p	OR	p	OR	p	OR	p
Age	1.03	.456	1.02	.683	1.01	.743	1.01	.758
Gender	1.49	.001**	1.48	.001**	1.48	.001**	1.48	.001**
Black	.68	.010*	.69	.013*	.67	.008**	.67	.008**
Hispanic	.75	.142	.76	.164	.75	.152	.75	.147
Other	1.12	.586	1.11	.608	1.10	.652	1.09	.663
Family attempts	2.51	.000***	2.39	.000***	2.36	.000***	2.36	.000***
Friend attempts	3.79	.000***	3.71	.000***	3.67	.000***	3.66	.000***
Depression	1.11	.000***	1.11	.000***	1.10	.000***	1.10	.000***
Parent education	1.02	.343	1.02	.299	1.03	.235	1.03	.243
Dating violence	—	—	1.27	.000***	1.25	.000***	1.06	.810
School connectedness	—	—	—	—	.96	.004**	.95	.004**
Dating violence x School connectedness	—	—	—	—	—	—	1.01	.506

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

## APPENDIX B

### *Control Variables*

Age (from Section 1: General Introductory)

1. What is your birth date? [month and year]		H2GI1M H2GI1Y	num 2 num 2
3,74	4/74 and earlier		
7,74	5/74 - 8/74		
11,74	9/74 - 12/74		
2,75	1/75 - 2/75		
4,75	3/75 - 4/75		
6,75	5/75 - 6/75		
7,75	7/75		
8,75	8/75		
9,75	9/75		
10,75	10/75		
11,75	11/75		
12,75	12/75		
1,76	1/76		
2,76	2/76		
3,76	3/76		
4,76	4/76		
5,76	5/76		

6,76	6/76
7,76	7/76
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9,76	9/76
10,76	10/76
11,76	11/76
12,76	12/76
1,77	1/77
2,77	2/77
3,77	3/77
4,77	4/77
5,77	5/77
6,77	6/77
7,77	7/77
8,77	8/77
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11,77	11/77
12,77	12/77
1,78	1/78
2,78	2/78

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12,79	12/79
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7,82	7/82
8,82	8/82
9,82	9/82
10,82	10/82
11,82	11/82
12,82	12/82
1,83	1/83
2,83	2/83
3,83	3/83
4,83	4/83
6,83	5/83 - 7/83

10,83	8/83 and later
98,98	don't know, don't know

Parental Education (from Section 14: Resident Mother and Section 15: Resident Father)

This section is administered if RESMOM. If BIOMOM, skip Q.1-3.		
1. How far in school did she go?	H2RM1	num 2
1	eighth grade or less	
2	more than eighth grade, but did not graduate from high school	
3	went to a business, trade, or vocational school instead of high school	
4	high school graduate	
5	completed a GED	
6	went to a business, trade, or vocational school after high school	
7	went to college but did not graduate	
8	graduated from a college or university	
9	professional training beyond a four-year college or university	
10	She never went to school.	
11	She went to school, but R doesn't know what level.	
12	R doesn't know if she went to school.	
97	legitimate skip	

This section is administered if RESDAD. If BIODAD, skip Q.1-3.		
1. How far in school did he go?	H2RF1	num 2

1	eighth grade or less
2	more than eighth grade, but did not graduate from high school
3	went to a business, trade, or vocational school instead of high school
4	high school graduate
5	completed a GED
6	went to a business, trade, or vocational school after high school
7	went to college but did not graduate
8	graduated from a college or university
9	professional training beyond a four-year college or university
10	He never went to school.
11	He went to school, but R doesn't know what level.
12	R doesn't know if he went to school.
96	refused
97	legitimate skip

Depression (from Section 10: Feelings Scale)

[Hand R show card 10.] These questions will ask about how you feel emotionally and about how you feel in general. How often was each of the following things true during the past seven days?		
1. You were bothered by things that usually don't bother you.		H2FS1
		num 1
0	never or rarely	
1	sometimes	

2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
2. You didn't feel like eating, or your appetite was poor.		H2FS2	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
3. You felt that you could not shake off the blues, even with help from your family and your friends.		H2FS3	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
4. You felt that you were just as good as other people.		H2FS4	num 1
0	never or rarely		

1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
5. You had trouble keeping your mind on what you were doing.		H2FS5	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
6. You felt depressed.		H2FS6	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
7. You felt that you were too tired to do things.		H2FS7	num 1
0	never or rarely		

1	sometimes
2	a lot of the time
3	most of the time or all of the time
6	refused
8	don't know

8. You felt hopeful about the future.		H2FS8	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
9. You thought your life had been a failure.		H2FS9	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
10. You felt fearful.		H2FS10	num 1
0	never or rarely		

1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
11. You were happy.		H2FS11	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		

12. You talked less than usual.		H2FS12	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
13. You felt lonely.		H2FS13	num 1
0	never or rarely		

1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
14. People were unfriendly to you.		H2FS14	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
8	don't know		
15. You enjoyed life.		H2FS15	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
16. You felt sad.		H2FS16	num 1
0	never or rarely		
1	sometimes		

2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
17. You felt that people disliked you.		H2FS17	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
6	refused		
8	don't know		
18. It was hard to get started doing things.		H2FS18	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		
3	most of the time or all of the time		
8	don't know		
19. You felt life was not worth living.		H2FS19	num 1
0	never or rarely		
1	sometimes		
2	a lot of the time		

3	most of the time or all of the time
6	refused
8	don't know

Friend Attempt Suicide (from Section 32: Suicide)

4. Have any of your friends tried to kill themselves during the past 12 months?	H2SU4	num 1
0	no [skip to Q.6]	
1	yes	
6	refused [skip to Q.6]	

Family Attempt Suicide (from Section 32: Suicide)

6. Have any of your family members tried to kill themselves during the past 12 months?	H2SU6	num 1
0	no [skip to Q.8]	
1	yes	
6	refused [skip to Q.8]	
8	don't know [skip to Q.8]	

*Suicidal Ideation (from Section 32: Suicide)*

1. During the past 12 months, did you ever seriously think about committing suicide?	H2SU1	num 1
0	no [skip to Q.4]	

1	yes
6	refused [skip to Q.4]
8	don't know [skip to Q.4]

*Dating Violence (from Section 24: Relationship Information)*

Partner 1

During your relationship with {INITIALS}, did {INITIALS} do any of the following to you?		
9. Did {INITIALS} call you names, insult you, or treat you disrespectfully in front of others?	H2RI9_1	num 1
0	no [skip to Q.11]	
1	yes	
6	refused [skip to Q.11]	
7	legitimate skip	
8	don't know [skip to Q.11]	
11. Did {INITIALS} swear at you?	H2RI11_1	num 1
0	no [skip to Q.13]	
1	yes	
6	refused [skip to Q.13]	
7	legitimate skip	
8	don't know [skip to Q.13]	

13. Did {INITIALS} threaten you with violence?		H2RI13_1	num 1
0	no [skip to Q.15]		
1	yes		
6	refused [skip to Q.15]		
7	legitimate skip		
8	don't know [skip to Q.15]		

15. Did {INITIALS} push or shove you?		H2RI15_1	num 1
0	no [skip to Q.17]		
1	yes		
6	refused [skip to Q.17]		
7	legitimate skip		
8	don't know [skip to Q.17]		

17. Did {INITIALS} throw something at you that could hurt you?		H2RI17_1	num 1
0	no [skip to Q.19]		
1	yes		
6	refused [skip to Q.19]		
7	legitimate skip		
8	don't know [skip to Q.19]		

Partner 2

During your relationship with {INITIALS}, did {INITIALS} do any of the following to you?		
9. Did {INITIALS} call you names, insult you, or treat you disrespectfully in front of others?	H2RI9_2	num 1
0	no [skip to Q.11]	
1	yes	
6	refused [skip to Q.11]	
7	legitimate skip	
8	don't know [skip to Q.11]	

11. Did {INITIALS} swear at you?	H2RI11_2	num 1
0	no [skip to Q.13]	
1	yes	
6	refused [skip to Q.13]	
7	legitimate skip	
8	don't know [skip to Q.13]	

13. Did {INITIALS} threaten you with violence?	H2RI13_2	num 1
0	no [skip to Q.15]	
1	yes	

6	refused [skip to Q.15]
7	legitimate skip
8	don't know [skip to Q.15]

15. Did {INITIALS} push or shove you?		H2RI15_2	num 1
0	no [skip to Q.17]		
1	yes		
6	refused [skip to Q.17]		
7	legitimate skip		
8	don't know [skip to Q.17]		

17. Did {INITIALS} throw something at you that could hurt you?		H2RI17_2	num 1
0	no [skip to Q.19]		
1	yes		
6	refused [skip to Q.19]		
7	legitimate skip		
8	don't know [skip to Q.19]		

### Partner 3

During your relationship with {INITIALS}, did {INITIALS} do any of the following to you?
--

9. Did {INITIALS} call you names, insult you, or treat you disrespectfully in front of others?	H2RI9_3	num 1
0	no [skip to Q.11]	
1	yes	
6	refused [skip to Q.11]	
7	legitimate skip	
8	don't know [skip to Q.11]	

11. Did {INITIALS} swear at you?	H2RI11_3	num 1
0	no [skip to Q.13]	
1	yes	
6	refused [skip to Q.13]	
7	legitimate skip	
8	don't know [skip to Q.13]	

13. Did {INITIALS} threaten you with violence?	H2RI13_3	num 1
0	no [skip to Q.15]	
1	yes	
6	refused [skip to Q.15]	
7	legitimate skip	
8	don't know [skip to Q.15]	

15. Did {INITIALS} push or shove you?		H2RI15_3	num 1
0	no [skip to Q.17]		
1	yes		
6	refused [skip to Q.17]		
7	legitimate skip		
8	don't know [skip to Q.17]		

17. Did {INITIALS} throw something at you that could hurt you?		H2RI17_3	num 1
0	no [skip to Q.19]		
1	yes		
6	refused [skip to Q.19]		
7	legitimate skip		
8	don't know [skip to Q.19]		

*School Connectedness Scale (from Section 6: Academics and Education)*

[Hand R show card 6.] How much do you agree or disagree with the following statements?			
15. [If SCHOOL YEAR:] You feel close to people at your school.  [If SUMMER:] Last year, you felt close to people at your school.		H2ED15	num 1
1	strongly agree		

2	agree		
3	neither agree nor disagree		
4	disagree		
5	strongly disagree		
6	refused		
7	legitimate skip		
8	don't know		
16. [If SCHOOL YEAR:] You feel like you are part of your school.  [If SUMMER:] Last year, you felt like you were part of your school.		H2ED16	num 1
1	strongly agree		
2	agree		
3	neither agree nor disagree		
4	disagree		
5	strongly disagree		
6	refused		
7	legitimate skip		
8	don't know		
18. [If SCHOOL YEAR:] You are happy to be at your school. [If SUMMER:] Last year, you were happy to be at your school.		H2ED18	num 1
1	strongly agree		

2	agree		
3	neither agree nor disagree		
4	disagree		
5	strongly disagree		
6	refused		
7	legitimate skip		
8	don't know		
19. [If SCHOOL YEAR:] The teachers at your school treat students fairly.  [If SUMMER:] Last year, the teachers at your school treated students fairly.		H2ED19	num 1
1	strongly agree		
2	agree		
3	neither agree nor disagree		
4	disagree		
5	strongly disagree		
6	refused		
7	legitimate skip		
8	don't know		
20. [If SCHOOL YEAR:] You feel safe in your school. [If SUMMER:] Last year, you felt safe in your school.		H2ED20	num 1
1	strongly agree		

2	agree
3	neither agree nor disagree
4	disagree
5	strongly disagree
6	refused
7	legitimate skip
8	don't know

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