

OHIO DEPT. OF HEALTH  
RPE PROGRAM  
OUTCOME  
MEASUREMENT  
GUIDANCE

*Risk and Protective Factors*

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## **Outcome Measurement Guidance**

The following learning objectives, goal statements and accompanying outcome items were prepared by the Ohio Department of Health Rape Prevention Education Evaluation Team (ODH RPE) to assist you in aligning your project's learning objectives with items to measure participant changes in knowledge, attitudes, behaviors, and skills. The items are generally geared toward youth ages 12-21 and you should modify the language for younger participants. The outcome items are based on levels one and two of the Spectrum of Prevention. Other important points for using this guidance are presented below.

- ✓ Make sure the items that you choose align with your curriculum. That is select the items that match the content that you present/teach.
- ✓ Make sure the items are age appropriate in language and life experiences for your participants.
- ✓ Make sure your items are aligned with the type of outcome you want to measure. For example, the guidance includes measures for knowledge, attitudes, behaviors and skills. The outcome level is in parenthesis next to the response category. If you are interested in measuring changes in participant attitudes, choose items that are indicated as those that measure attitude. You may also adapt the response categories by using Table 1 in the appendix so the response category aligns with the outcome level you intend to measure.
- ✓ Make sure that you have a method for linking pre and post test results to the individual through a unique identifier if your intent is to determine individual change. A unique identifier is a combination of numbers and/or letters that match between the pre and post-test for each respondent.
- ✓ If your intent is to determine overall classroom or group change, make sure you have a way to link the pre and post test results to that classroom or group by using a unique identifier for the class or group that you can match between pre and post-tests.

### **ODH RPE Funded Projects**

We encourage programs to use curriculums that cover all or most of these content areas. All curriculums must address at least 3 content areas. The highlighted Item Bank Stems are required on all evaluation tools. Those content areas that have more than two highlighted must use at least two.

## **Risk and Protective Factors:**

The Centers of Disease Control and Prevention (CDC) is moving towards funding and implementing programs, strategies and interventions that address relevant and modifiable risk factors, and those that reinforce protective factors. In [Connecting the Dots: An Overview of Links Among Multiple Forms of Violence](#), CDC identified evidenced based risk and protective factors based on the social-ecological model. ODH RPE Evaluation team has taken the risk and protective factors and identified how each content area and item addresses them. As part of a community of practice three local RPE educators evaluated and provided input to this process. Revisions were made based on their recommendations. The RPE educators were: Cindy Bloom, Townhall II, Sarah Fick, Appalachian Peace and Justice, and Genevieve Pennington, Planned Parenthood of Southwest Ohio Region.

Below is an abbreviation key to be used within the content areas and item stems (see table 1). Please refer to Appendix A for the Connecting the Dots Tables to identify the risk or protective factor.

Table 2: Abbreviation Key for Risk and Protective Factors

<b>Risk Factors</b>	<b>Abbreviation Key</b>
<b>Societal Level Risk Factors</b>	SR1-5
<b>Community Level Risk Factors</b>	CR1-5
<b>Relationship Level Risk Factors</b>	RR1-5
<b>Individual Level Risk Factors</b>	IR1-7

  

<b>Protective Factors</b>	<b>Abbreviation Key</b>
<b>Community Level Protective Factors</b>	CP1-3
<b>Relationship/Individual Level Protective Factors</b>	R/IP1-5

## Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
<b>A. Sexual Assault, Coercion &amp; Consent</b>	Demonstrate understanding of sexual violence and differentiate between coercion and consent.	Increase students' ability to differentiate between sexual assault, sexual harassment, coercion and consent.	Knowledge/Attitudes

**Risk and Protective Factors:** Societal Risk Factors: Norms supporting aggression & Harmful gender norms; Relationship/Individual Protective Factors: Skills solving problems non-violently; Individual Risk Factors: lack of non-violence problem solving skills

### *Outcome Items for Sexual Assault, Coercion & Consent*

Item Stem	Item Response Categories
<p><b>1. Rape is never the fault of the victim. SR5</b></p> <p><b>2. Consent is informed, freely and actively given, mutually understandable words or actions that indicate a willingness to engage in agreed upon activity. (High school &amp; older)</b>  <b>b. Consent is a freely given agreement to be involved in a relationship. (Middle school &amp; younger) R/IP 5, IR2</b></p> <p><b>3. Consent can be taken back at any time. SR1, SR5</b></p> <p><b>4. Sexual harassment is: SR1, SR5</b></p> <p><b>5. Select a or b.</b>                      a. Sexual violence is about the offender's need to have power and control and NOT about sexual desire.                      b. Intimate partner violence is about the offenders need to have power and control and NOT about impulsive anger.                      c. Sexual violence is about the offenders need to have power and control. SR1, SR5</p> <p><b>6. The consequences for those that abuse others may include: SR1, SR5</b></p> <p><b>7. Setting boundaries with a dating partner is an important part of a healthy relationship. SR1, SR5</b></p>	<p><b>1. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude)</b></p> <p><b>2. True/False (Knowledge)</b>  <b>b. True/False (Knowledge)</b></p> <p><b>3. True/False (Knowledge)</b></p> <p><b>4. a) <u>intimidation, bullying or coercion</u> of a sexual nature, b) the unwelcome or inappropriate promise of rewards in exchange for sexual favors c) both a &amp; b d) neither a or b. (Knowledge)</b></p> <p><b>5. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge)</b></p> <p><b>6. a) alienating friends and family b) losing respect of peers c) being kicked out of school, d) getting a criminal record e) all of the above (Knowledge)</b></p> <p><b>7. Strongly Agree, Agree, Disagree, Strongly Disagree (Attitude)</b></p>

Content Area	Learning Objective	Goal Statement	Outcome Level
<b>B. IPV/SV Attitudes</b>	Identify (#) attitudes that support gender equity and healthy relationships.	To increase students' attitudes that support gender equity and healthy relationships.	Knowledge/Attitude/ Skills
<p><b>Risk and Protective Factors:</b> Societal Risk Factors: Norms supporting aggression &amp; Harmful gender norms; Neighborhood Protective Factors: Community support and connectedness; Relationship/Individual Protective Factors: Skills solving problems non-violently; Individual Risk Factors: lack of non-violence problem solving skills.</p>			
<p><i>Outcome Items for Attitudes Supporting Intimate Partner and Sexual Violence</i></p>			
<b>Item Stem</b>		<b>Item Response Categories</b>	
<ol style="list-style-type: none"> <li>1. Males and females should share the expenses of a date. SR5</li> <li>2. It is important for all community members to play a role in keeping everyone safe. CP3</li> <li>3. As long as a guy thinks he is being funny or giving a compliment it is not a problem if he makes sexual comments to a girl. SR5</li> <li>4. I am confident in sharing the decision-making in my friendships and dating relationships (where to go out, who to go out with, how long to stay out and who pays for it). IR2, R/IP5</li> <li>5. I feel confident challenging norms that represent women as submissive or passive and males as dominant and in control. SR1, SR5</li> </ol>		<ol style="list-style-type: none"> <li>1. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge)</li> <li>2. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge)</li> <li>3. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge)</li> <li>4. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Skill)</li> <li>5. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Skill)</li> </ol>	

## Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
<b>C. Bystander Behavior</b>	Cite (#) examples where they would safely intervene in an unhealthy relationship.	To increase the participant's ability to safely intervene in unhealthy relationships.	Knowledge/Attitudes/ Skills

**Risk and Protective Factors:** Neighborhood Protective Factors: Community support and connectedness; Relationship/Individual Protective Factors: Association with prosocial peers & Skills solving problems non-violently; Individual Risk Factors: lack of non-violence problem solving skills.

### *Outcome Items for Bystander Intervention Behavior*

Item Stem	Item Response Categories
<ol style="list-style-type: none"> <li>1. How confident do you feel talking to a friend who you suspect is in an abusive relationship? NP3, R/IP3</li> <li>2. If I intervene in an unhealthy situation, I can potentially prevent someone from being hurt. R/IP5, CP3</li> <li>3. I can help prevent violence against women and girls in my community. CP3</li> <li>4. In my school, I will speak up when someone is picking on or making fun of another student, even when the student is not my friend. R/IP4, R/IP5, IR2</li> <li>5. Your classmates are being mean to someone. How confident are you that you would speak up for the person even if your friends thought it was not cool to speak up? R/IP4, R/IP5, IR2</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Very Confident, Somewhat Confident, Not Sure, Not Very Confident, Not at All Confident (Skill)</b></li> <li>2. <b>Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude)</b></li> <li>3. <b>Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Knowledge/Attitude)</b></li> <li>4. <b>Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Behavior/Skill)</b></li> <li>5. <b>Very Confident, Somewhat Confident, Not Sure, Not Very Confident, Not at All Confident (Skill)</b></li> </ol>

## Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
<b>D. Communication</b>	Demonstrate respectful communication with others.	To increase respectful gender and sexuality communication between students.	Knowledge/Attitudes/ Skills

**Risk and Protective Factors:** Societal Risk Factors: Harmful gender norms; Neighborhood Protective Factors: Community support and connectedness; Relationship/Individual Protective Factors: Association with prosocial peers & Skills solving problems non-violently; Individual Risk Factors: lack of non-violence problem solving skills.

### *Outcome Items for Respectful Communication*

Item Stem	Item Response Categories
<ol style="list-style-type: none"> <li>1. If I'm having a problem with someone, I feel confident that I can stay calm and talk out the disagreement with them. IR2, R/IP5</li> <li>2. Listening to what others say is important to me. IR2, R/IP5, CR5</li> <li>3. To what extent do you feel confident that you and your peers communicate respectfully with others regardless of race, gender or sexual orientation? IR2, R/IP3, R/IP5</li> <li>4. I feel confident that I could solve an argument or conflict with a good friend in a way that will help us stay friends. IR2, R/IP3, R/IP5</li> <li>5. I know it is OK to disagree with someone and still care about them. IR2, R/IP3, R/IP5</li> <li>6. How confident are you about being able to tell a partner that you've changed your mind about how far you want to go. IR2, R/IP5, SR5</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Skill)</b></li> <li>2. <b>True/False (Attitude)</b></li> <li>3. <b>Very Confident, Somewhat Confident, Not Sure, Not Very Confident, Not at All Confident (Skill)</b></li> <li>4. <b>Always, Most of the time, Some of the time, Never (Skill)</b></li> <li>5. <b>True/False (Knowledge)</b></li> <li>6. <b>Very confident, Somewhat confident, Not Sure, Not Very Confident, Not at All Confident (Skill)</b></li> </ol>

Content Area	Learning Objective	Goal Statement	Outcome Level
<b>E. Gender Stereotyping in Media &amp; Culture</b>	Recognize how stereotypes and societal factors contribute to sexual and relationship violence.	To increase knowledge about how stereotypes and societal factors contribute to sexual and relationship violence.	Knowledge/Skills
<b>Risk and Protective Factors:</b> Societal Risk Factors: Media Violence, Norms supporting aggression & Harmful gender norms			
<i>Outcome Items for Gender Stereotyping in Media &amp; Culture</i>			
<b>Item Stem</b>		<b>Item Response Categories</b>	
<ol style="list-style-type: none"> <li data-bbox="142 574 968 646">1. Images used in advertising are often misleading in that they: SR1, SR2, SR5</li> <li data-bbox="142 686 932 758">2. Stereotypes can be defined as an over-exaggerated belief about members of a group or class. SR1,SR5</li> <li data-bbox="142 792 1010 824">3. Gender stereotypes can lead to sexual and relationship violence. SR2</li> <li data-bbox="142 862 1010 963">4. When I watch TV or look at advertisements, I notice the hidden messages (both positive and negative) about how men and women are supposed to act. SR1,SR2,SR5</li> </ol>		<ol style="list-style-type: none"> <li data-bbox="1052 565 2003 630">1. a) promote stereotypes of gender roles, b) sexualize women and c) shows women/girls as objects d) all of the above (Knowledge)</li> <li data-bbox="1052 721 1409 753">2. True/False (Knowledge)</li> <li data-bbox="1052 846 1948 911">3. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge)</li> <li data-bbox="1052 948 1892 980">4. Definitely Yes, Probably Yes, Probably No, Definitely No (Skill)</li> </ol>	

## Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
<b>F. Violence &amp; Oppression</b>	Identify (#) how violence against women is linked to other forms of violence and oppression.	To increase the youths knowledge of how violence against women is linked to other forms of violence and oppression.	Knowledge/Attitudes

**Risk and Protective Factors:** Societal Risk Factors: Norms supporting aggression & Harmful gender norms; Neighborhood Protective Factors: Community support and connectedness. Family Support/Connectedness & Connected/commitment to school; Neighborhood Risk Factors: Neighborhood poverty & Lack of Economic Support; Relationship/Individual Protective Factors: Association with prosocial peers & Skills solving problems non-violently; Individual Risk Factors: lack of non-violence problem solving skills & Low education.

### *Outcome Items for Linking Violence & Oppression*

Item Stem	Item Response Categories
<p>1. I want to help promote equality and reduce racism and prejudice. SR1,SR3, CP3</p> <p>2. Which of the following is <b>not part</b> of the equality wheel? SR1,SR5</p> <p>3. Oppression is any act that attempts to control another person and reduce their dignity. SR1,SR5, R/IP5, IR2</p> <p>4. One form of abuse is interfering with someone’s job performance through harassing activities such as excessive phone calls, excessive texts or unannounced visits. SR5,CR4,CR5</p> <p>5. The potential for human trafficking increases in communities with: SR5,CR4, CR5</p> <p>6. The potential for human trafficking decreases in communities with: SR5,CR4, CR5</p>	<p>1. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude)</p> <p>2. a) Communication, b) Self-Confidence &amp; Personal Growth, c) Shared Power or d) Accountability e) all of the above are part of the equality wheel. (Knowledge)</p> <p>3. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge)</p> <p>4. True/False (Knowledge)</p> <p>5. a) Lack of jobs b) women aren’t seen as equal c) high demand for cheap labor and jobs under the table, d) limited education opportunities e) all the above (Knowledge)</p> <p>6. a) Sufficient job opportunities, b) women are seen as equals to men, c) equal education opportunities for women d) strong families, e) all of the above (Knowledge)</p>

## Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
<b>G. Healthy Relationships</b>	Demonstrate # ways to build healthy relationships.	To increase student understanding of ways to build healthy relationships.	Knowledge/Attitudes/ Skills

**Risk and Protective Factors:** Societal Risk Factors: Harmful gender norms; Neighborhood Protective Factors: Community support and connectedness; Relationship/Individual Protective Factors: Family support and connectedness, Association with prosocial peers & Skills solving problems non-violently; Individual Risk Factors: lack of non-violence problem solving skills & Violence victimization.

### *Outcome Items for Demonstrating Healthy Relationships*

Item Stem	Item Response Categories
<p><b>1.</b> Healthy relationships feel safe, honest and respectful. R/IP1,R/IP3, R/IP5, IR2</p> <p><b>2.</b> How confident do you feel that you could identify the signs of power and control in a relationship? R/IP1,R/IP3, R/IP5, IR2</p> <p><b>3.</b> I really care about how my actions might affect others. R/K;1, R/IP3, CP3</p> <p><b>4.</b> Healthy relationships include: SR5, IR 2, R/IP3. R/IP5</p> <p><b>5.</b> An unhealthy relationship is characterized by: disrespect, fear, jealousy and possessiveness. SR5, IR 2, R/IP3. R/IP5</p> <p><b>6.</b> Signs of power &amp; control in a relationship may include: R/IP3, R/IP5, IR4, IR2</p>	<p><b>1. True or False (Knowledge)</b></p> <p><b>2. Very Confident, Somewhat Confident, Not Sure, Not Very Confident, Not at All Confident (Skill)</b></p> <p><b>3. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude)</b></p> <p><b>4. a) support b) trust in communication, c) equality d) freedom e) all of the above f) none of the above. (Knowledge)</b></p> <p><b>5. True or False (Knowledge)</b></p> <p><b>6. a) making you give up your friends, b) threatening self-harm to get you to do something you don't want to do c) saying things that make you feel guilty or put you down d) all of the above e) none of the above (Knowledge)</b></p>

## Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
<b>H. Conflict Management</b>	Demonstrate communication techniques to manage conflict.	Increase student knowledge of communication techniques to manage conflict.	Knowledge/Attitudes/ Skills

**Risk and Protective Factors:** Neighborhood Protective Factors: Community support and connectedness; Relationship/Individual Protective Factors: Connected/committed with schools, Association with prosocial peers & Skills solving problems non-violently; Individual Risk Factors: lack of non-violence problem solving skills.

### *Outcome Items for Understanding & Demonstrating Conflict Management*

Item Stems	Item Response Categories
<ol style="list-style-type: none"> <li><b>1.</b> How confident do you feel to speak up and tell someone about an unjust (unfair or inappropriate) situation, even when you're being pressured by others to remain silent? CP3, R/IP3, R/IP4, R/IP5</li> <li><b>2.</b> I am sensitive to other people's feelings, even if they are not my friends. CP3, R/IP3, R/IP4, R/IP5</li> <li><b>3.</b> When you're having a problem with someone, how easy is it to understand his or her point of view? 3a. Even if I disagree with someone I will try to listen to their side of the story. CP3, R/IP3, R/IP4, R/IP5</li> <li><b>4.</b> When I am not getting my way, I am able to negotiate with the other person to make the situation a win-win even if I have to give up some of the things I want. CP3,R/IP3, R/IP5, IR2</li> <li><b>5.</b> Ensuring fairness and using negotiation are two ways to manage conflict. CP3,R/IP3, R/IP5, IR2</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Very Confident, Somewhat Confident, Not Sure, Not Very Confident, Not at All Confident (Skill)</b></li> <li><b>2. Strongly Agree, Agree, Disagree, Strongly Disagree (Attitude)</b></li> <li><b>3. Very Easy, Somewhat Easy, Not Easy at All, Never Would be Able to Do It (Attitude/Skill)</b> <b>3a. Strongly Agree, Agree, Disagree, Strongly Disagree (Attitude/Skill)</b></li> <li><b>4. Strongly Agree, Agree, Disagree, Strongly Disagree (Skill)</b></li> <li><b>5. True or False (Knowledge)</b></li> </ol>

**Table 1: Menu of Response Items for Outcome Measurement**

<b>Response Categories for Outcome Measurement Items</b>	<b>Awareness</b>	<b>Knowledge</b>	<b>Attitude, Belief, Value</b>	<b>Skill, Ability, Competence</b>	<b>Behavior or Behavioral Intention</b>	<b>Behavior Action</b>
<b>Very Likely, Likely, Unlikely, Very Unlikely</b>					<b>X</b>	
<b>Definitely Yes, Probably Yes, Probably No, Definitely No</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	
<b>Very Confident, Somewhat Confident, Unsure, Not Very Confident, Not at all Confident</b>				<b>X</b>		
<b>Not at all, Very little, Somewhat, Very Much</b>	<b>X</b>		<b>X</b>	<b>X</b>		
<b>Never, Seldom, Sometimes, Always</b>						<b>X</b>
<b>Never, 1 or 2 times, 3 or more times (or other frequency intervals)</b>						<b>X</b>
<b>Not at all harmful, Somewhat harmful, Harmful, Very Harmful</b>	<b>X</b>	<b>X</b>	<b>X</b>			
<b>True/False</b>		<b>X</b>				
<b>Poor, Fair, Good, Excellent</b>				<b>X</b>		
<b>Strongly Agree to Strongly Disagree</b> <b>1 2 3 4 5 6 7</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	
<b>Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	
<b>Agree, Somewhat Agree, Somewhat Disagree, Disagree</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	
<b>To what extent has program X helped you do X</b> <b>No difference, Somewhat better prepared, Much better prepared, More confused (hence less prepared)</b>		<b>X</b>		<b>X</b>		<b>X</b>

**Table 3: Outcome Type, Response Format and Measurement Methods**

<b>Outcome Type</b>	<b>Typical Method: Questionnaire Item/Response Formats</b>	<b>Other Outcome Measurement Methods</b>
<b>Knowledge</b>	<b>Multiple choice, true/false, or short answer “quiz” (open-ended) items</b>	<b>Test scores</b>
<b>Awareness</b>	<b>“Have you ever heard of...?” or “strongly agree” – “strongly disagree” to awareness statements</b>	<b>Focus group interviews, Document reviews</b>
<b>Attitudes, Values, Beliefs</b>	<b>“strongly agree” – “strongly disagree” to attitude statements</b>	<b>Focus group interviews, Key-informant interviews</b>
<b>Behavioral Intentions</b>	<b>“very unlikely” to “very likely” to do specific behaviors; “I have decided that...,” “I plan to...,” “I intend to...”</b>	<b>Signed pledges</b>
<b>Behaviors, actions</b>	<b>Self-report of the behavior, such as “during the past 30 days, have you...?”</b>	<b>Follow-up Questionnaires, Trained observers, Observation by parent or teacher, Records</b>
<b>Skills, competence, abilities</b>	<b>“how confident are you...?” or “how easy is it for you to...?”, etc.</b>	<b>Trained observers, Situational assessments</b>
<b>Status</b>	<b>“Is the child currently living at home?” or “Are you currently employed?”</b>	<b>Administrative records</b>

# Societal Risk Factors

	Child Maltreatment	TDV	IPV	SV	Bullying
1- Norms supporting aggression* SR1	X	X	X	X	
2-Media Violence SR2				X	X
3-Societal income inequality SR3	X		X		X
4-Weak health, educational, economic, and social policies/laws SR4	X		X	X	
5-Harmful gender norms* SR5	X	X	X	X	X

NOTE: CM (Child Maltreatment), TDV (Teen Dating Violence), IPV (Intimate Partner Violence), SV (Sexual Violence), YV (Youth Violence)

\*Norms are generally measured at the individual level

Source: Wiklins, N., Tsao, B., Hertz, M., Davis, R., Klevens, J. (2014). **Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence**. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention Oakland, CA: Prevention Institute.

# Community Risk Factors



	Child Maltreatment	TDV	IPV	SV	Bullying
<b>1-Neighborhood poverty CR1</b>	X		X	X	
<b>2-High alcohol outlet density CR2</b>	X		X		
<b>3-Community Violence CR3</b>	X			X	X
<b>4-Lack of economic opportunities CR4</b>	X		X	X	
<b>5-Low Neighborhood Support/ Cohesion* CR5</b>	X	X	X		

NOTE: CM (Child Maltreatment), TDV (Teen Dating Violence), IPV (Intimate Partner Violence), SV (Sexual Violence), YV (Youth Violence)

\*Neighborhood support/cohesion typically measured at the individual level

- Source: Wilkins, N., Tsao, B., Hertz, M., Davis, R., Kleven, J. (2014). *Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence*. Atlanta, GA: National Center for Injury Prevention and Control.
- Centers for Disease Control and Prevention Oakland, CA: Prevention Institute.

# Community Protective Factors

	Child Maltreatment	TDV	IPV	SV	Bullying
1-Coordination of services among community agencies CP1	X		X		
2-Access to mental health and substance abuse services CP2	X				
3-Community support and connectedness* CP3	X		X	X	

NOTE: CM (Child Maltreatment), TDV (Teen Dating Violence), IPV (Intimate Partner Violence), SV (Sexual Violence), YV (Youth Violence)

\*Community support and connectedness typically measured at the individual level

Source: Wilkins, N., Tsao, B., Hertz, M., Davis, R., Klevens, J. (2014). **Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence**. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention Oakland, CA: Prevention Institute.

## Relationship Level Risk Factors

	Child Maltreatment	TDV	IPV	SV	Bullying
1-Social isolation RR1	X	X	X		X
2-Poor parent-child relationships RR2	X	X	X	X	X
3-Family conflict RR3	X	X	X	X	X
4-Economic stress RR3	X		X		
5-Association w/ delinquent peers RR4		X	X	X	X
6-Gang involvement RR5		X	X	X	

NOTE: CM (Child Maltreatment), TDV (Teen Dating Violence), IPV (Intimate Partner Violence), SV (Sexual Violence), YV (Youth Violence)

- Source: Wilkins, N., Tsao, B., Hertz, M., Davis, R., Klevens, J. (2014). *Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention Oakland, CA: Prevention Institute.

## Relationship/Individual Level Protective Factors

 Relationship/Individual Level Protective Factors	Child Maltreatment	TDV	IPV	SV	Bullying
<b>1-Family support/ connectedness R/IP1</b>	X	X			X
<b>2-Connection to a caring adult R/IP2</b>		X			
<b>3-Association w/ prosocial peers R/IP3</b>		X			X
<b>4-Connection/ commitment to school R/IP4</b>		X		X	X
<b>5-Skills solving problems non-violently R/IP5</b>	X	X			

NOTE: CM (Child Maltreatment), TDV (Teen Dating Violence), IPV (Intimate Partner Violence), SV (Sexual Violence), YV (Youth Violence)

- Source: Wilkins, N., Tsao, B., Hertz, M., Davis, R., Klevens, J. (2014). **Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence**. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention Oakland, CA: Prevention Institute. •

## Individual Level Risk Factors

	Child Maltreatment	TDV	IPV	SV	Bullying
1-Low education IR1	X	X	X		X
2-Lack of non-violent problem solving skills IR2	X	X	X	X	X
3-Poor behavior/ impulse control IR3	X	X	X	X	
4-Violent victimization IR4	X	X	X	X	X
5-Witnessing violence IR5	X	X	X	X	X
6-Mental Health Problems IR6	X	X	X		
7-Substance use IR7	X	X	X	X	X

7-NOTE: CM (Child Maltreatment), TDV (Teen Dating Violence), IPV (Intimate Partner Violence), SV (Sexual Violence), YV (Youth Violence)

- Source: Wilkins, N., Tsao, B., Hertz, M., Davis, R., Kleven, J. (2014). **Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence**. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention Oakland, CA: Prevention Institute. •