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THE DEVELOPMENT AND EVALUATION OF A  
COMMUNITY ADVOCACY PROGRAM FOR WOMEN  
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presented by

Mary Sullivan

has been accepted towards fulfillment  
of the requirements for

Doctoral degree in Psychology

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THE DEVELOPMENT AND EVALUATION OF A  
COMMUNITY ADVOCACY PROGRAM FOR WOMEN  
WHO HAVE LEFT ABUSIVE PARTNERS

by

Mary Sullivan

A DISSERTATION

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Psychology

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## ABSTRACT

### THE IMPLEMENTATION AND EVALUATION OF A COMMUNITY ADVOCACY PROJECT FOR WOMEN WHO HAVE LEFT ABUSIVE PARTNERS

by

Mary Sullivan

Woman battering is a severe and widespread social problem, estimated to affect 1.6 million American women annually. It has been found by researchers and service deliverers in the field that domestic violence increases in severity and frequency over time; however, it is much more likely for a woman to remain in or return to an abusive partner than it is for her to leave permanently. The primary reason that so many women return to their assailants is that they do not have access to the necessary community resources (i.e. employment, housing, education, childcare) needed to live independently. The current research evaluated the success of the Community Advocacy Project, a program designed to help women maintain lives independently of their batterers. The study involved the use of a control condition, and was longitudinal, following participants for a period of five months after they left a battered women's shelter. Forty two women who had been battered by intimate male partners participated in this research.

The major hypotheses of this study involved the effects of an advocacy intervention on a battered woman's 1) ability to obtain desired resources; 2) knowledge of community

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resources; 3) confidence in her ability to obtain resources; 4) ability to remain free of her assailant; and 5) incidence of further abuse. Results indicated that, while working with an advocate did not affect her knowledge of resources or her confidence in her ability to obtain resources, it had a positive impact on a woman's perceived effectiveness in obtaining desired resources. The majority of women in both conditions were successful in remaining free of their assailants, and none of the women who returned to their batterers suffered further incidence of abuse.

Discussion of results focused on methodological issues as well as directions for further research.



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**This dissertation is dedicated to  
Women, in struggle and in strength**

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## ACKNOWLEDGMENTS

Without a doubt the most difficult task involved in the completion of a dissertation is adequately thanking those who contributed to the process. There were those who helped with the concrete tasks of evaluating the project and reporting its results; there were those who helped me deal with the less tangible, but no less important aspects of the project, such as the sleepless nights, concern for participants, and the occasional doubts about the importance of such a project, my abilities as a researcher, and the value of even obtaining a degree at all.

I was extremely fortunate to have many supportive others in my life throughout this endeavor. First I wish to thank my chairperson, Bill Davidson, for his guidance and encouragement. His continual trust in my abilities resulted in my accomplishing far more than I would have in its absence. My other committee members were extraordinarily helpful as well. Paul Freddolino and Ellen Strommen provided so much warmth and humor, in addition to practical assistance; they were strong models not only of excellent researchers but of exemplary, caring people as well. Deb Bybee has been so much a part of this process she's practically second author. She has been not only a committee member, but a teacher, a mentor, and friend. I

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learned so much from each of these people, individually and collectively, and have even more respect for each of them now than I did before this process began.

The members of my Dissertation Support Group, past and present, provided the encouragement, brainstorming, and laughter so necessary along the way. To all of them: Leah Gensheimer, Julie Parisian, Andrea Solarz, Sara Wood-Kraft, Susan Sisu Paulsen, Joanna Basta, Carol Haddad, and Alixandra Summit, I say "Praise the Group!"

Karin Uhlich was the co-director of this research project, and it is not an understatement to say it couldn't have happened without her. Her creativity, dedication, laughter, and incredible insights performed miracles on the program and on my heart. I hope our work together on this project was only the beginning of many future partnerships.

So many friends stuck by me through this process; I only hope they all know how much their continuing love and support meant to me. Madeline Wordes could always be counted on to transform late-night study sessions into stimulating debates about life, love, and the state of the world. My solar family, Patti and Michelle Witte, helped me remember the truly important things in life, like climbing trees, hiking in the woods, and avocado hugs.

Karen Grahme Hall had the difficult job of keeping me sane through it all; the success of her attempts has yet to be determined, but I am forever grateful for her efforts. I don't know what I ever did to deserve such a wonderful

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friend; I hope I can help make the process of finishing her dissertation as painless as she helped make mine.

I am very fortunate to have parents who have never stopped believing in and supporting me. They taught me to make a difference.

This research received financial support from two sources. A student grant was awarded by the Michigan Department of Mental Health, and a two-year grant was awarded by the George Gund Foundation. I especially thank Carol T. Mowbray of MDMH and Judy Simpson of the Gund Foundation for their interest in and support of this project.

The staff of The Council Against Domestic Assault, especially Phillis Mullins and Linda Lane, were an integral part of this dissertation. Their tremendous dedication to assisting battered women, their patience with overzealous advocates, and their assistance in helping us recruit women as participants for this project were and are nothing short of "heroic acts."

I was also very lucky to have had such wonderful students sign up as either advocates or interviewers for this project. They were the Community Advocacy Project, and I thank each of them for their contributions.

Words are simply insufficient to properly thank the 41 participants of this study. I am enriched from having known them, and continue to be astounded by their courage.

A special thank-you goes out to Julie Parisian, who



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first came up with the wild idea of creating an advocacy project for battered women (and who then skipped town). Many of her ideas were integral to this program, and I'm thankful that she continues to be a strong source of support and inspiration.

Finally, I must acknowledge my "inner" support system. Thanks to my three feline companions Doobie, Casey, and B.C. Bug, for their patience during the many hours I ignored them and for loving me regardless; I thank Sada and Dena, who have always been there; and, certainly, I thank my Self.

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

Wife battering is a severe and widespread social problem, estimated to affect 1.6 million American women annually (Straus et al., 1986). However, it was not until the early 1970's, with the rise of the second wave of feminism, that this issue began to receive national attention. It was during this time that women began forming consciousness-raising groups as vehicles for women to openly share their experiences with one another. It soon became apparent, as a result of this sharing, that wife battering was far from the uncommon aberration many people had assumed. Woman after woman began expressing the need for a safe place to which they could escape their battering mates. Hence, in 1971 a woman's meeting center in London, England was transformed into the first emergency shelter specifically for battered women. Within three years shelters began to emerge in the United States and numerous chapters of the National Organization for Women had implemented task forces to deal with the problem. Today there are over 600 shelters across the United States.

Research on the phenomenon of wife battering was virtually nonexistent before 1972. However, the number of articles and books written on the subject has dramatically



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increased since that time. While the majority of these writings on the subject are theoretical or anecdotal, a respectable amount of empirical research has been conducted as well. The findings from these studies have impacted not only service providers' and academicians' views of wife battering, but have contributed to social policy changes as well. Research in the mid-1970s began to address how battered women had been failed by the legal system, the medical profession, religion, and the mental health and social service fields (Eisenberg & Micklow, 1977; Martin, 1976; Michigan Women's Commission, 1977). It was found that doctors were ignoring signs of abuse on women patients, and human services service providers refused to treat wife battering as a serious concern. Police were making arrests in less than 10% of domestic assault calls (Eisenberg & Micklow, 1977; Roy, 1977), and one study found that less than 3% of 7500 women seeking to prosecute were successful in doing so (Field & Field, 1973). This exposure led to gradual changes in police training as well as public and professional sentiment toward wife battering. By the late-1970's it became illegal in all fifty states for a man to beat his wife.

While noticable improvements have been made in social and community response to battering, there are still many barriers facing battered women today. After giving a brief overview of the prevalent theories concerning wife abuse, this document will examine these barriers at length in order

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to justify the creation of a service-provision program for women escaping their abusive partners.

### Terminology

Throughout this document, wife battering and woman battering will be used synonymously to describe the physical abuse of a woman by the man with whom she is or has been involved. Many women are beaten by men to whom they are not legally married (Moore, 1979; Okun, 1986; Pagelow, 1981b; Schechter, 1982) and the term "wife" is intended to include these women as well. Although "woman" has the advantage of encompassing all adult female victims of conjugal assault, it could connote violence by strangers as well. The term "wife," in comparison, has the advantage of connoting the intimate relationship shared between the abuser and the victim, whether or not that relationship is legalized. However, "wife" excludes ex-partners and ex-wives, although these women are frequently victimized as well (Okun 1986; Pagelow, 1981b; Schechter, 1982). Therefore, while neither term is satisfactorily inclusive, they are the two most common terms used in this field and will henceforth be used interchangeably.

Spouse abuse, domestic violence, and conjugal assault will be used sporadically in this paper to provide variation, but will generally be avoided. These three terms, due to their gender-neutrality, disguise the fact that the vast majority of battering is aimed at the women and perpetuated by the men (Finkelhor, 1983; Okun, 1986; Straus et al., 1980). When these terms are employed

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throughout this document they are not intended, therefore, to imply equal participation in violent behavior; rather, they signify the meaning identical to that connoted from "wife beating" or "woman beating" unless specified otherwise.

#### The Extent of the Problem

As previously mentioned, a woman is beaten in this country every 18 seconds by a man with whom she is or has been intimately involved (Straus et al., 1980). Wife battering exists at every socioeconomic level, at all age levels, and across racial groups. Straus et al.'s (1980) landmark study of 2143 randomly selected heterosexual couples led him to conclude that conjugal assaults occur in approximately 55% to 60% of heterosexual couples in the United States. Straus' study involved random phone interviews of male/female couples who were living together. Both the man and the woman (when possible) were asked a series of questions regarding the extent of violence in their relationship. The 2143 subjects make up 65% of the number of people contacted to be interviewed, and 45% of the final sample were male. Twenty eight percent of the couples admitted to having experienced violence at least as serious as having been struck or having something thrown at them. Straus then doubled this figure, claiming that the nature of the phone interview was such that many people would deny having experienced such abuse. Given that there are 45 million couples in America, Straus then concluded that,

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conservatively, at least 1.8 million women are beaten a year. Taking Straus' finding that 12.6% of the sample reported experiencing abuse at least as severe as punching and extrapolating this figure to the 45 million American couples, one can estimate that there are approximately five and a half million domestic assaults per year. This figure includes assaults committed by women against men as well. The National Crime Survey has estimated that there are 1.06 million conjugal assaults per year also, with 13 assaulted wives for every assaulted husband. Straus and Gelles (1986) replicated their 1975 study and found no significant change in the amount of battering occurring.

Types of violence and the methods used against women are numerous (Okun, 1986), and range from slapping to extended torture. The number of women in studies who had been punched ranged from 11% to 100% (Dobash & Dobash, 1979; Eisenberg & Gayford, 1978; Micklow, 1977; Prescott & Letko, 1977; Stacey & Shupe, 1983). This diversity in number could be due to the varying number of subjects per study (N ranging from 20 to 542) or to categorization differences between studies. In these same studies, about one-third of the women had been pushed or shoved repeatedly, and over half had been kicked. Forty three percent of the women in Prescott & Letko's (1977) sample had been permanently scarred from beatings, and threats of murder ranged from 20% to 40% (Eisenberg & Micklow, 1977; Gayford, 1978; Rousaville, 1978). Fifty seven percent of Pagelow's (1981)



sample had been threatened with a gun or a knife, and 24% had had such weapons used against them.

#### Current Perspectives on Wife Battering

The initial focus of researchers and clinicians in the area of domestic assault was primarily that of examining why battering occurred as well as why it was so pervasive. This exploration was most concentrated between the early and late 1970's, although new theories continue to develop. While there now exist at least twenty distinct theories of conjugal abuse, the majority can be categorized under either: 1) psychological theories, 2) sociological theories, or 3) feminist theories. Therefore the main viewpoints within these three theoretical frameworks will be elaborated upon and critiqued.

#### Psychological Perspectives

Psychological theories of domestic violence focus on the personality differences between those involved in familial abuse and those who are not. These intrapsychic perspectives may vary somewhat, but share in common two major emphases: 1) the abuser is somehow provoked into violent behavior, and 2) victims of abuse remain in the relationship due to intrapsychic factors. The three major analyses within this category are 1) the "provocative wife" argument (Gayford, 1978; Gelles, 1972), 2) the "learned helplessness" theory (Walker, 1977-78; Walker, 1979a; Walker, 1979b), and 3) the "traditional sex-role socialization" theory (Martin, 1979; Moore, 1979; Pagelow, 1981b).

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The "provocative wife" theory. One of the early theories to arise in this area was the analysis that men beat their wives when they are provoked by them to do so. Gelles (1972) divided domestic abuse into two categories: victim-precipitated violence and non-victim precipitated violence. He argued that victim-precipitated violence occurs when women "contribute" to their assault through "actions defined as illegitimate by the offender or through provoking their antagonist" (pp. 85-86). Gayford (1978) elaborated on this theory, suggesting that women provoke violence in numerous ways: nagging, being too quiet, being extravagant with money, being frugal with money--she may even .pa provoke him by doing nothing at all. Gayford referred to this as "passive provocation."

The most obvious flaw in this theory is that it focuses on the victim's behavior rather than the assailant's. It places the responsibility for conjugal violence on the wife, because provocation encompasses "anything she does or does not do which, after hitting her, he reports disliking" (Wardell et al., 1982). One among many opponents of this theory is Del Martin, who criticizes its victim-blaming stance. She wrote (1979) that any approach which "attempts to change the wife's behavior, in order to change the husband's behavior, only further victimizes her" (p. 40).

The second major flaw with this theory is that it ignores the fact that frequently there are no precipitating factors to wife abuse. Some reasons given by men for why they beat their wives have included: 'she cut her hair,'

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'she didn't make what I wanted for dinner,' and 'I felt like it' (Dobash & Dobash, 1979; Martin, 1976; Okun, 1986).

"Traditional sex-role socialization" theory. Another theory of wife-battering, and one which is very popular in the field, is that battering men and battered women have been raised to hold more traditional views of sex-roles than non-battering men and non-battered women. Roy (1977) hypothesized that abused women come from violent families of origin and therefore consider abuse commonplace and unavoidable. This belief continues to be widely accepted, despite contradictory empirical findings. For instance, Roy found in her sample of 150 battered women that one-third recalled violence existing in their families of origin. Conversely, then, two-thirds came from non-violent homes. Okun (1986) reported that 69% of his sample had nonviolent childhoods, and one study that compared battered wives with non-battered wives found that there was no difference in the childhood victimization rate between the two groups (Parker & Schumacher, 1977).

Evidence does suggest, however, that violent men are likely to have had violent family backgrounds, although this is also far from conclusive. Fifty nine percent of the Dobashes' (1979) sample came from abusive families, 53% in Pagelow's (1981b), 59% in Gayford's (1978), 81% in Roy's (1977), and 66.3% in Okun's (1986). It should be noted that Okun's study was the only one that questioned abusive men directly. The remaining studies asked the battered partners for this information, and are consequently considered to be

conservative estimates. Furthermore, these data do not explain the violent behavior of men who had nonviolent families of origin; nor do they explain the nonviolent behavior of those men who have had violent childhoods.

The "learned helplessness" theory. Lenore Walker's (1977-78, 1979a) theory of learned helplessness purports that battered women have developed poor self-concepts from having been abused and consequently believe they are powerless to end or escape from their mates' violence. Walker based her theory primarily on Seligman's (1975) experiments with dogs, in which the animals were randomly and repeatedly subjected to electric shocks. In the experiment the dogs were unable to escape the shocks, regardless of their strategies. After attempting numerous unsuccessful avenues of escape, the dogs became lethargic and ceased trying to avoid the shocks. When, at the end of the experiment, the dogs were shown a way out of the cages they refused to comply, and some had to be literally dragged to freedom. Walker argues that this situation is analogous to the plight of battered women, since women are generally unaware of what may trigger a violent episode and often powerless to prevent them. Men who batter need no excuse to begin their abuse, and have even awakened women from their sleep to begin battering them (Dobash & Dobash, 1979; Martin, 1976; Roy, 1977). However, Walker's conclusion is that battered women need to "change their cognitive set to believe their competent actions can change their life situation" (pg. 529). Once again the blame has been shifted

to the victim, and barriers women face when attempting to leave the battering situation are ignored. This theory fails to address how economics, lack of housing, fear for their lives and the lives of their children, lack of employment and/or education, and social ostracization contribute to a woman's entrapment in her relationship. Given the societal barriers facing women such as employment discrimination, lack of adequate and affordable childcare, and inadequate police protection from the abuser, it is very realistic for a battered woman to believe that her competent actions aren't always enough to improve her situation. This theory, then, does not take into account why some women are successful in ending the abuse while others are not; nor does it address the social and physical barriers that prevent women's "competent actions" from being successful in ending her abuse.

In summary, psychological theories attempt to explain wife abuse by focusing on the intrapsychic profiles of both the abuser and the victim. There are three major shortcomings present within this perspective. First, by examining differences between women who have been abused and women who have not, the researcher/clinician places responsibility for the violence on the victim rather than on the batterer. Second, focusing on intrapsychic reasons for a woman remaining in an abusive relationship minimizes the societal barriers she faces when attempting to leave. Finally, some psychological perspectives attempt to examine factors which "provoke" men into violent behavior, thus

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insinuating that there are external variables causing men to batter. This places the responsibility for behavior outside of the men committing the abuse, although it has been documented that not even professional hypnotists can force someone into performing behavior that she or he would not voluntarily perform.

Psychological theories, then, take a very individualistic approach to a universalistic problem. When a social issue effects over half of the intimate couples in America, it seems more appropriate to look outside of the individual for answers. This is exactly the perspective taken by sociologists in the area.

#### Sociological Perspectives

Current sociological theories differ from psychological theories by emphasizing the normality of conflict within families rather than viewing this as an aberration. Further, they acknowledge those societal norms and mores which not only permit but often encourage wife abuse (Gelles, 1979; Straus, 1978; Straus et al., 1980). There are two primary approaches within this theoretical framework: 1) the "intrafamily conflict" perspective (Gelles, 1979; Straus, 1978; Straus et al., 1980), and 2) the "ultimate resource" theory (Allen & Straus, 1980; Bowker, 1981; Goode, 1974).

The "intrafamily conflict" perspective. Straus (1978) explained domestic violence not as an aberration of social norms but as a direct consequence of them. He stressed the prevalence of conjugal violence in contemporary

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entertainment, folklore, and popular humor as contributing to the prevalence of wife battering. As a case in point Straus mentioned the work of Stark & McEvoy (1970) which found that approximately one-fourth of all Americans approve of slapping their partner's face "under certain conditions." He also emphasized the hesitancy of police and judicial intervention in family violence incidents as evidence of our cultural norm not to intrude in family matters. Straus et al. (1980) further argued that, when over half of American families experience some degree of domestic violence, it is appropriate to examine those sociological factors which contribute to this phenomenon rather than looking within the individuals affected by it.

While there is some merit to Straus' argument for social factors contributing to violence within the family, his analysis is only a partial explanation for wife battering. For instance, while it is true that many cultural norms support intrafamily violence, there also exist cultural norms which condemn such behavior. There are certainly societal expectations that violence against one's wife is unacceptable and that families should be havens of nurturance and love as opposed to battlegrounds. Straus does not adequately explain the interrelationship between these contradictory norms nor how one may come to dominate over the other.

A second shortcoming of Straus' theory is that he focused on violence as a result of family conflict. This does not explain why so many more men than women are

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violent, since both are subjected to a great deal of stress. Nor does it take into account that a great deal of battering occurs regardless of the level of conflict within the family or the wife's behavior (Dobash & Dobash, 1979; Hofeller, 1982; Okun, 1986).

The "ultimate resource" theory. The personal resources analysis of battering contends that men use violence to maintain power in relationships (Allen & Straus, 1980; Goode, 1974). Goode (1974) was the first to state that there are four means of obtaining or maintaining power over others: economic resources, prestige, likeability, and force. Force (or the threat of force) is used as the "ultimate" resource when the other three factors are insufficient as methods of maintaining control. Allen & Straus (1980) tested this hypothesis by having 437 families of college students complete Straus' Conflict-Tactics Scale and Blood & Wolfe's Decision Power Index. They expected to find that in families where men had less "resources" than women, they would be more likely to use violence as a means of control. Although the data did not bear out this theory, Allen and Straus did find a correlation between resources and power for working class men. Specifically, working class men who scored very low in "resources" also scored higher on the use of violence against their wives.

There are many major flaws in the personal resources theory of wife battering. First, Allen & Straus' study has severe methodological problems. They employed Blood & Wolfe's Decision Power Index as an indicator of relative

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power in the family, although this method has been severely criticized (see Cromwell & Olson, 1975; Gillespie & Dair, 1971) as an unreliable measure of power within the family. They also gathered their data from college students who answered questions about the violent behavior of their parents, offering less reliable information than if they had interviewed the couples themselves. Second, Allen & Straus base their conclusions on cross-sectional research, which can offer no more than correlative explanations as opposed to causal relationships. Further, this study attempted to explain why domestic violence is more common in working-class families, an explanation that is erroneous given that it has not been established that abuse is more prevalent in working-class families (contradictory evidence has been found in Martin, 1976; Gelles, 1980; and Straus et al., 1980).

The major problem with the abovementioned theory, however, aside from all of its methodological flaws, is that it is based on a false premise to begin with. The theory postulates that in families where men have less legitimate power and resources than women, they will be more prone to violence in order to gain additional power. Given the existing sex-discriminatory employment policies and earning imbalance between men and women today it would be very difficult to find families in which the woman has more actual power and resources than her male counterpart. This, then, refutes the theory from the start as wife battering is so commonplace in this society. However, rather than modify

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the theory, Allen and Straus simply changed the empirical definition until it was a contest the men could lose. Instead of examining which partner had more access to actual societal resources such as a job, an income, status in the community, and various other advantages, they asked couples questions pertaining to who decides what they will eat for dinner or what they will watch on television. Viewing "power" in this manner minimizes the very real disadvantages the vast majority of women face in contemporary marriages compared to their husbands. In short, while the theory does show a weak correlation between working-class men being more violent as their resources go down, it does not adequately explain why wife battering is so commonplace in the many relationships where this power imbalance is nonexistent.

In summary, the sociological theories of wife battering differ from the psychological theories by focusing on the larger social context of human interaction. Sociological analyses view violence within interpersonal relationships to be more a normality in society than an aberration, and attempt to identify those environmental and societal factors which contribute to abuse. While these approaches offer a partial explanation for the prevalence and acceptability of violence against wives, they do not adequately address 1) why the victims of domestic abuse are predominantly women, 2) the frequent conjugal violence which occurs outside the context of intrafamily conflict, or 3) why only some men in a given social situation abuse women.

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Feminist Perspectives on Battering

While there exist a number of different, and often opposing, views within a feminist framework of wife battering, there are two dimensions on which the majority agree. First, feminist theories view wife battering as a result of the patriarchal social structure, in which institutionalized sexism contributes to the denigration and abuse of women in society. Second, feminists avoid categorizing wife abuse with child abuse, sibling abuse, or husband abuse; rather, they see woman battering as a subcategory of male violence against women and tend to draw parallels between wife abuse and rape, footbinding, incest, pornography, and/or economic discrimination contributing to the feminization of poverty. The two most common feminist arguments, the "male domination" analysis (Barry, 1981; Eisenberg & Micklow, 1974; Wardell et al., 1982) and the "feminist resource" theory (Gelles, 1976; Martin, 1979; Okun, 1986; Schechter, 1982; Straus, 1977), will be elaborated upon as representative of feminist viewpoints of woman battering. The first attempts to explain why battering occurs and the second theorizes why women stay in abusive relationships.

The "male domination" theory. Many feminists have insisted upon viewing wife battering in a larger context of male violence against women (Barry, 1981; Eisenberg & Micklow, 1977; Wardell et al., 1982). These theorists argue that combining woman abuse with other forms of family violence (such as sibling rivalry or child abuse) or with

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acceptance of violence in general (such as one's acceptance of capital punishment) distorts and minimizes the gender basis underlying woman battering. They argue, rather, that it would be more appropriate to compare wife abuse with other forms of violence against women, such as rape. Eisenberg & Micklow (1977) were two of the first researchers to make this parallel: they exposed the similarities between public opinion toward rape victims and toward battered women. The contemporary view was and is that both victims somehow provoked their attacks and that they enjoyed it. Along the same vein, rape survivors and battered women must prove themselves "worthy victims"--the raped women by proving they had not been dressed "seductively" and by having led sexually acceptable lives previous to the attack, and battered women by immediately leaving the abuser and following through on pressing charges.

A further similarity between attitudes toward rape and attitudes toward battering is that very little attention is paid to the assailant's behavior. Women receive instruction on how to avoid being raped (i.e. don't go out at night, don't go anywhere alone, don't dress in clothes that may be deemed provocative), and how to avoid being beaten (i.e. don't nag, don't argue, cater to your mate's needs) but men are given no instruction not to rape or beat. Conversely, part of the male image is to be strong and domineering, and male sexuality is often associated with aggressive pursuit of women (Eisenberg & Micklow, 1977). Feminist theory maintains that it is this double standard of blaming women

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for their victimization while exonerating men for their behavior which systematically serves to maintain male privilege and women's oppression.

A general critique of this theory is that it does not provide potential solutions to the problem of wife battering, short of mass revolution. If it is true that wife battering is the result of institutionalized sexism and patriarchal control, what do feminist theorists propose as a response to woman abuse? These issues need to be more thoroughly addressed if the male dominance theory is to be of practical use.

The "feminist resource" theory. The major thrust of the feminist resource argument is that societal economic discrimination serves to entrap women in abusive relationships. Without the economic resources necessary to maintain independent living for themselves and their children (when children are present), women are unable to sever ties with battering men. This theory hypothesizes that the more independent resources a woman has, the more likely she is to leave the relationship; and conversely, the less resources the batterer provides, the more likely a woman is to escape the abuse. Walker (1979a) contends that this is why women on welfare are overly represented in shelter populations. These women are not being supported financially by their abusers, and so have less to lose. Further, Gelles (1976) found that economic dependency was one of the first three reasons given by women for returning to an abusive man, and Okun's (1986) study listed economics

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as the first reason for remaining with the batterer. Hence, there has been empirical evidence to support the feminist resource argument; the main flaw in the theory is that it does not account for the women who remain in abusive relationships in spite of their access to independent, material resources. Also, Walker's assumption that the overrepresentation of welfare recipients in shelters supports her argument is erroneous. It is just as likely that more welfare recipients utilize shelters because women with access to their own resources do not need the services of shelters. Therefore, while there is empirical support for this theory, it is not representative of the experiences of all battered women, as it implies.

A primary criticism of the abovementioned feminist perspectives is that they do not adequately explain how wife battering is qualitatively different from other forms of family violence. For instance, would husband abuse be considered an aberration of wife abuse or a different phenomenon altogether? Are there no parallels between wife battering and child abuse, and if not, what dynamics underly husband battering and child abuse? Secondly, this theory does not adequately account for why some men batter but others, raised in the same patriarchal culture, do not.

#### The Need for an Ecological Perspective

As mentioned previously, the most popular theories of domestic violence have emerged from psychological, sociological, and/or feminist perspectives. While each of these theories has contributed to a clearer understanding of

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wife battering, none alone has been sufficient to explain this complex phenomenon fully. At this point I would like to make an argument for taking a more all-encompassing, ecological perspective toward wife abuse.

The ecological paradigm of psychology emphasizes the importance of considering all of the many systems in which people are imbedded if one is to understand human behavior. Urie Bronfenbrenner (1979), a leading ecological theorist, was the first to propose studying human development by examining the influence of microsystems (immediate environment, family), exosystems (the larger community), and macrosystems (one's culture) on people's behavior. In attempting to use Bronfenbrenner's framework to explain child abuse, Jay Belsky (1980) modified the model by adding an ontogenetic level--those variables within the individual's background, or internalized environment. Bronfenbrenner and Belsky have argued that only by exploring the interactions of all of these systems can one more fully understand why people behave in the ways that they do.

Although the ecological analysis has been well received in the area of child abuse, Carlson (1984) and Dutton (1985) have been the only researchers to apply this framework to wife battering. Carlson argued that our current knowledge of wife abuse suggests multiple determinants of battering but that, regardless, "Most theories focus exclusively or primarily on one level, for example, societal or individual. However, it is futile to attempt to demonstrate that one or two theories are 'correct' while the others are wrong, when

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there are factors at many levels that play a causal role in domestic violence" (p. 570). To elaborate, the other perspectives fail to fully explain woman battering because they neglect to account for all of the various levels of analysis. Psychological theories, for example, focus on ontogenetic factors (such as family background and beliefs in traditional sex-roles), while sociological theories focus primarily on the microsystem (family interaction and conflict resolution strategies) and the exosystem (community influences). Feminist perspectives, on the other hand, mostly address the macrosystem (patriarchal culture) to explain battering. It is not that any of these theories is incorrect, but rather that they are incomplete. It is the influence of factors within and between all of these levels that increase or decrease the risk of wife battering.

#### The Importance of Leaving Abusive Partners

While not all theorists and researchers in the area of woman abuse agree with respect to how or why battering occurs, there is an overwhelming consensus that abuse increases in severity and frequency over time (Dobash & Dobash, 1979; Martin, 1976; Okun, 1986; Roberts, 1984; Roy, 1977; Stacey & Shupe, 1983; Walker, 1979a). This factor has led all of these leading experts to agree with Lenore Walker's conclusion that: "At the present time...the most effective alternative for the battered woman is to end her relationship with the batterer" (1983: p. 155). Walker's assessment is directed toward women who wish to salvage the relationship as well as toward those women who want to end

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it. Through her work as a researcher and clinician she has come to believe that battering men will not attempt to change their behavior unless their victims make the drastic step of physically removing themselves from the relationship. Even then, most men do not seek help for their abusive behavior but merely find someone else with whom they can become involved (Roy, 1982).

The following sections will address those factors which have been found to influence a battered woman's decision to leave, remain in, or return to an abusive relationship.

#### Why Victims Stay

The experiences of battered women's shelter workers, therapists, and researchers have all confirmed that it is much more likely for a woman to remain in or return to an abusive partner than it is for her to leave permanently (Dobash & Dobash, 1979; Gayford, 1978; Gelles, 1979; Hofeller, 1982; Roy, 1977; Schulman, 1979; Strube and Barbour, 1983). For instance, Snyder and Fruchtman (1981) found in their study of 119 battered women in a Detroit shelter that, while only 13% indicated at intake a desire to return to the abuser, by the time the women left the shelter 40% went back to the violent men. Snyder and Scheer (1981) also conducted a study of women in a Detroit shelter (N = 74) and reported that at intake 33% of the women expressed a desire to return to the abuser. At follow-up, six to ten weeks following discharge from the shelter, 55% had returned to the violent men. This 33% rate of women's intention to return replicates Carsenat's (1975) study as well as

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Melville's (1978) study, in which 34% and 32% of the samples, respectively, desired to return to their partners. Rounsaville (1978) found comparable results in that, while 71% of his sample of battered women seeking counseling wanted to leave the abusive situation, only 32% actually did. Most of the research which has been conducted in the area of domestic violence has focused on why women stay in abusive relationships (Aguirre, 1985; Carlson, 1977; Gelles, 1979; Hofeller, 1982; Martin, 1976; Rounsaville, 1978; Roy, 1977; Strube & Barbour, 1983). All have found that lack of adequate resources is a primary reason for remaining with or returning to an abusive man. Specifically, these resources have included employment, education, finances, childcare, and social support systems.

Employment/finances. Lack of employment and/or adequate finances was frequently mentioned by women as reasons for remaining in the abusive situations. Kathleen Hofeller (1982) found in her study of 50 battered women that 58% of her sample stayed because they felt they could not support themselves (and their children, where applicable) on their own. Michael Strube and Linda Barbour (1983) also found that employment contributed heavily to the decision of whether to stay or leave. Of the employed women in their study, 73.2% left the abusive relationship. Only 47.6% of the unemployed women left permanently. Their study in 1984 of 251 women seeking counseling corroborated this. Again, economic hardship was cited as a primary reason for not leaving the abuse. The results of Bonnie Carlson's (1977)

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research also led her to conclude that "the more resources a woman had (for example, a job) the more likely she was to seek outside intervention" (p. 459). Further, Labell (1979) surveyed 512 women at a shelter over a period of two years and concluded that 77.1% of the women in her sample did not have the job skills or wage earning power to support themselves and their children. Finally, Okun's (1986) study of 300 shelter residents revealed that the greater the woman's income in relation to her mate's, the greater the likelihood of her eventually terminating the relationship.

No place to go. Another frequent response given by women for staying in a violent relationship was that they literally had no safe place to go to escape the abuser. Almost 100% of the randomly selected battered women in Maria Roy's (1977) study said that they would have gone to a shelter had one been available to them. Similarly, only 3% of the women in Schulman's (1979) study who wanted the services of a shelter received them. Very few women turned to family or friends for safety in any studies, most claiming that they did not want to put others in danger (Dobash & Dobash, 1979; Gelles, 1979; Mills, 1985; Roy, 1977; Walker, 1983).

Other contributing factors. While the lack of money and shelter were the two most common factors mentioned by women as contributing to their staying in abusive relationships, other variables were frequently mentioned as well. In Maria Roy's study of 150 battered women, seven factors were mentioned which the women felt prevented them

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from leaving the abuser. These were 1) hope that he would reform; 2) no place to go; 3) fear of reprisals from the abuser; 4) children making it difficult to find somewhere to go; 5) lack of money; 6) fear of living on their own; and 7) the stigma of divorce. Strube and Barbour (1984) used the statistical technique of multiple regression to single out the factors relating to the decision to leave. The following factors significantly contributed to a woman's decision to stay with or leave the abusive man ( $R^2 = .25$ ): employment, length of relationship, economic hardship, love, ethnicity, nowhere to go, a woman's coping strategies (whether she obtained a restraining order), and the partner promising to change. Similarly, Hofeller (1982) found that 58% of her sample stayed because of economic reasons, 46% felt sorry for the man, 37% believed he would reform, 30% felt unable to live on their own, 18% had been threatened with worse violence were they to leave, and 18% said that the abuser could find them anywhere. Only 20% still claimed to love the men. Dobash & Dobash (1979) reported the following reasons women stayed with or returned to their abusers: the children, financial support, lack of accommodations, and inadequate childcare. Clearly, these studies support the argument that many women remain in abusive relationships because they simply see no other viable alternative. As detailed in the following section, this is a very realistic view.

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Women Who Leave

Dobash & Dobash (1979) conducted in-depth interviews with 109 battered women to better understand the phenomenon of staying, leaving, and returning to violent men. Of their sample, 88% had at some time left the abusive relationship. Of these, 20% left only once, 47% left two to five times, and a full third had left six or more times. Gayford (1978) also found that many women tended to leave, return, and leave again. Eighty one percent of the sample of 100 battered women had left more than once; 36% left more than four times. In Labell's (1979) study of 512 battered women, 74.2% had left the abuser before--some more than 10 times. In order to more fully understand why so many women return to abusive men after seeking help, it is crucial to examine what happens when women attempt to leave. Study after study has confirmed that community responses to the needs of battered women contribute significantly to their returning to the violent home.

Community response. It has been the conclusion of many studies that women rarely find the help they seek from their communities (Donato & Bowker, 1984; Flynn, 1977; Gayford, 1978; Hofeller, 1982; Kuhl, 1982; Rounsaville, 1978; Schulman, 1979). These community resources have included the police, the legal system, counseling, the health care system, and social service agencies. It has been well documented that most professionals lack the knowledge of available community resources for battered women (Ball, 1977; Bass & Rice, 1979; Dobash & Dobash, 1979). Mark

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Schulman (1979), in his study of a random sample of Kentuckians, discovered that help was received in only 1 out of 12 cases where battered women sought it. Hofeller (1982) found that 96% of the women in her study had sought legal services; of these women, 40% were moderately or completely dissatisfied with the services they received. Of the 52% that called the police for help, 82% were moderately or completely dissatisfied. Ninety percent of the women in Roy's (1977) study who called the police reported that the police avoided arrest. Although it has been documented that violence is present in approximately two-thirds of domestic disturbances, police only make arrests about 13% of the time (Bell, 1985). Bass and Rice (1979) conducted interviews at nine agencies dealing with family problems to examine agency response to abused wives. Only 13 of the 21 people interviewed even knew of the battered women's crisis line, and a mere nine gave accurate information about its services. It is therefore not surprising that so many battered women, unable to find the help to live on their own, return to their assailants. Or, as Langley and Levy (1977) put it: "A word repeated over and over by battered women is 'trapped.' To many the forces of society seem to conspire against them to trap them in their marriage and to block every avenue of escape. The fewer resources a battered wife has--education, job skills, access to money, a car, friends--the fewer alternatives she has to staying married. Or to put it another way, the more entrapped she is by the marriage, the more reluctant she is to end it" (p.

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118-119). Murray Straus, a well-known researcher in the area of domestic violence, has also concluded: "The combination of occupational discrimination, lack of child care facilities, and inadequate child support from either the government or the father all coerce women into remaining married even though they are victims of violence" (p. 210).

Lack of social support. In addition to finding little if any help from formal community sources, battered women often find no support from their family or friends (Dobash & Dobash, 1979; Kuhl, 1982; Martin, 1976). The cultural value of the wife keeping the marriage together at all costs, together with many people's reluctance to get involved in domestic affairs, combine to pressure women into remaining in the abusive relationship. Women who have reported receiving help from relatives or friends rated it as very important to their being able to leave their assailants (Bowker, 1984; Donato & Bowker, 1984).

In conclusion, it is evident that many more women attempt to leave abusive relationships than actually manage to. The women in Hilberman and Munson's (1977-78) study who were successful in permanently leaving averaged four to five previous separations. A third of the sample in Dobash and Dobash's (1979) study had fled six or more times from their assailants, and 36% of Gayford's (1978) group had separated more than three times. The primary reason that so many women return to their assailants is that they do not find the support necessary to leave, from either formal community resources or from their informal social support systems.

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Further, they often receive pressure to remain in the relationship (Dobash & Dobash, 1979; Hofeller, 1982; Kuhl, 1982; Martin, 1976; Pfouts, 1978).

#### Current Services for Battered Women

Before the 1970s there were essentially no services offered specifically for battered women. Then, with the rise of the second phase of feminism and subsequent consciousness-raising groups forming in the United States and Western Europe, the extent of wife battering began to surface. Out of these consciousness-raising groups developed the first battered women's shelter in England in 1971, Chiswick Women's Aid. By the mid-seventies the National Organization for Women had established task forces on domestic violence and the first American shelters were constructed. Since its conception, the battered women's shelter movement has flourished to the extent that there are now hundreds of shelters across the nation. Further, the publicity generated from the movement has resulted in the rise of support groups for battered women as well as improvements in how therapists view and counsel victims of domestic abuse (Fleming, 1979; NiCarthy, 1982; Schechter, 1982). However, much has yet to be done toward ending wife abuse, as has been demonstrated by current research studies. While present services designed to address conjugal violence have often been helpful, the following sections will elaborate upon how they fall short in terms of helping women remain free of their abusive partners.

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### Shelters

The primary function of battered women's shelters is to provide temporary, emergency housing to victims of wife battering. In addition, staff do their best to offer referral and advocacy services to residents. Women are referred to the appropriate legal, medical, mental health, educational, vocational, or social services that they may need or desire while they are residents of the shelter, and any children the women have with them at the shelter attend the local area schools. While shelters definitely serve a vital function for women attempting to leave abusive partners, their limitations need to be recognized and addressed.

Failure to provide resources. The major shortcoming of shelters is that most do not provide educational or vocational training, and therefore do not provide women with means of staying independent of the abusive men (Snyder & Fruchtman, 1981; Straus et al., 1980; Walker, 1978). While it is recognized that shelter staff are already overworked simply trying to meet the immediate physical and emotional needs of battered women, these authors stress that if the abused women do not have job skills they are much less likely to be self-supporting, and are thus more likely to be forced to return to the abuser. In addition to employment opportunities, other resources such as housing, childcare, medical insurance and legal assistance are often of primary concern to women leaving abusive relationships. Whether women have accessed these resources within thirty days may

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well influence their decision to remain free of the abuser. Mitchell and Hodson's (1983) study of women from six San Francisco shelters led them to conclude: "Personal resources (i.e. education, employment, job skills) may positively influence adjustment by decreasing women's apprehension about their ability to follow through on a decision to leave the relationship" (p. 20).

Short-term help. Due to the tremendous problem of overcrowding at most shelters, it is standard policy that women may only stay for a maximum of thirty days (Pagelow, 1981). While this is understandable given the number of women generally waiting for space in the safehouse, it is often not long enough for a woman to access the necessary resources to maintain an independent life away from her assailant (Snyder & Fruchtman, 1981; Walker, 1978). The vital help provided by shelters is simply too short-term for some women to make significant changes in their lives.

#### Support Groups

A recent service which has been growing in popularity is the support group for battered women (Fleming, 1979; Gottlieb et al., 1983; NiCarthy, 1982; Walker, 1978). The participants of these groups generally find them very supportive and helpful in reinforcing to them that they are not alone in their situation. Walker (1978) reports from her experience with a support group for battered women: "The women derive a sense of strength from all the group members that is difficult to provide on an individual basis. As women witness others successfully making changes, they are

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more likely to try themselves" (pp. 171-172).

Once again, the main critique of this service is that, while it serves an important social support function for battered women, it does not provide community resources (i.e., employment, education, childcare) which have been hailed by researchers as vital to a woman being able to remain free of abuse.

#### The Need for Additional Services

From the early 1970s up to the present, the major focus of service providers in the area of domestic violence has been to provide immediate, emergency shelter to victims of wife battery. Support groups for battered women have also gained popularity as means of helping women cope with their abusive partners. While these services have contributed to drawing attention to this major problem and have helped women deal with being or having been abused, wife abuse is still very much a problem. The National Crime Survey has estimated that 1.06 million spouse assaults occur each year, and Straus et al.'s (1980) findings imply that there are conservatively five and a half million conjugal assaults annually. Further, many women who attempt to escape their batterers are unsuccessful in doing so; clearly, more needs to be done to help women who have been battered.

#### The Need for Accessing Community Resources

Much of the research conducted in this area supports the argument that women remain in or return to battering situations because they lack the resources necessary to live independently. Snyder and Fruchtman (1981) addressed the

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fact that many women return to the abuse after leaving the shelter. They contended that interventions must provide battered women with assistance in obtaining vocational and educational skills if they are to be expected to be able to live on their own. Further, community resources must be assessed and mobilized on their behalf. Kalmuss and Straus (1982) also argued: "Therapeutic, educational, and support services designed to deal with wife abuse by building women's self-confidence, independence, and belief that they can survive outside of marriage will not be successful unless supplemented by programs and policies that reduce women's objective dependency on marriage" (p. 285). Kalmuss and Straus (1982) conclude from their national area probability sample of 1,183 women cohabiting with a man that the women who had access to more resources were more likely to seek outside intervention to end the abuse. Further, Strube and Barbour's (1983) study found that employment significantly related to leaving an abusive relationship. Of their sample of 98 battered women, 73.2% of the employed women eventually left while only 47.6% of the unemployed women left. Similarly, Stacey and Shupe (1983) reported in their study of 542 shelter residents over a period of two years that the most frequent response given for returning to the abuser was economic reasons (30%). And Okun (1986) found in his study of 300 shelter residents that the more economic resources a woman had in comparison to her mate the more likely she was to leave the relationship. Hence, study after study has at least tentatively demonstrated that the

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less resources a woman has the more likely she is to return to the abusive relationship. Therefore it is important at this time to look beyond the initial immediate support shelters provide and concentrate on providing women access to those skills and resources vital to maintaining long-term, positive life changes.

#### The Importance of Post-Shelter Services

As previously mentioned, most shelters only allow women to remain for 30 days. This is a very short period of time for women to deal with having been physically assaulted, find alternative living arrangements, and start their lives anew. Thirty days is often simply not sufficient time to deal with all of these areas, making it very difficult for a woman to follow through on their decision to remain free of the abuser. While providing immediate, safe shelter for victims of domestic assault is crucial, it is time to also provide second-step services to women after they have passed through the crisis stage.

#### The Current Research

##### The Ecological Intervention Approach

The ecological approach to social problems is based on the environmental resources conception of human behavior, which stresses that all individuals have the right to community resources. This model acknowledges that the social structure is such that some individuals have more access to resources than other individuals, and attempts to equalize this imbalance by providing certain populations with trained advocates. An advocate, according to Sarason

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(1976), is a person or group who works with and on behalf of targeted individuals, providing them with needed resources. Paraprofessional advocates have been an integral part of most shelter staffs since their inception, as they provide a source of inexpensive or free labor. As Donato & Bowker (1984) concluded from their study, "...people who are often indigenous paraprofessionals rather than fully accredited professional therapists are remarkably capable of delivering services to battered women" (p. 106). Paraprofessional volunteers have also been found to be highly successful as advocates for other populations as well (Davidson et al., 1987; Durlak, 1979; Hardman, 1981; Moses, 1984). Based on this information, the services of trained paraprofessionals were utilized in this intervention project. They assisted their clients in accessing needed resources and provided a vital means of social support to the women after they left the local battered women's shelter.

#### The Community Advocacy Project

The current research evaluated the success of The Community Advocacy Project, a program designed by the author to help women maintain lives independently from their batterers. Participants were women who had made the decision to discontinue their relationships with the men who abused them. The project was designed to assist these women by working on goals which the women set for themselves. The two major emphases of the program were to 1) help women access needed resources, and 2) teach participants those skills necessary to becoming their own self-advocates.

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### Research Questions and Hypotheses

As previously detailed, the Community Advocacy Project was designed to provide resources to women trying to remain free of their batterers, as well as to teach participants to become their own self-advocates when the project ended. It was theorized that these resources would make it easier for women to maintain their lives independently of their assailants. Therefore, a major hypothesis of this study was that: Participants of the Community Advocacy Project would be more successful in remaining free of the men who battered them than would the women in the control condition.

Current research on the benefits of paraprofessionals indicated that providing project participants with trained community advocates would also have the effect of helping women access those resources they desired. Therefore, a second hypothesis was that: Participants of the Community Advocacy Project would be more successful in obtaining desired resources than would women in the control group.

As mentioned, an important goal of this research was to provide project participants with sufficient knowledge of available community resources to be capable of being their own self-advocates. The study's third hypothesis, then, was that: Women in the experimental condition would have more knowledge of existing community resources and how to obtain them than would the women in the control group.

Finally, it was expected that some women from both the experimental and control conditions would, throughout the course of this study, return to the men who abused them.

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However, a goal of this project was, by providing women with knowledge of and access to community resources, to foster an independence in the women that may contribute to their remaining free of abuse. In other words, although some women may have returned to the men who battered them, they may not have been returning to continuing abuse. It was hoped that having access to resources (such as employment, money, and education) would give these women an advantage that they had not previously had in the relationship, resulting in decreased violence. Therefore, the final hypothesis of this research was: Of the women who returned to their batterers, the project participants would be less likely to suffer further abuse than would the women from the control condition.

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## CHAPTER II

### METHOD

#### Setting

The current research intervention was conducted in the Greater Lansing Area of Ingham County, Michigan and involved the cooperation of two existing institutions. The first was Michigan State University, under whose auspices this project was implemented. The paraprofessional advocates as well as the research assistants were recruited from the undergraduate population at this university. Advocates received their training and supervision throughout a three-term psychology course sequence (Psychology 371, 372, and 373: Community Projects) and research assistants were trained in interviewing techniques and data collection, earning independent study credits. Each class was taught by the director of this project and a co-director (the author and a trained M.S.U. student), who were in turn supervised by a member of the Psychology Department at M.S.U. (the author's dissertation committee chairperson).

The Council Against Domestic Assault (CADA) was also involved in this research, as the referral agency for potential project participants. CADA is the local battered women's shelter, and houses approximately 30 women and children a month. It is the policy of the shelter to allow women to remain up to 30 days, resulting in their housing approximately 360 women (and over 500 children) a year. The critical individuals at CADA were informed about this proposed program and were excited about cooperating by

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providing referrals. An administrative agreement between the Council's director and the director of the Community Advocacy Project outlining each party's roles and responsibilities was negotiated in writing, and can be found as Appendix A.

#### Research Participants

Program participants were recruited from the local shelter for battered women, The Council Against Domestic Assault. As mentioned previously, CADA houses approximately 30 women a month. Of these women, approximately 60% are white, 35% Black, 4% Hispanic, and 1% are other women of Color. About 75% are mothers, and ages of residents have ranged from 17 to the mid-60s. While CADA does not keep compiled records of women's socioeconomic status, employment status or educational levels, the shelter director estimated that the women are primarily lower and lower-middle class, and jobless (Bloomfield, 1986, personal communication).

#### Recruitment

All shelter residents were told about the availability of the Community Advocacy Project by the project co-director at their twice-weekly house meetings. If a woman was interested, an appointment was made so that she could talk to one of the project directors. At the appointed times, a project director explained the program more thoroughly to interested women on a one-to-one basis. This was done in a private room in the shelter or in the woman's home after she left the shelter. Each woman was told that, should she be randomly selected, she would

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receive the services of a trained advocate six to eight hours a week for a period of ten weeks. She was told that this advocate would be a female volunteer from Michigan State University who had been trained in obtaining community resources. The project director explained that not every woman would receive the services of an advocate, but that all interested women would be interviewed before the program as well as three times thereafter (5-weeks, 10-weeks, and 20-weeks). All interviewees were paid for their interviews. The first interview was worth \$10, the second \$20, the third \$30, and the fourth \$40. It was decided to increase the amount per interview in order to maximize further participation from women. It was hoped that the dollar amount would make it worth women's time to stay in contact with the project until all interviews had been completed.

Interested women were randomly assigned (two experimental to each control) to either the experimental or the control condition. Each woman was interviewed by the project director before being informed if she had been chosen to receive the services of an advocate. Immediately after the first interview was completed (at the shelter or as soon as a woman had moved out), and while still in the presence of the participant, the project director opened a sealed envelope containing a card that stated whether the woman had been randomly selected for the experimental or for the control group. The women in the control group (who received no additional services) were given business cards indicating the date of their next interview and how much

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they would be paid. They were asked to call the office if they were not contacted by the date on the card. These women were not contacted again until their subsequent interview (approximately five weeks). Women in the experimental condition had an advocate assigned to them within a week after leaving the shelter.

Yoking Control Group Women with Experimental Group Women

Although the program was offered for a maximum of ten weeks, it was anticipated that some women would choose to terminate their involvement before this time, whether due to moving out of the area, returning to the abusive partner who might disallow the continuation of the project, or simply deciding that they no longer needed/desired the services of the program. In preparation for this, each woman in the control condition was randomly yoked with a woman in the experimental condition by the time at which she entered the experiment. In the event that the experimental woman ended her involvement with the program before the 10-weeks, the control woman was also to be given the termination interview at this time. Therefore, if a woman were to quit the project after nine weeks, the control woman to whom she was yoked would also be interviewed after nine weeks. They would both again be interviewed 10-weeks thereafter. A minimum of three weeks of services (approximately 18 hours) had to have been received before a woman was considered to be a subject in the experimental condition. This length of time was chosen because it gave the advocate time to

acquaint herself with the client, assess various areas of concern, and begin an intervention.

### The Sample

During the nine months of subject recruitment for this study, 192 women were residents of CADA. This number is lower than the norm for the shelter (average - 30 a month) because for unknown reasons they had very few residents between February and April. Of the 192 residents, contact was made with or information was obtained from 149. The other 43 women left CADA without completing an exit form or telling anyone where they were going. Of the women for whom information was obtained, sixty five returned immediately to their assailants (44%). Twenty five women left the Greater Lansing area, nine women were not victims of domestic violence, and two women spoke no English. Of the remaining 48 women eligible for the program, 46 expressed an interest in being research participants. Five of these 46 dropped out of the program before receiving three weeks of services. All analyses, therefore, were based on data from 41 research participants (25 experimental and 16 control).

Characteristics of the sample. Slightly over half (56.1%) of the study participants were white. Thirty nine percent were Black, and 4.9% were Hispanic. Ages ranged from 19 to 39 years of age, with both the mean and median falling at 28 years. All but five of the women had at least one child living with them, and over half of the mothers (53.7%) had children under the age of five.

Most of the women (63.4%) were unemployed, and 70.7% were receiving some type of governmental assistance. There were an equal number of women who had not completed high school and of women who had their high school diploma or GED (29.3% in each category). Fifteen subjects (36.6%) had at least some college experience, and 4.9% had attended a trade school. Table 1 provides pertinent demographic information on all participants.

The mean length of stay at CADA had been eighteen days (median=15). Before arriving at the shelter, 46.3% of the women had been married to and living with their assailants. An additional 26.8% had been living with their assailants but were not married. Six of the women (14.6%) were involved with their assailants but were not living together, and 9.8% were no longer involved with their partner at the time of the last assault. One woman (19 years old) had been emotionally abused and verbally threatened by her father, with whom she lived. Because her situation paralleled other women's so closely--she was trying to gain material and emotional independence from her assailant--she was included in the sample. Table 2 provides a breakdown of subjects' relationship statuses.

Dropout rate. In order to qualify as a research participant, women had to receive at least three weeks of services. Five women ended their involvement before this time period, and were not included in the analysis. This drop-out rate was surprisingly low (11%), given the transiency of this population. Of these five women, three

Table 1  
Demographics of Research Participants  
(measured pre-intervention)

	<u>Percentages</u>		
	Experimental	Control	Total
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<b>RACE</b>			
White	52	63	56
Black	44	31	39
Hispanic	4	6	5
<b>AGE (mean)</b>	28	30	28
18-19 Years	8	0	5
20-24 Years	16	25	20
25-29 Years	40	18	32
30-34 Years	16	25	20
35-39 Years	20	31	24
<b>PERCENT WITH DEPENDENT CHILDREN</b>	84	94	88
Children Under 5 Years Old	52	56	54
Children 5 to 12 Years Old	52	50	51
Children 13 to 18 Years Old	4	6	5
<b>EMPLOYED</b>	44	25	37
Clerical	27	25	27
Domestic	36	25	27
Sales/Waitress	18	0	20
Factory	9	50	20
Self-employed	9	0	7
<b>CURRENTLY A STUDENT</b>	8	0	5
<b>EDUCATION LEVEL</b>			
Less than high school	32	25	29
High school grad/GED	24	38	29
Some college	36	13	27
College Grad	8	13	10
Trade school	0	13	5



Table 1 (cont'd)

	<u>Percentages</u>		
	Experimental	Control	Total
RECEIVING GOVERNMENTAL AID	68	75	71
INCOME LAST YEAR			
Less than \$8,000	32	25	29
\$8,000 - \$14,999	20	38	27
\$15,000 - \$24,999	28	19	24
\$25,000 +	20	19	20
NUMBER OF PREVIOUS SEPARATIONS			
None	8	0	5
One or two	36	38	36
Three to five	28	50	37
Six to ten	4	13	7
More than ten	24	0	15

Table 2

## Relationship Statuses of Subjects Pre-Intervention

<u>Relationship status</u>	<u>Percent Experimental</u>	<u>Percent Control</u>	<u>Percent Total</u>
Married, living with	40	56	46
Lovers, living together	24	31	27
Married, separated	8	0	5
Lovers, not living together	16	13	15
Ex-lovers	8	0	5
Other (father was assailant)	4	0	2

\*No significant differences were found between the two conditions on this dimension

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women went back to their assailants and quit the program before receiving three weeks of services, and two women moved out of the Greater Lansing area before receiving three weeks of services. Only two research participants opted to end their involvement before the ten-week termination date; one woman moved out of state after five weeks and one woman decided at week eight that she had completed all that she had wanted to work on, and asked that her advocate be assigned to someone who needed her services more urgently. Neither of these experimental group women had been yoked to a control woman; therefore all women in the control condition received their second interview ten weeks after leaving the shelter.

#### Research Design

Evaluation of this program required the construction of two experimental designs. Effectiveness of the intervention program in helping women maintain independent, violent-free living was addressed in a single factor design with repeated measures across time. The experimental factor was experimental condition (program or control), and there were five time intervals (pre-, 5-weeks, post, and 10-weeks followup). See Table 3 for the design.

Process evaluation of the program was accomplished by a single group repeated measures design. Program participants and student advocates were interviewed about their activities and goals at five weeks (halfway) into the intervention, as well as at termination. See Table 4.

**Table 3**  
**Experimental Design**

	Pre	5-weeks	Post (10-weeks)	Followup (20-weeks)
<b>Experimental</b>	25	24	25	25
<b>Control</b>	16	16	16	16

**Table 4**  
**Process (Repeated measure) Design**

	<b>week 5</b>	<b>week 10</b>
<b>Experimental Group</b>	24	25
<b>Advocates</b>	24	25

## Procedure

### Recruitment of Student Advocates

Three methods were used to recruit students for this project. First, letters describing the course were mailed to all female social science majors and women pursuing a women's studies thematic (a concentration of women's studies courses). The letter explained the course briefly and directed interested students to call the main project office (see Appendix B for the recruitment letter). The second method to recruit students was the posting of flyers across campus. These flyers were essentially identical to the recruitment letters. Third, the director made brief presentations to various social science and women's studies courses in order to recruit interested students. Flyers were distributed to those students who wanted them. There were two mandatory introductory meetings that interested undergraduates were required to attend. At the first meeting the program was explained in more detail by the director. The time commitment and intensity of this course sequence was stressed repeatedly to students. They were told that during the first term of their involvement they would meet as a group once a week for two and a half hours. During this time they would receive intensive training regarding advocacy skills as well as theories of wife battering. These skills would be assessed through the use of weekly quizzes, class discussion, and group roleplays. Students were also informed that their grades for the first two terms would be held until completion of the last course.

Any questions students had regarding the program were answered at this meeting.

The rationale behind requiring a second mandatory meeting was primarily to assure the project directors that the students were committed to the course sequence. Those undergraduates who were willing to spend two of their week nights in meetings at least demonstrated some level of investment to this program.

This recruitment procedure was implemented spring term of 1986 for the fall-winter-spring sequence, and fall term for the winter-spring-summer sequence. Twenty five students (14 the first wave and 11 the second) participated as advocates in this study.

#### Recruitment of Research Assistants

Most of the data necessary to evaluate this program was collected through the use of face-to-face interviews with project participants and volunteers. Therefore 9 additional students (5 the first wave and 4 the second) were trained as project interviewers. These students were also informed of the time and energy requirements of this sequence, and a commitment to all three terms was mandatory. Those students who chose to participate signed a contract agreeing to remain throughout the three terms (see Appendix C).

#### Training of Advocates

During the first term of this three-term sequence, classes met once a week for two and a half hours. Training was designed to familiarize students with wife battering as well as to teach them to be effective community advocates.



To this end, a training manual was designed which covered these two components in detail. The manual was divided into six units, each of which addressed a different component of advocacy intervention.

Unit I presented the Environmental Resources Conception of human behavior both in general and how it specifically applied to women escaping violent partners. This is the theory upon which the Community Advocacy Project was based. Outside readings for this unit acquainted students with the dynamics of wifebattering and with common misperceptions and myths surrounding the issue.

Unit II was designed to teach students empathy skills and values clarification. The importance of respecting one's client and eventually empowering her to become her own advocate was stressed. This unit was devoted to giving students practical skills in active listening, nonjudgmental responses, and distinguishing between empathy and pity.

Unit III provided students with an overview of the process of becoming a trained community advocate, with an emphasis on the first stage of assessment. The entire process was presented in terms of generating possible resources, targeting critical individuals who hold those resources, using various techniques to mobilize resources, monitoring the process, and instructing clients on how to be their own self-advocates. The first stage of this process-- Assessment--was explained in depth. Outside readings provided practical information about available community resources and addressed the difficulty many battered women

face in attempting to access these resources.

Unit IV addressed how one initiates one's advocacy intervention specifically. The emphasis was on mobilizing community resources, including how to prioritize which unmet need to address first, how to target specific individuals who may possess the desired resource, and what strategies could then be employed to access that resource. For instance, if a study participant wanted to find employment and childcare but had no heat in the middle of winter, the advocate and participant might prioritize having the heat turned on. The appropriate agency would be targeted (probably either the electric company, Department of Social Services, or Welfare Rights Organization), and a specific person within that agency would be approached. The chosen strategy might involve a positive approach (such as appealing to the person's empathy at hearing about a woman and perhaps her children freezing), a neutral approach (providing the facts of the matter and expecting results), or a negative approach (making the resource provider aware, perhaps, that the client's rights had been infringed upon and that the advocate would go to the press or to the person's boss if the situation did not improve immediately). Once this situation were dealt with successfully, the advocate and participant might turn their attentions to obtaining employment and/or childcare in a similar fashion. Various strategies were detailed in the outside readings for this week, and role-plays were used in class to help familiarize students with the material learned thus far.

Unit V addressed the monitoring phase of the intervention. The importance of monitoring the success of their efforts was stressed, and the effect of crises on intervention activities was discussed. Hypothetical crisis situations were role-played with students. This unit also instructed students in the application of the secondary advocacy effort, as well as in teaching their clients to become their own self-advocates. Secondary advocacy efforts involved utilizing new direct and indirect approaches when initial strategies failed to obtain the desired resource. Outside readings stressed the importance of empowering the population that an advocate works with, with practical suggestions for attaining this.

Unit VI reviewed the entire process of the 10-week intervention and detailed the process of termination, including the importance of transferring skills to clients.

Each class session began with a brief question-and-answer period relating to that week's assigned material. After all students' questions had been addressed they each completed a written short-answer quiz. The two instructors immediately graded the written quizzes while students took a short break together. After all of the exams had been graded the answers were discussed in class. Those students who missed any items were required to re-write their answers before the next class period. The remainder of each class session was devoted to either oral questions, films, role-plays, or guest speakers. The fifth week of training was devoted to discussing practical strategies of accessing

community resources. Four speakers from The American Red Cross, Legal Aid, The Welfare Rights Organization, and CADA's ex-resident support group were invited to come this week and talk with students. No unit was assigned this week.

Grades were based on the following criteria: attendance (4.0 or 0.0 weekly), class participation (4.0 or 0.0 weekly), and written quizzes. Students who responded with at least 80% competency on their quizzes received a 4.0 for that component that week. Any re-writes handed in within a week resulted in a grade of 3.0. Re-writes continued to be marked down one grade point each week that they were handed in late or contained errors. Attendance was mandatory for this course, and more than two unexcused absences resulted in a student failing the course.

Approximately four weeks into the term the larger class of students were divided into two small classes of five to seven students and two supervisors. Selection into sections was based on schedule flexibility of students. Smaller group size at this time was essential to providing students with individualized attention and supervision, as they began to be assigned to project participants.

#### Assignment of Advocates to Project Participants

Approximately five weeks into training, students began to be assigned to project participants. Therefore, intakes from CADA began approximately three weeks into the fall academic term. Each woman in the experimental condition began receiving the services of an advocate within a week

after leaving the shelter. Assignment of students was done randomly, with one exception. Those students who did not have regular access to transportation were assigned to a client living near a bus line. Students were instructed to contact their clients within two days of being assigned, either in person or by telephone. They were told that they were expected to begin their interventions immediately and to have put in a full week's work by the next class period.

#### Supervision of Advocates

The second and third terms of this course sequence were devoted entirely to supervision. Classes continued to meet once a week for two and a half hours, but the entire time was spent discussing students' cases. Specifically, each student talked about the progress of their case, what they accomplished that past week, and what they hoped to accomplish in the next week as well as by the end of the project. Students were graded on a pass/fail basis these two terms, contingent upon their attendance and the completion of their weekly goals. Each week each student turned in a completed progress report covering each of these specific areas. Also, students received weekly feedback sheets from the supervisors which provided specific recommendations and positive reinforcement.

#### The Intervention

Student advocates were required to spend six to eight hours per week with or on behalf of their clients, working on mutually identified goals. Therefore, a degree of

flexibility on the parts of students was expected in order that they could meet their time requirements.

The intervention can be viewed as comprising five distinct phases: assessment, initiation of intervention, monitoring, secondary advocacy strategies, and termination.

Assessment was the process by which the advocate became acquainted with her client and the significant others in the client's environment (children, friends, etc.). Students were encouraged to participate in recreational activities with their clients in order to facilitate a more casual, trusting relationship. This was the information-gathering stage, during which the project participant and advocate decided upon those goals they would like to accomplish during their time together. It was stressed to students that the best way to gather specific information was to ask open-ended questions and to discover unmet needs through casual conversation in the woman's natural setting. Advocates were also trained to pay attention to those remarks which may clue them into an area of unmet need for their client, such as employment, housing, education, childcare, legal assistance, and health care.

The assessment phase then naturally led into initiating the intervention. Based on what specific areas of unmet needs the project participant and advocate had identified, intervention strategies were chosen and implemented. Specifically, once an unmet need had been identified it was the role of the community advocate to help her client generate and mobilize those community resources necessary to

meet that need. This included brainstorming possible resources; locating the critical individuals within specific organizations, institutions, and agencies who held those resources; and devising strategies to access said resources. This phase involved making phone calls, obtaining printed materials, applying for resources in person--any methods which would aid them in creating positive change in the lives of the women with whom they were working.

The third phase was to monitor the success of the implemented intervention. During this time it was the responsibility of the volunteer to assess how effective the initial advocacy efforts had been in bringing about the desired results. They examined if the resource had been obtained and if that resource was satisfactory to their client in meeting their unmet need. If the reply to either of these concerns was negative, the advocate initiated a secondary advocacy effort in this area with the goal of more adequately meeting her client's needs.

Termination began at about week seven of the 10-week intervention, as the advocate prepared her client for the end of the program. During this phase the advocate worked on transferring to her client the skills she possessed in obtaining community resources. The volunteer gradually played less and less of a role in intervention activities to ensure that each program participant had the necessary skills to access resources on her own after the program had ended. Through instruction, modeling, and role-playing the advocate moved her client toward the position of self-

advocate, thus maximizing the probability of each woman maintaining and increasing positive changes in her life.

While the process of advocacy intervention has been explained here as five discrete stages for clarification purposes, in reality students engaged in various phases simultaneously. For instance, assessment was a continuous process, as additional areas of unmet need arose throughout the ten weeks. Hence, multiple interventions were implemented at various points so that, for example, the advocate may have been monitoring one intervention effort while initiating another.

#### Training of Interviewers

A total of nine interviewers were trained in interviewing techniques and data collection. During the first term, they met once a week for two and a half hours with the author for training. The first two weeks were spent discussing written material in the practice of interviewing, and the remainder of the term was devoted to role-plays, class discussion, and outside assignments. Each student had extensive practice conducting interviews before she was allowed to administer an actual program questionnaire. Interrater agreement on all interview items (assessed by calculating % agreement across all items) was extremely high by the end of training (ranging from 84% to 100%).

After training, groups continued to meet once a week for two hours to review techniques and discuss the progress of their interviews. All of their interviews were



audiotaped, and these tapes were sometimes re-played and critiqued during class time. Also, all interviews and tapes were listened to and re-coded by either the project director or another student, so that interrater agreement could continue to be assessed. Agreement as measured by Cohen's kappa (correcting for base rate) was consistently above 82%. Interviewers received grades for this course sequence, based on attendance, expertise in interviewing techniques, and work completed.

Interviewing strategy. The nine interviewers were responsible for administering all of the face-to-face interviews throughout the project's duration except the first (which the project co-director administered at the shelter). Each of the 41 research participants were given three interviews (5-week, post-, and follow-up). In addition, the 25 student advocates were given process interviews (5-week and post-).

In order to minimize interviewer bias, the interviewer who gave a woman her second interview was never the same interviewer who administered that woman's post interview or her advocates' interviews. Interviews were conducted at the respondent's home unless otherwise requested.

The first duty of the interviewer was to explain the reason for the interview and answer any questions the woman may have. The second step in the interviewing process involved requesting that the session be recorded. Interviewers explained to the participant that this measure

was taken only to verify responses and that tapes would be used for research purposes only. Participants were also assured that their names would not appear on the tape and that the tape would be destroyed after the research ended. All respondents were comfortable with having their interviews taped.

Upon completing the interview, the interviewer recorded the length of the interview, thanked the respondent and paid her. A receipt for the money was signed by the respondent and returned to the project supervisors.

Interviews with student advocates were dealt with in a similar manner. Interviews were administered in the advocate's homes and sessions were audiotaped. Student advocates, however, were not paid for their participation.

### Measures

In order to most fully evaluate the effectiveness of The Community Advocacy Project in helping women build independent lives free of abuse, both dependent (outcome) variables and independent (process) variables were measured in this study. The remainder of this chapter details instrument development, data reconfiguration, and scale construction. Reliability, convergent validity, and discriminant validity of the data are presented, as well as intercorrelations among outcome variables.

### Outcome Measurement

To assess the overall effectiveness of the intervention, detailed face-to-face interviews were

constructed and administered to women in both the experimental condition and the control condition. These interviews were given immediately before the start of the project, 5-weeks thereafter, at termination five weeks later, and at 10 weeks follow-up for each participant, and addressed both subjective and objective variables. All women received identical first interviews (Appendix D). The experimental women's second interview was longer than the control women's, as it also asked questions about the program. The project participants' second (or process) interview can be found in Appendix E, and the control women's second interview is Appendix F. The termination interview was also longer for project participants for the same reason (Appendix G). The third interview for the women in the control condition is in Appendix H. All women received identical follow-up interviews (Appendix I).

The following outcome variables were measured by the interviews: 1) experience of abuse; 2) extent of abuse; 3) relationship status; 4) effectiveness in obtaining desired resources; and 5) overall life satisfaction.

In addition, three intermediate outcomes were measured, which were hypothesized to influence the final outcome variables. These were: 1) desire to return to assailant; 2) knowledge of resources and how to obtain them; and 3) confidence in ability to obtain resources. Satisfaction with the advocacy program was also assessed for women in the experimental condition. The following sections detail how

the intermediate and final outcome variables were measured and scaled.

Experience of abuse. A major hypothesis of this study was that project participants would be more successful in remaining free of abuse than would be the women in the control condition. Specifically, it was expected that women in the experimental condition would be less likely to return to the men who abused them, and of the women who did return, those in the experimental group would suffer less abuse over time compared to the women in the control group. To test this hypothesis empirically, all four of the interviews asked women questions regarding the level of abuse in their lives. The pre-, process, post-, and follow-up interviews asked how many times a woman had been physically harmed by her assailant within the referent time period. This item (found in Appendix G as question #77) was used to measure frequency of assaults in research participants' lives throughout the course of the study. All women were also asked during their second, third, and fourth interviews if they were involved with the men who had abused them in order to ascertain whether a difference on this dimension existed between the two conditions.

Extent of abuse. Women who responded that they had been harmed were asked specifically how they had been harmed, what type of injuries they had sustained, who they had told about the abuse, how many times they had needed and/or sought medical attention, how many times they had called the police because of violence or threats, and how

typical had been the violence that had occurred. While these items were asked in identical form in each interview, they can be found as items 13 through 21 of Appendix I (the Follow-up interview). See Figure 1 for the exact items.

Thirteen items referred to specific ways a woman could have been harmed by her assailant, ranging from having had her hair pulled to having had a weapon used against her. These items represented a modified version of Straus' (1979) Conflict-Tactics Scale Violence subscale, found by Straus to have an internal consistency of .83. These items were open-ended at the pre-interview ("How many times in the last three months has your assailant done any of the following things to you?") and were dichotomous (yes/no) during the remaining interviews. However, due to the nonnormal distribution obtained from the pre-data (a couple women, for example, experienced over 30 incidents of some types of abuse while most experienced under 10) these items were dichotomized (presence or absence of occurrence) before being scaled. Eleven of the thirteen items from the pre-interview were then combined to create a general "extent of violence" scale. Two of the items were not included because of low variance; only 5% of the women reported having been burned and none had had a gun or knife used against them. The remaining eleven items included 1) hair pulled, 2) glasses broken/clothing torn, 3) pushed, shoved, and/or

Figure 1

Items in pre-, post-, and follow-up interviews  
regarding extent of abuse

How many times in the last 10 weeks has (assailant's name)  
threatened you in any way?

How many times in the last 10 weeks has (assailant's name)  
physically harmed you?

In what ways has he harmed you in the last 10 weeks?

Did you sustain any of the following injuries?

Who did you tell about the assaults?

How many times in the last 10 weeks did you seek medical  
attention because of injuries sustained by (assailant's  
name)?

How many times in the last 10 weeks do you think you  
required medical attention because of such injuries but  
didn't receive it?

In general, how typical was the violence in the last 10  
weeks compared to the violence throughout your relationship?

How many times in the last 10 weeks have you called the  
police because of his violence or threats toward you?

\*\*\*\*\*

See Appendix I, items 13-21, for the items and response  
categories

grabbed, 4) slapped with open hand, 5) kicked, bit, or hit with fist, 6) had something thrown at her, 7) was hit or almost hit with an object, 8) choked, 9) tied up/physically restrained, 10) forced into sexual activity/raped, and 11) threatened with a gun or knife.

Women who had been harmed were also asked about injuries sustained. Ten dichotomously coded items were presented to them, ranging from "cuts/scrapes/bruises" to "knife or gunshot wound." The items were based on Pagelow's (1981) study, wherein participants answered an open-ended question regarding types of injuries sustained. The most frequently mentioned injuries were used in the current research. Before these items were combined into a meaningful "extent of injuries" scale, five items were deleted because they had been reported as having had occurred in less than 10% of the cases. These items were as follows: loose or broken teeth, broken bones/fractures, dislocations, pregnancy complications, and knife or gunshot wounds. The five remaining items (cuts/scrapes/bruises, soreness without bruises, burns <including rug burns>, internal injuries, and strains/sprains) were scaled.

The two scales ("extent of violence" and "extent of injuries") and items that comprise them, complete with scale means, scale standard deviations, corrected item-total correlations, and internal consistency estimates, can be found in Table 5. As the table indicates, the alpha level for the "extent of violence" scale was .74, and the alpha level for the "extent of injuries" scale was .60. Corrected

Table 5

Psychometric Properties of "Extent of Violence" Scale  
and "Extent of Injuries" Scale

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Items comprising scales	Corrected item-total Correlations
<u>"Extent of Violence" Scale</u>	
a. hair pulled	.44
b. clothing torn / glasses broken	.52
c. pushed, shoved, and/or grabbed	.39
d. slapped	.44
e. kicked, bit, or hit with fist	.42
f. something thrown at her	.44
g. hit with object	.26
h. choked	.47
i. tied up or physically restrained	.41
j. forced into sexual activity, raped	.27
k. threatened with gun or knife	.12

Alpha = .74       $\bar{X}$  = 5.22      SD = 7.53

"Extent of Injuries" Scale

a. cuts, scrapes, and/or bruises	.46
b. soreness without bruises	.39
c. burns	.19
d. internal injuries	.28
e. strains / sprains	.44

Alpha = .60       $\bar{X}$  = 1.95      SD = 1.50



item-total correlations were low to moderate for both scales, indicating a degree of lack of shared variance among scale items. The scales were used only to test for homogeneity of the two groups at Time 1; lack of variance among subjects on these items at post and followup (due to reported abuse being extremely low) precluded their use in outcome analyses.

Desire to return. All women who were currently separated from their assailants were asked how often they thought about returning (item 66 of Appendix G). This was asked during the second, third, and fourth interviews in order to see if this desire changed over time and to see if there existed a difference between the frequency with which project participants considered returning to the assailant and the frequency with which control women did.

Knowledge of resources and how to obtain them. Another major research hypothesis concerned women's knowledge of existing community resources and methods of obtaining such resources. Specifically, it was hypothesized that women in the experimental condition would be more knowledgeable in these areas at the end of the project than would be the women in the control group.

The pre-, post-, and follow-up interviews measured knowledge of resources by presenting three hypothetical situations (identical across time) asking women to 1) advise a friend how to obtain a job, 2) explain what she would do if she were to decide to move, and 3) advise a friend who had little money how to obtain some furniture. These items

(see Figure 2) were open-ended; interviewers coded responses verbatim from the session and audiotapes.

The numbers of resources mentioned for each item were independently counted by the author and a research assistant (interrater agreement, as measured by Cohen's kappa, ranged from .92 to 1.00). The three items were then grouped to create a "knowledge of resources" scale. Internal consistency (as measured by Cronbach's alpha) was .75, and no corrected item-total correlation was below .56. See Table 6 for the "knowledge of resources" scale and information regarding its psychometric properties.

Knowledge of how to obtain resources was assessed in the following way. The post interview asked all women about specific areas in their lives that they had wanted to improve since leaving the shelter. Women were asked if they had wanted to see change in or had worked on the following eleven issues: housing, transportation, employment, education, legal issues, health care, childcare, social support, finances, material goods or services, and issues regarding their children. This list of items can be found as item 3 of Appendix G or item 22 of Appendix H. The items "finances" and "legal issues" were dropped from analyses due to lack of convergent validity (discussed in more detail later). All questions pertaining to these items were also excluded from scale development. For every affirmative response to the other nine items, women were asked what strategies they had used to obtain those resources (i.e. phoning resource providers, obtaining written materials,

## Figure 2

Items in pre-, post-, and follow-up interviews  
regarding knowledge of resources

(All items were open-ended; interviewers probed by asking  
"Is there anything else?")

If a friend of yours wanted to find a job and didn't know  
how to go about finding one, what all could you advise her  
to do to find one?

If you were to decide in a couple of months to move, what  
all could you do to find a new place?

If a friend of yours asked your advice on how she could find  
some cheap furniture--she has very little money--what all  
would you advise her to do?

Table 6

## Psychometric Properties of "Knowledge of Resources" Scale

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Items comprising scale	Corrected item-total Correlations
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"Knowledge of Resources" Scale

a. number of resources mentioned to get job	.56
b. number of resources mentioned to find house	.57
c. number of resources mentioned to get furniture	.59

Alpha = .75       $\bar{X}$  = 10.85      SD = 4.08

looking in person). Women in the experimental condition were also asked if they had discussed options with their advocates. However, these were not included in scale development since they were only asked of women in the experimental condition and would have artificially inflated their scores in comparison to women in the control condition.

To measure women's knowledge of how to obtain resources, a scale was constructed which measured the number of strategies women engaged in over the course of the intervention. First, all the strategies a woman engaged in, proportionate to the total number of possible strategies presented, was calculated. This number was then divided by the number of areas in which a woman worked. This second step was taken so that women who worked on a higher number of needs did not obtain artificially inflated scores. See Table 7 for the psychometric properties of this "averaged number of strategies" scale.

Confidence in ability to obtain resources. The three hypothetical scenarios described earlier in Table 6 were also designed to measure each woman's confidence in her ability to access community resources. It was hypothesized that experimental women would be more confident in their abilities than control women, and that this change would persist over time. To test this, one 4-point Likert-type item followed each of the three hypothetical situations in the pre, post- and follow-up interviews and asked how successful the participant thought she (or her friend, where

Table 7

**Psychometric Properties of  
"Averaged Number of Strategies" Scale**

Corrected  
item-total  
Correlations

"Averaged Number of Strategies" Scale

This scale was comprised of the total number of strategies research participants engaged in proportional to the total number possible they could have engaged in. The resulting variables were:

a. Strategies in housing	.36
b. Strategies in education	.50
c. Strategies in transportation	.35
d. Strategies in employment	.52
e. Strategies in health	.41
f. Strategies in childcare	.63
g. Strategies in social support	.35
h. Strategies in material goods	.38
i. Strategies in issues for the children	.62

Alpha = .77     $\bar{X}$  = 5.46    SD = 3.69

applicable) would be in obtaining the desired resource (items 24, 26, and 28). Although the mean for each item was 3 (somewhat successful), none of the items correlated significantly with one another. This indicates that participants viewed these items as being conceptually distinct from one another. When the three items were scaled to create a generalized "confidence in abilities" scale internal consistency was quite low ( $\alpha = .37$ , item-total correlations ranging from .16 to .32). Therefore the three items were retained in their original form for further analyses.

Effectiveness in obtaining desired resources. All respondents were asked during their 10-week (post) interview how effective their efforts had been in achieving their goals. Six of the nine items measured women's perceived effectiveness, asking how effective they thought their efforts had been. Response categories were in the form of a Likert-type scale (range - 1 to 4: 1-not effective at all, 2-not very effective, 3-somewhat effective, 4-very effective). Three items were more objective in nature; they asked if the woman had found housing yet, had gotten a job yet from her efforts, and whether she had obtained childcare. Responses to these items ranged from 1 to 3: 1-no, 2-probably yes, and 3=yes. While it would have been optimal to obtain an objective measure of effectiveness across all areas in which women worked, the complex nature of most women's needs precluded this. For instance, many women who worked in the area of "social support" were

looking to make supportive friends. There is no way to measure success objectively in this endeavor by counting number of friends obtained because some women may have just wanted one friend and some may have wanted ten. Therefore it was most appropriate to ask women themselves how effective they thought they had been in obtaining their goals.

Prior to scale construction, the nine items were standardized to the same scale through the process of Z-score variable transformation. An overall effectiveness score was then obtained for each woman by calculating the mean of her effectiveness scores across all areas in which she worked. Internal consistency of the "effectiveness" scale was .67; see Table 8 for the scale and its psychometric properties.

Life satisfaction. All women were asked during the post- and follow-up interviews how satisfied they were with their lives overall (item 29 of Appendix I). This single item, composed of a 7-point scale ranging from "extremely pleased" to "terrible," was taken from Andrews' & Withey's (1976) Quality of Life scale. Andrews and Withey found this item to be one of the most sensitive of a set of alternative scales measuring quality of life in general. It was hypothesized that women who worked with advocates would answer more positively than women who were in the control condition, and that this difference would persist over time.



Table 8

## Psychometric Properties of "Effectiveness" Scale

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Items comprising scale	Corrected item-total Correlations
------------------------	---

---

"Effectiveness" Scale

How effective have your efforts been (in the area of):

a. education	.36
b. transportation	.32
c. health	.20
d. social support	.33
e. material goods and services	.34
f. issues for the children	.35
Have you found housing yet?	.42
Have you gotten a job yet?	.36
Have you achieved your goal (in childcare) yet?	.47

Alpha = .67     $\bar{X}$  = 0.00    SD = 4.74

(Note: scale constructed from individual Z-scores)

### Intercorrelations Among Outcome Variables

A correlation matrix examined the interrelatedness among the outcome variables. This matrix, presented in Table 9, revealed a high degree of independence between the variables. This lack of correlation suggests that the outcome variables were indeed measuring different constructs. The only significant correlations (at the  $p < .01$  level) were 1) between whether a woman was involved with her assailant and how often she considered returning to him ( $r = .59$ ), and 2) between perceived effectiveness in obtaining resources and life satisfaction ( $r = .44$ ).

### Satisfaction With Program

Experimental women's interviews were designed to measure one additional outcome variable: satisfaction with the program. Each participant was asked 1) how satisfied she was with the project, 2) how satisfied she was with the volunteer, and 3) how satisfied she was with the amount of time she spent with the volunteer (items 58 through 60 of Appendix G). Further, for each area in which a woman worked (i.e. housing, employment) she was asked how satisfied she was with the efforts of her advocate. Response categories were in the form of a Likert-type scale (range 1 to 4: 1-very dissatisfied, 2-somewhat dissatisfied, 3-somewhat satisfied, 4-very satisfied). An overall "satisfaction with efforts" score was obtained for each woman by calculating the mean of her satisfaction across all areas in which she worked. This resulting score, along with the other three items measuring program

Table 9

Intercorrelations Among Outcome Variables  
At Time 3 (Post-Intervention)

N = 41

Variable	2	3	4	5	6	7	8	9	10
1. Relationship w/ assailant	.59	-.05	-.08	-.04	-.13	-.06	.20	-.12	-.08
2. Desire to return	--	.01	-.07	-.06	-.25	.11	.16	-.06	-.10
3. Experience of abuse	--	--	.05	-.16	-.09	-.13	.24	.03	-.05
4. Knowledge of resources	--	--	--	.01	.22	.28	.23	.27	.26
5. Averaged number of strategies used	--	--	--	--	.10	-.01	.03	.20	.03
6. Confidence in obtaining employment	--	--	--	--	--	.23	.02	.15	.11
7. Confidence in obtaining housing	--	--	--	--	--	--	.24	.22	.29
8. Confidence in obtaining furniture	--	--	--	--	--	--	--	.12	.17
9. Effectiveness in obtaining resources	--	--	--	--	--	--	--	--	.44*
10. Life satisfaction	--	--	--	--	--	--	--	--	--

\* p < .01

satisfaction, were combined to create a "level of satisfaction" scale (alpha = .71). See Table 10 for a description of this scale and its psychometric properties.

#### Process Measurement

A main objective of the Community Advocacy Project was to provide clients with individualized interventions, dependent upon individual needs, concerns, and goals. Therefore, since no two women received identical interventions, it was essential to monitor the process itself (the independent variable) throughout the duration of the program. Archival records (students' weekly progress reports) and face-to-face interviews were used to gather this important information.

The following sections describe the measurement and scale construction of the following process variables: intensity of the intervention (including amount and type of contacts with advocates), and types of strategies (preparatory and active) engaged in to obtain desired resources.

Intensity of the intervention. As previously mentioned, all student advocates were required to complete weekly detailed records of their contacts with and on behalf of their clients. Progress reports included: 1) what their specific plans were for that week, 2) how many telephone contacts they had with their clients, 3) how many face-to-face contacts they had with their clients, 4) how many times they drove their client somewhere, 5) how many phone calls they made with or on behalf of their clients, 6) how many

Table 10

## Psychometric Properties of "Level of Satisfaction" Scale

Items comprising scale	Corrected item-total Correlations
------------------------	---

"Level of Satisfaction" Scale

a. How satisfied have you been with the program?	.58
b. How satisfied are you with the effort (advocate) put in toward the goals you've chosen?	.37
c. How satisfied are you with the amount of time you spent with (advocate) a week?	.51
d. "Satisfaction with efforts" score	.52

Alpha = .71     $\bar{X}$  = 15.20    SD = 1.23

people they talked to in person, with or on behalf of their clients, 7) what they specifically did with or on behalf of their clients to obtain resources, 8) how many hours they spent with their clients that week, 9) what specific areas of unmet needs they focused on, and 10) what their specific plans were for the next week. These data were collected to assess the intensity of the intervention and the validity of the information obtained from the face-to-face interviews.

A number of variables from the progress reports were scaled to measure the intensity of the intervention. Specifically, the "intensity of the intervention" scale was comprised of seven variables measuring the total number of times the advocate 1) saw the client, 2) talked to her on the phone, 3) drove her somewhere, 4) obtained written materials, 5) talked to a resource provider on the phone, 6) talked to a resource provider in person, and 7) taught her client a new skill. Before scaling, these items were weighted to reflect their unique levels of intensity. Specifically, responses to the two items pertaining to talking to the client and talking to a resource provider on the phone were considered the least intense and were multiplied by one. Obtaining written materials, seeing the client in person, and driving the client somewhere were considered to measure a higher level of involvement, and were multiplied by two. Responses to the item pertaining to talking to a resource provider in person were multiplied by three, and scores regarding teaching the client a new skill were multiplied by five. The estimated internal consistency

of this scale (measured by Cronbach's alpha) was .84, and all corrected item-total correlations were .43 or higher. See Table 11 for the psychometric properties of this scale.

In addition to gathering specific process information from weekly progress reports, a process interview (Appendix E) was administered to program participants. Items from the process interviews were given midway through the intervention and post-intervention, and assessed a number of independent variables, including three items pertaining to amount of contacts with the advocates. These items were 1) number of hours spent weekly with advocate (item 1 of Appendix E), 2) number of contacts per week on average (item 2), and 3) number of hours spent on the phone per week with advocate (item 3). These items were scaled to create an "amount of contacts" scale (alpha = .65). See Table 12 for the psychometric properties of this scale.

Types of strategies used to obtain resources. Within every area a woman might have chosen to work, she was asked what strategies she had used to obtain that resource (i.e. made phone calls, looked in person, checked newspapers, checked other written materials). Women in the experimental condition were also asked if they had discussed options with their advocates. Some of the strategies included in the list were preparatory in nature (i.e. looked at written materials, checked the phonebook) but were not sufficient in and of themselves to access a desired resource. The remaining strategies, on the other hand, required taking an active step toward pursuing a resource (i.e. making phone

Table 11

**Psychometric Properties of  
"Intensity of Intervention" Scale**

---

Items comprising scale	Corrected item-total Correlations
------------------------	---

"Intensity of Intervention" Scale

a. Number of in-person contacts	.69
b. Number of telephone contacts	.43
c. Number of times drove client somewhere	.59
d. Number of times obtained written materials	.45
e. Number of telephone contacts with potential resource provider	.61
f. Number of in-person contacts with potential resource provider	.64
g. Number of times taught client new skill	.71

Alpha = .84     $\bar{X}$  = 163.64    SD = 85.47



Table 12

## Psychometric Properties of "Amount of Contacts" Scale

Items comprising scale	Corrected item-total Correlations
<u>Amount of Contacts</u> Scale	
a. About how many hours a week did you spend with ----- in person?	.63
1 - less than one	
2 - one or two	
3 - three or four	
4 - five or six	
5 - seven or eight	
6 - more than eight	
b. How many times a week did you see her? (open-ended)	.60
c. About how many hours a week did you spend with ----- on the telephone?	.26
1 - less than one	
2 - one or two	
3 - three or four	
4 - five or six	
5 - seven or eight	
6 - more than eight	

Alpha - .65     $\bar{X}$  - 8.00    SD - 2.84

calls, looking in person). As a means of measuring if effectiveness was related to how "actively" a resource was pursued, a scale was constructed which measured the number of active strategies women engaged in. This involved a number of steps: first, the number of active strategies each woman chose proportionate to the number of possible strategies she could have chosen from the options presented was calculated. For example, in the area of employment four "active" strategies were presented to women. All participants were asked whether or not they had 1) looked in person, 2) posted flyers, 3) submitted applications, and/or 4) contacted an agency or agencies. A woman who had engaged in three of these behaviors would have received a score in this area of  $3/4$ , or .75. All scores in all areas worked on were summed to create a "total active" score. This "total active" score was then divided by the number of areas in which a woman worked so that women who worked on a higher number of needs did not obtain artificially inflated scores. The resulting "averaged active strategies" scores were used in subsequent analyses as indicators of the degree to which women engaged in active strategies to obtain desired resources.

An "averaged preparatory strategies" scale was constructed from the preparatory items (i.e. looked at written materials, checked the phone book) in the same manner described above. This scale was then used as an indicator of the extent to which women engaged in preparatory activities to obtain desired resources. The two

scales, along with the reconfigured variables comprising them, scale means and standard deviations, item-total correlations, and internal consistency estimates are presented in Table 13.

#### Interrater Reliability of Interview Data

Interrater reliability was assessed by having each interview coded independently by two interviewers (one at the actual interview and one who coded responses based on the audiotape). The vast majority of items on all interviews were comprised of forced-choice, Likert-type response categories, resulting in extremely high interrater agreement. On the post interviews, 224 of the 228 items showed 100% agreement. For three out of the four items on which the two raters disagreed, the rater coding from the tape was unable to hear the woman's response and left the item blank.

#### Validity

To assess the validity of participants' interview data, advocates were asked identical items pertaining to intervention activities and the woman's relationship with her assailant. Advocates also completed weekly progress reports which assessed some of the same information that was covered in interviews. The use of these three sources allowed convergent and discriminant validity to be assessed through the use of a multitrait-multimethod matrix (Campbell & Fiske, 1959). Convergent validity was measured by the degree to which sources agreed on identical scales/items, and discriminant validity was reflected in the independence

Table 13

**Psychometric Properties of Scales Measuring  
Preparatory and Active Strategies Used to Obtain Resources**

Corrected  
item-total  
Correlations

---

"Averaged Active Strategies" Scale

This scale was comprised of the number of active strategies research participants engaged in proportional to the total number possible they could have engaged in. The resulting variables were:

a. Active strategies in housing	.40
b. Active strategies in education	.60
c. Active strategies in transportation	.28
d. Active strategies in employment	.44
e. Active strategies in health	.26
f. Active strategies in childcare	.58
g. Active strategies in social support	.28
h. Active strategies in material goods	.31
i. Active strategies in issues for the children	.66

Alpha = .74     $\bar{X}$  = 8.80    SD = 5.91

"Averaged Preparatory Strategies" Scale

This scale was comprised of the number of preparatory strategies research participants engaged in proportional to the total number possible they could have engaged in. The resulting variables were:

a. Preparatory strategies in housing	.40
b. Preparatory strategies in education	.38
c. Preparatory strategies in transportation	.31
d. Preparatory strategies in employment	.50
e. Preparatory strategies in health	.43
f. Preparatory strategies in childcare	.61
g. Preparatory strategies in social support	.36
h. Preparatory strategies in material goods	.37
i. Preparatory strategies in issues for the children	.48

Alpha = .75     $\bar{X}$  = 5.37    SD = 4.07

of responses given by the sources on different scales/items.

Convergent and discriminant validity. A multitrait-multimethod matrix was constructed to determine convergent and discriminant validity of the data. The scales/items used in this table had been asked at post-intervention of both the project participants and the advocates and were included in further analyses: 1) number of face-to-face contacts per week between participants and advocates, 2) the "effectiveness" in obtaining resources scale, 3) relationship with assailant, 4) extent of violence experienced, and whether or not they had worked on 5) housing, 6) education, 7) transportation, 8) employment, 9) healthcare issues, 10) childcare, 11) social support, 12) material goods and services, and 13) issues for the children. Advocates' progress reports also contained information regarding the number of contacts per week and whether they had worked on the various areas of unmet need. A summary of the multitrait-multimethod matrix can be found in Table 14. This table displays the average convergent and discriminant validity coefficients for each variable, as well as the range of monotrait-heteromethod and heterotrait-monomethod correlations. Averaged convergent and discriminant validity coefficients were obtained in the following manner: correlation coefficients were first normalized through the use of the Fisher  $r$  to  $z$  transformation. The resulting  $z$ -values were then averaged, and these final scores were transformed back to  $r$ -values.

Table 14

Summary of Multitrait-Multimethod Matrix Assessing  
Convergent and Discriminant Validity of Measures

Variable	Convergent Validity (monotrait-heteromethod)		Discriminant Validity (heterotrait-monomethod)	
	a M	Range	b M	Range
Contacts per week	.38	.31-.51	.17	-.34 - .36
Effectiveness in obtaining resources <sup>c</sup>	.55		.40	-.37 - .78
Relationship <sup>c</sup>	.98		.25	-.66 - .32
Experience of abuse <sup>c</sup>	1.00		.21	-.36 - .15
Housing	.57	.51-.63	.22	-.27 - .49
Education	.60	.55-.62	.17	-.30 - .45
Transportation	.50	.34-.66	.18	-.20 - .44
Employment	.54	.49-.56	.21	-.41 - .45
Healthcare	.57	.54-.61	.22	-.27 - .57
Childcare	.56	.44-.65	.27	-.35 - .78
Social support	.36	.25-.54	.18	-.43 - .38
Material goods	.67	.49-.75	.24	-.66 - .50
Issues for children	.46	.24-.66	.24	-.38 - .60

Note: Within participant source and advocate archival source, n = 25. Within advocate interview source, "relationship with assailant" and "experience of abuse" were added to advocates' interviews midway into the project, resulting in information being obtained from only 12 advocates for these variables.

a

Average convergent validity coefficient is the mean of the participant-advocate interview, participant-advocate archival, and advocate interview-advocate archival correlations (the monotrait-heteromethod correlations), using Fisher's r to z transformation.

b

Average discriminant function coefficient is the mean across all variables (absolute values) within each source (the heterotrait-monomethod correlations), using Fisher's r to z transformation.

c

participant-advocate interview source only

As the table indicates, there was moderate to high convergence between participant and advocate sources on eleven of the thirteen scales/items (range from .46 to 1.00). However, participants and advocates exhibited lower convergence on whether they worked on social support (mean  $r = .36$ ) and on how many times they saw each other per week (mean  $r = .31$ ). This latter finding is not surprising given that the item asked respondents to average how often they saw each other over the ten-week intervention. In many of the interventions, the number of times advocates were able to see their project participants each week was quite variable. This could make it difficult for both the advocate and participant to average across the ten weeks.

Convergence between advocate archival information and participant data was quite variable (ranging from .24 to .75) as was convergence between advocate archival data and advocate interview data (ranging from .28 to .74). This finding, however, is not unexpected since the data were of different types (archival and interview) and therefore contained different types and magnitudes of error and bias. As can be seen in the table, the heterotrait-monomethod correlations were quite variable, ranging from  $-.66$  to  $.78$ . Only thirty of the two hundred one correlations were significant at the .05 level, with half of these being correlations between the effectiveness scale and the areas of unmet need.

In addition to the information presented in the table, evidence for discriminant validity was examined by

tabulating the number of heterotrait-monomethod correlations which exceeded their relevant monotrait-heteromethod correlations. Within the participant source heterotrait monomethod triangle, correlations ranged from  $-.38$  to  $.78$ , with only seven correlations exceeding the relevant convergent validity correlation values. Within the advocate interview source, heterotrait monomethod correlations ranged from  $-.41$  to  $.54$ , with only three correlations exceeding the corresponding convergent validity correlation values. Within the advocate archival source, heterotrait monomethod correlations ranged from  $-.43$  to  $.60$ , with three exceeding the relevant convergent validity correlation value.

It was expected that the heterotrait-heteromethod correlations would show the highest degree of independence. Correlations ranged from  $-.53$  to  $.66$ , with only thirty five of the 429 significant at the  $.05$  level. In 27 cases (out of a possible 396), a heterotrait heteromethod correlation exceeded the corresponding convergent validity correlation value.

In summary, the multitrait-multimethod matrix revealed a moderately acceptable level of convergent validity, with 22 of the 33 correlations exceeding  $.50$ . Convergent validity was highest between participant and advocate interviews regarding the the woman's relationship status ( $r = .98$ ) and the level of abuse experienced ( $r = 1.00$ ). The level of discriminant validity was moderately low, although each average discriminant function coefficient was exceeded



by its relevant average convergent validity coefficient. Further, most of the heterotrait correlations were exceeded by convergent validity estimates, and only 35 of the 597 heterotrait correlations were above .40.

## CHAPTER III

### RESULTS

#### The Sample

History of abuse and separations. The vast majority of the sample (95.1%) had had at least one separation from their assailants prior to their arrival at CADA. Fifteen percent of the women had left more than 10 times in the past. Violence against the women in the prior three months ranged from being pushed (91.2%) to being raped (43.9%) and/or threatened with a gun or a knife (41.5%). Injuries sustained during this same time period ranged from cuts and bruises (78%) to internal injuries (17.1%), burns (9.8%), broken bones (7.3%), and pregnancy complications (4.9%). These findings resemble results from previous studies (for example, Dobash & Dobash, 1979; Pagelow, 1981b) and are considered typical of CADA residents (Mullins, personal communication, 1988). Table 15 lists the percentages of subjects experiencing various degrees of abuse during the three months prior to the study. Over half of the sample had called the police at least once in the last three months, and 34.1% had sought medical attention. Twenty three of the women (56.1%) reported that the violence in the prior three months had grown more severe.

Homogeneity of conditions. The women in the control condition were compared with the experimental group to ensure that they were not significantly different<sup>1</sup> at the outset. T-tests were performed on the following ordinal variables: age, number of children, number of children

Table 15

Percentage of Subjects Who Experienced Various Forms of  
Violence and Who Sustained Various Injuries  
In the Three Months Prior to the Research Study

<u>Type of Violence</u>	<u>Percent</u>
Had hair pulled	44
Had glasses broken/clothes torn	46
Was pushed, shoved, and/or grabbed	90
Was slapped with an open hand	61
Was kicked, bit, or hit with fist	51
Had something thrown at her	39
Was hit or almost hit with an object	37
Was choked	41
Was burned	5
Was tied up or physically restrained	27
Was forced into sexual activity, raped	44
Was threatened with a gun or knife	41
Had gun or knife used against them	0
<u>Injuries Sustained</u>	<u>Percent</u>
Cuts/scrapes/bruises	78
Soreness without bruises	71
Burns (including rug burns)	10
Loose or broken teeth	2
Broken bones/fractures	7
Internal injuries	17
Strains/sprains	20
Dislocations	5
Pregnancy complications	5

living with her, education level, years in relationship, number of previous separations, number of times she was harmed in the last three months, number of times she was threatened in the last three months, severity of abuse experienced, and how successful women thought they or a friend would be (given hypothetical situations) finding a job, finding a house, and finding cheap furniture. In addition, chi square tests were performed on the following non-ordinal variables: race, whether she was employed, whether she was a student, whether she was on ADC, whether she had access to a car, whether she had someone in her life to do a number of favors or services for her, her relationship status, and what areas she thought she would be working on in the following ten weeks (housing, education, employment, transportation, legal assistance, healthcare issues, childcare, material goods and services, advocacy for the children, social support, ways of getting money other than through employment, and other). The only significant difference found between the two groups (at the  $p < .05$  level) was that women in the control condition were more likely to have access to a car than were the women in the experimental condition (56% versus 24%). No other significant differences were found between the two groups, providing no evidence to reject the hypothesis that the two groups were comparable.

#### Resources Women Reported Needing After Leaving the Shelter

At the pre-interview each woman was presented with 11 areas of possible unmet need and asked if she thought she

would want to see change in any of them in the upcoming ten weeks. She was then asked if there was anything else she would want to be working on (Other). The category most often chosen by women (82.9%) was obtaining material goods or services (i.e. furniture, clothing, a plumber), followed by education and transportation (75.6% each). As can be seen in Table 16, nine of the 12 categories were chosen by over half of the respondents. There were no significant differences between the experimental and control groups with respect to what resources they reported needing.

### Major Findings

#### Effectiveness in Obtaining Resources

To test the hypothesis that women in the experimental condition would be more effective in obtaining desired resources than women in the control condition, a t-test was performed between the two groups with the "effectiveness" scale as the dependent variable. This test revealed that women who had worked with advocates reported being more effective in reaching their goals than women in the control condition ( $t(41) = -2.58, p < .05$ ). Standardized means for the two groups were -0.41 for the control condition and 0.19 for the experimental group. See Table 17 for the summary table.

To better understand why women in the experimental group were more effective in their efforts than the women in the control condition, the strategies that each group used to access resources were examined. The three scales measuring the types of strategies women engaged in (Averaged

Table 16

**Resources Women Reported Needing  
After Leaving the Shelter**

At the end of each pre-interview, participants were asked the following question: "Finally I'd just like to know, do you think in the next couple of months you'll be working on any of the following issues?" The 12 categories listed below were then presented to respondents. Percentages indicate the number of "yes" responses. Categories are ranked from the most often chosen area to the least often chosen area.

<u>Category</u>	<u>"Yes" Responses</u>
Material Goods and Services (i.e. furniture, clothing)	82.9%
Education	75.6%
Transportation	75.6%
Finances (or ways of making money other than employment, such as ADC)	70.7%
Legal Assistance	65.9%
Health	63.4%
Social Support	56.1%
Employment	53.7%
Issues for Children	53.7%
Housing	48.8%
Childcare	46.3%
Other	24.4%

Table 17

T-test on Effectiveness in Obtaining Resources  
(Post)

Condition	n	Mean	SD	Standard Error	T-value	Two-tail Probability
Control	16	-0.405	.844	.211	-2.57	.014
Exper.	25	0.190	.669	.134		

(Note: Effectiveness scale based on Z-scores;  
group mean = 0)

Preparatory Strategies, Averaged Active Strategies, and Averaged Total Number of Strategies) were subjected to t-tests to examine whether differences existed between conditions on these dimensions. Although no differences were found at the .05 level of significance, trends were in the expected direction, such that mean scores for each of these scales were higher within the experimental condition compared to the control condition. On the Averaged Preparatory Strategies scale, women in the experimental group obtained a mean score of .595, compared to .455 for the control group. Similarly, on the Averaged Active Strategies scale, the mean score for women in the experimental group was again .595, compared to .535 for the control group. With regard to the Averaged Total Number of Strategies scale, the mean score for women in the experimental group was 3.47; women in the control group averaged 3.10. Similar t-tests were then performed with "effective" and "ineffective" participants as the comparison groups. Women who had an averaged "effectiveness" score of 3.0 or higher (3=somewhat effective) were compared to women with scores below 3.0 on the same three scales. Results were quite similar to those found between the two experimental conditions: for each scale the "effective" group scored higher, but none of these differences reached significance. The group means and standard deviations for the experimental conditions and for the effective/ineffective groups across these three scales are presented in Table 18.



Table 18

Group Means Indicating the Averaged Preparatory Strategies, Averaged Active Strategies, and Averaged Total Number of Strategies Used Post-Intervention

Group	Preparatory Strategies		Active Strategies		Averaged Total Strategies	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Experimental (n=25)	.595	.14	.595	.25	3.47	2.02
Control (n=16)	.535	.31	.475	.27	3.10	2.12
"Effective" (n=21)	.578	.26	.618	.19	3.79	2.33
"Ineffective" (n=20)	.501	.27	.523	.24	2.84	1.60

Note: None of these differences reached the .05 level of significance when t-tests were performed

Pearson product moment correlations revealed that significant relationships existed between the three "strategy" scales and women's effectiveness levels. The "Averaged Preparatory Strategies" scale correlated .44 with effectiveness ( $p < .05$ ), the "Averaged Active Strategies" scale correlated .47, and the "Averaged Total Strategies" scale correlated .86 with effectiveness. It should be remembered here that all of the strategy scales are intercorrelated due to the fact that the preparatory and active strategies scales were subsets of the total strategies scale.

#### Knowledge of Community Resources

In order to assess research participants' knowledge of available community resources, the pre, post, and followup interviews contained three hypothetical vignettes (identical across time) asking respondents to 1) advise a friend how to obtain a job, 2) explain what she would do were she to decide to move, and 3) advise a friend who had little money how to obtain furniture. As detailed in the previous chapter, a "knowledge of resources" scale was constructed from these variables.

A t-test was performed to assess whether experimental and control women differed at the onset of the intervention on their knowledge of resources. No significant differences were found between the two conditions at time 1. A repeated measures analysis of variance was then performed to compare the two conditions across three time periods (pre, post, and followup), which revealed no significant differences.

Confidence in ability to obtain resources. It was hypothesized that women who received the services of advocates would be more confident than control women in their abilities to access community resources, and that this difference would persist over time. Confidence was measured by asking respondents how successful they thought they (or friends, where applicable) would be in obtaining the resources mentioned in the three aforementioned hypothetical scenarios. A repeated measures analysis of variance was calculated to compare the groups across the three time periods (pre, post, and followup). No significant differences were found between the two conditions at any point in time; most women reported feeling that they (or a friend, where applicable) would be somewhat successful in acquiring the hypothetical resources.

#### Independence From Assailants

When participants were interviewed five weeks after leaving the shelter, 82% reported not being involved with their assailants. None of the women were living with their assailants; two women in the control group (13%) and five women in the experimental condition (21%) were involved with the men who had abused them. By the time women had been out of the shelter ten weeks, 92.5% reported that they were not involved with their assailants. One of the women in the control group was living with the man who had abused her; two of the experimental women were involved but not living with their assailants. At follow-up (when women had been out of the shelter approximately five months) 81% of the

control women and 83% of the experimental women were still not involved with the men who had battered them. A repeated measures analysis of variance revealed no significant differences between the experimental and control groups on this dimension.

Desire to return. Of the women not involved with their assailants at time 2 (5 weeks after leaving the shelter), 59% of the respondents (50% control; 67% experimental) reported having never seriously considered returning to the men. Within the control condition, 21% considered it once or twice, 7% had thought about it three or four times, and 21% considered the option at least once a week. Of the women in the experimental condition, 22% thought of returning to their assailants once or twice and 11% considered it three or four times. None of the experimental group women reported considering returning more often than this. By time 3 (10 weeks after leaving the shelter), 57% of the respondents not with their assailants (60% control; 55% experimental) reported having never seriously considered returning to the men. Within the control group, 20% thought of returning once or twice and 20% considered the option once or twice a week. Of the experimental women, 27% considered returning to their assailants once or twice, 5% thought about it three or four times, and 14% considered it once or twice a week.

At followup (approximately five months after exiting the shelter), 81% of the control group women and 83% of the

experimental group women reported that they were not in relationships with the men who had battered them. Seventy five percent of the respondents not involved with their assailants (69% control; 79% experimental) had never considered the idea of returning in the previous ten weeks. Of the women in the control condition, 15% had considered returning once or twice, and 8% had considered this option once or twice a week. An additional 8% reported thinking about returning more than four times a week. Within the experimental group, 16% considered returning to their assailants once or twice, and 5% thought about it three or four times. A repeated measures analysis of variance revealed that there were no differences between the two conditions with regard to how often women considered reuniting with their batterers. The responses were then dichotomized in order to compare women who never considered returning with women who had considered it at least once. Again no significant differences were found between the two conditions. See Table 19 for a breakdown of how often women considered returning to their assailants at 5-weeks, post and followup.

#### Incidence of Further Abuse

Of the seven women who had returned to their assailants within five weeks after leaving the shelter (2 control, 5 experimental), none reported experiencing further abuse. Of the three women (1 control, 2 experimental) involved with their batterers at time 3 (post-intervention), again none reported experiencing further abuse. Three women from the

Table 19

How Often Women Reported Seriously Considering Returning  
To Their Assailants at Post and Followup

(n = women not currently involved with their assailants)

Number of Times Considered Returning	<u>Percent</u>					
	Within First 5 Weeks		Within First 10 Weeks		Within Second 10 Weeks	
	E (n=18)	C (n=14)	E (n=22)	C (n=15)	E (n=20)	C (n=13)
Never	67	50	55	60	79	69
Once or Twice	22	21	27	20	16	15
3 or 4 Times	11	7	5	0	0	0
Once or Twice a Week	0	14	14	20	5	8
3 or 4 Times a Week	0	0	0	0	0	0
More than 4 Times a Week	0	7	0	0	0	8

E - Experimental (total n = 25)

C - Control (total n = 16)

(Note: the woman in the experimental condition whose  
assailant was her father was not included in this  
analysis)

experimental condition and one woman from the control group, however, who were not involved with their batterers, had been assaulted by them within 10 weeks after leaving CADA. The violence experienced ranged from being pushed to being threatened with a weapon, and injuries included soreness, bruises, and cuts. One woman reported having a bleeding ulcer as a result of the abuse. Only one of the women did not call the police; one woman called once, one woman called five times, and one woman called the police 22 times in the 10 weeks following her stay at CADA.

Six women (3 control, 3 experimental) reported having experienced further abuse within the 10 weeks between the post and followup interviews. None of these women were involved with their assailants at the time of the followup interview; however, it is unclear how many had been involved with the batterers at the time of the assault. The interview asked only if the respondent was currently in a relationship with the batterer, neglecting to ascertain relationship status at the time of the violent episode.

Extent of the violence at followup. Of the six women reporting abuse at followup, all had been pushed, and four had been slapped, punched and/or kicked. Half of the women had been choked and/or had their clothing torn. Two had been physically restrained and two had experienced forced sexual activity. One woman was threatened with a knife. Five of the women suffered cuts and/or bruises, and 50% experienced soreness without bruises. Two suffered internal injuries, and one woman had a bone broken in the attack.

The six women who had been battered were asked to compare the severity of the violence to the abuse experienced throughout their relationship. They were presented with a 5-point Likert-type scale asking whether the current abuse was 1) much less severe, 2) less severe, 3) about the same, 4) more severe, or 5) much more severe. Groups means were 1.8 for the control group and 1.3 for the experimental; this difference was not significant at the  $p < .05$  level.

#### Summary of Major Findings

The major hypotheses of this study involved the effects of an advocacy intervention on a battered woman's 1) ability to obtain desired resources; 2) knowledge of community resources; 3) confidence in her ability to obtain resources; 4) ability to remain free of her assailant; and 5) incidence of further abuse. Results indicated that, while working with an advocate did not affect her knowledge of resources or her confidence in her ability to obtain resources, it had a positive impact on a woman's perceived effectiveness in obtaining desired resources.

The majority of women in both conditions were successful in remaining free of their assailants, and none of the women who returned to their batterers suffered further incidence of abuse.

#### Additional Findings

##### The Intervention Process

A primary goal of this research, in addition to assessing the impact of an advocacy project on women leaving



abusive partners, was to examine the process involved in the intervention itself. The program was intentionally designed to emphasize an individualized approach with each project participant; each advocacy intervention necessarily differed in content based on individual women's needs and preferences. Therefore, it was important to examine the commonalities and differences among the 25 interventions as a means of exploring how often women met with their advocates, how much time they spent together throughout the ten weeks, what areas they worked on, and what specifically they did during their time together. It was hoped that there would be a sufficient number of research participants to make comparisons between interventions based on success in obtaining resources and/or success in remaining free of assailants. Unfortunately, due to the small number of women in the experimental condition and the fact that returning to assailants was a rare event, such analyses were precluded. Therefore the following sections are meant to describe the interventions in general, exploring specifically the extent of time participants and advocates spent together, what they worked on and what strategies they used, and participants' satisfaction with the program.

Amount of contact. Both advocates and women in the experimental condition were asked during their post interviews how many hours they had spent together on average per week. They were given a 6-point scale ranging from 1-less than one hour to 6-more than eight hours a week. According to the women in the experimental condition, five

or six hours were spent together on average each week (range - "one or two" to "more than eight",  $\bar{X} = 3.88$ ,  $SD = 1.54$ ). Advocates estimated a slightly lower number ( $\bar{X} = 3.48$ : "three or four hours a week",  $SD = .99$ ). Participants generally saw their advocates twice a week, and spent an additional two hours per week on the phone with them.

The "amount of contacts" scale consisted of the number of hours women saw their advocates weekly, how often they met, and how often they spoke on the phone. This scale did not correlate with how effective their efforts were in obtaining resources ( $r = .13$ ), but did correlate with the "intensity of intervention" scale derived from advocates' weekly progress reports and measuring the amount/types of effort they put into the intervention ( $r = .47$ ,  $p < .05$ ).

Advocacy intervention activities. Program termination interviews contained a number of items addressing what specific activities women and their advocates engaged in to obtain each desired resource.

Women also reported in their termination interviews how much time they and their advocates spent trying to obtain each desired resource. The least amount of time was spent on transportation ( $\bar{X} = 3$ ; range = 1 to 6 hours), while the most time-consuming area was material goods ( $\bar{X} = 12$ ; range = 2 to 50 hours). The average total number of hours spent working in each area was 10, with amount of time spent ranging from half an hour to 70 hours.

Advocates' weekly progress reports were designed to collect more specific information regarding intervention

activities. Advocates indicated on these forms how many times each week they 1) gathered written materials for their clients, 2) called a potential resource provider on the telephone, 3) contacted a potential resource provider in person, and 4) taught their client a new skill. Data from these reports revealed that advocates called resource providers an average of 20 times throughout their interventions (range = 4 to 63), and that they provided their clients with written information an average of 18 times (range = 2 to 38). Advocates were less likely to contact resource providers in person, averaging six times throughout their ten week interventions (range = 0 to 20), and they reported teaching their clients an average of eight new skills (range = 2 to 19). The intensity of the intervention (as measured by the Intensity scale) did not correlate with how effective participants were in their efforts to obtain resources ( $r = .04$ ).

Weekly progress reports also indicated which specific areas advocates worked in each week (i.e. housing, employment, childcare). In order to assess whether certain areas were more likely to be addressed during the first or second half of the interventions, paired-samples t-tests were performed on each of the nine areas. The one significant finding was that advocates were more likely to have reported working on obtaining material goods and services during the first half of their interventions ( $\bar{X} = 2.39$ ,  $SD = 1.56$ ) compared to the second ( $\bar{X} = 1.65$ ,  $SD = 1.58$ ). This makes sense, given that many women needed to

furnish their new homes immediately after leaving the shelter.

#### Satisfaction With Program

Women in the experimental condition were asked a number of questions during their post-interviews which were designed to assess how satisfied participants were with the program overall. For each area that she chose to work on with her advocate, a respondent was asked how satisfied she was with what the advocate had done with and for her in that area (Likert-type scale ranging from 1 to 4: 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, 4=very satisfied). Women were also asked how satisfied they were with the program in general, how satisfied they were with the advocate in general, and how helpful they thought the program had been in helping them remain free of abuse. An overall satisfaction score was obtained for each woman by calculating the mean of her satisfaction across all areas in which she worked. No woman's averaged score went below a 3 (somewhat satisfied), and 64% of the women's averaged scores were 3.75 or higher. Eighty percent of the women reported being "very satisfied" with both the program and with the advocate in general. No woman reported being less than somewhat satisfied. In response to how helpful they thought the program had been in helping them remain free of abuse, 64% of the women found it to have been very helpful and 32% answered that it had been somewhat helpful. Only one woman said it had not been helpful at all in helping her remain free of abuse.

Women's "satisfaction" scale scores did not significantly correlate with their knowledge of resources post-intervention ( $r = .32$ ), nor with the "intensity" of the intervention ( $r = -.24$ ); however, satisfaction with the project did significantly correlate with how effective women perceived themselves to have been in obtaining desired resources ( $r = .44$ ,  $p < .05$ ).

#### Control Women's Post-Shelter Activities

Women in the control condition were also asked in their 10-week interviews about specific activities they engaged in to obtain desired resources.

The most time-consuming area of unmet need for control women appeared to be trying to obtain housing ( $\bar{X} = 18$ ; range = 1 to 40 hours). The least amount of time was spent on healthcare issues ( $\bar{X} = 4$ ; range = 1 to 15 hours). The average total number of hours spent working in each area was 9, with a range from 0 to 60. The amount of time control women spent working on each need was not significantly different from the experimental women.

#### Overall Life Satisfaction

All respondents were asked one general Quality of Life item to assess the program's impact on a woman's feelings about her life in general. Women were asked during their second, third, and fourth interviews "How do you feel about your life in general?" and were given a 7-point scale from which to choose a response (1-extremely pleased, 2-pleased, 3-mostly satisfied, 4-equally satisfied and dissatisfied, 5-mostly dissatisfied, 6-unhappy, 7-terrible). A repeated

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measures analysis of variance revealed that a time effect existed across the three assessment periods. The means for the two conditions at 5-weeks were 3.79 for the experimental women and 4.19 for the control, indicating that on average they felt mixed (equally satisfied and dissatisfied) about their lives. By the time they were out of the shelter 10 weeks, the experimental women's mean score was 2.96 ("mostly satisfied") and the control women's mean score was 3.75 (still "mixed"). At followup the groups had almost identical mean scores (3.17 experimental, 3.25 control), indicating they were generally satisfied with their lives. No interaction or treatment effects were found. See Table 20 for the group means across the three assessment periods, and Table 21 for the results of the repeated measures analysis of variance.

#### Summary of Additional Findings

Program participants indicated high levels of satisfaction with both the project and the advocates. The vast majority also responded that they felt the program had been at least somewhat helpful in helping them remain free of abuse.

No differences were found between experimental and control women regarding how often they engaged in preparatory and/or active strategies to obtain resources. There was also no difference between the two groups with regard to how much time they spent trying to obtain resources. However, as mentioned in the previous section, women in the experimental condition reported being more

Table 20

Groups Means Indicating Women's General Life Satisfaction  
Across the Twenty Weeks After Leaving the Shelter

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<u>Condition</u>	<u>5-Weeks</u>	<u>10-Weeks</u>	<u>20-Weeks</u>
Experimental (n=25)	3.79	2.96	3.17
Control (n=16)	4.19	3.75	3.25
Entire Sample (n=41)	3.95	3.28	3.20

- 1 - extremely pleased  
 2 - pleased  
 3 - mostly satisfied  
 4 - mixed (equally satisfied and dissatisfied)  
 5 - mostly dissatisfied  
 6 - unhappy  
 7 - terrible
- 

Table 21

Repeated Measures Analysis of Variance Summary Table  
Comparing General Life Satisfaction Between Groups Across Time

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	df	MS	F	Sig of F
Condition	1	5.17	1.49	.230
Error	38	3.48		
Time	2	6.63	7.80	.001
Condition x Time	2	1.21	1.42	.247
Error	76	.85		

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Note: summary based on averaged tests of significance,  
analogous to the multivariate analysis of variance



effective in obtaining needed resources. This suggested that advocacy services increased the probability of effectiveness; however, the investigator was unable to ascertain what exactly about working with an advocate caused this difference. Experimental women also indicated feeling more satisfied with their lives compared to control women post-intervention, although this finding did not persist over time. These findings will receive further elaboration in the following chapter.

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## CHAPTER IV

### DISCUSSION

This chapter presents more elaborate discussion of the analyses presented in the previous chapter. The first section focuses on the major findings relevant to outcome variables, and the second addresses findings related to process variables. Methodological issues such as internal and external validity of results are dealt with in the third section. The final section discusses the implications of this research as well as possible directions of further research.

#### Major Findings

##### Battered Women and Community Resources

Findings of this study corroborated earlier research which suggested that battered women often lack resources needed to live independently of their assailants (Hofellor, 1982; Labell, 1979; Okun, 1986; Strube & Barbour, 1983). At the time they left the shelter, over half of the study participants indicated a desire to improve the following areas of their lives: material goods and services, education, transportation, finances, legal assistance, healthcare, social support, employment, and issues surrounding their children. A sizable minority also wanted to work in the areas of finding housing (49%) and finding childcare (46%).

One of the study's major hypotheses had been that receiving the services of an advocate would result in greater effectiveness in obtaining desired resources. The

research bore out that, while there were no differences between the two groups post-intervention regarding women's knowledge of community resources or women's confidence in their abilities to obtain resources, working with an advocate did result in women being more effective in obtaining needed resources. While there were no significant differences between the experimental and control women regarding amount of time they spent working on obtaining resources or on types of strategies used, women who worked with advocates indicated being more effective in their efforts compared to women who did not receive advocacy services. One plausible explanation for this finding is that advocates were effective in making the community more responsive to battered women's needs. A number of researchers (for example, Donato & Bowker, 1984; Hofeller, 1982; Kuhl, 1982) have argued that women often know what resources are available in their communities and that they make numerous efforts to access said resources. However, these efforts are often futile because the community provider (i.e. potential employer, lawyer) is unhelpful or uncooperative. Because of this, the Community Advocacy Project was focused, not on changing the battered women, but on changing the community to make it more adequately address the legitimate needs of battered women. To this end, student advocates were trained in a variety of strategies to make community resource providers more responsive<sup>3</sup>, and to ensure that their clients' rights were being upheld. It would make sense, therefore, that while there were no

differences between the conditions with regard to knowledge of resources, time spent trying to obtain resources, and confidence in one's ability to access resources, women with advocates reported being more effective in their efforts. Unfortunately, the instruments used in this research did not sufficiently measure the strength and integrity of the advocacy interventions, which would have led to a clearer understanding of exactly what about working with an advocate led to this increase in effectiveness. Instruments also were not designed to fully measure effectiveness objectively; rather, outcome data was based on self-report information. The objective variables which were measured at post and followup--level of employment, whether participants were in school, whether they were receiving governmental assistance, and where they were living--revealed no significant differences between groups. In other words, while women in the experimental condition reported being more effective in their efforts, there was no objective evidence of this as measured by the interviews. This leads one to consider an alternative explanation for this finding--namely, that women in the experimental condition perceived themselves to be more effective simply because they worked with advocates and therefore felt more invested in being effective. Women with advocates also may have reported being more effective out of a sense of gratitude to the project for helping them free of charge. The potential for this was minimized by training interviewers to stress their independence from the project; however, the

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possibility remains that gratitude may have influenced women's responses. Again, more refined instruments would be beneficial in accurately measuring women's effectiveness in obtaining desired resources.

#### Independence From Assailants

When research participants were interviewed five weeks after their exit from the shelter, 83% of the total sample reported that they were still not involved with their assailants (79% experimental; 87% control). This number rose to 93% at the ten-week assessment period (92% experimental; 94% control), and returned to 83% by the time the women had been out of the shelter five months (83% experimental; 81% control). The number of women not with their assailants post-intervention (93%) was higher than the rate found by Snyder and Scheer's (1981) followup shelter study. Snyder and Scheer found that 40% of the women who had intended to leave their assailants were living with them six to ten weeks after their shelter stay. This is a tremendous discrepancy from the current study, in which only one woman (3%) was living with her assailant within the first ten weeks of leaving the shelter.

The fact that numerous researchers have found a high incidence of battered women repeatedly leaving and returning to their assailants (Dobash & Dobash, 1979; Gayford, 1978; Gelles, 1979; Hofeller, 1982) coupled with the fact that 95% of the current sample had returned to their assailants before suggests that five months may be an insufficient period of time to conclude whether a woman will remain

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independent of her assailant permanently. Regardless of whether the women in this study will ultimately return to or remain free from their abusive partners, it is encouraging that 83% of the women who wanted independence from their assailants had obtained their goal at the five-month assessment period.

#### Incidence of Further Abuse

It is interesting that, within the first 10 weeks of having left the shelter, while none of the women who had returned to their assailants reported experiencing further abuse, four women who were not involved with their assailants (three experimental, one control) were assaulted by them. This supports the argument that many batterers act on their best behavior when women first return to them and that battering sometimes escalates when women try to escape (Walker, 1983).

Six women (three experimental, three control) reported having experienced further abuse within the 10 weeks between the post and followup interviews. While none of the women were involved with their assailants at the time the interviews were conducted, the instrument neglected to ascertain relationship status at the time of the violent episode. Therefore it is unknown if these women's experiences lend support to or deviate from the aforementioned theories.

As mentioned in the preceding chapter, the small sample size precluded a more thorough analysis of the frequency and severity of abuse experienced by battered women attempting

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to escape their assailants. Ten percent of the sample were assaulted within the first 10 weeks after leaving CADA. Fifteen percent were abused within the second 10 weeks. This is a significant proportion of women continuing to be assaulted by the men with whom they have been involved. Perhaps a larger sample size would have enabled the investigator to ascertain whether differences existed between conditions with regard to frequency and severity, and whether differences existed pre and post interventions on either or both of these dimensions.

#### Additional Findings

##### The Intervention Process

As mentioned in the previous chapter, a major goal of this research was to examine the commonalities and differences among the twenty five interventions as a means of deducing treatment strength and integrity. The small number of women in the experimental condition and the fact that returning to assailants was a rare event precluded making comparisons based on being successful in remaining free of abuse and/or being successful in obtaining resources. However, a great deal of information was collected from interviews and advocates' progress reports which was used to describe the interventions in detail. Data pertained to the extent of time participants and advocates spent together, what they worked on and what strategies they used, and participants' satisfaction with the program. This information is useful not only in describing the range of interventions offered and what the

typical intervention looked like, but to aid in the design and modifications of future interventions.

According to the interview data obtained from research participants, women saw their advocates twice a week on average, and spent an additional two hours per week on the phone with them. The "amount of contacts" scale, derived from participants' interviews and consisting of items pertaining to amount and duration of weekly contacts with advocates, correlated moderately ( $r = .47$ ,  $p < .05$ ) with the "intensity of intervention" scale derived from advocates' weekly written progress reports and measuring the types and amount of effort they put into the interventions. This correlation suggests that advocates who spent a greater amount of time with their clients also engaged in more intensive efforts to meet their clients' needs.

Not surprisingly, the most time-consuming area in which women and their advocates worked was in the legal system ( $\bar{X} = 13$  hours), followed closely by trying to obtain material goods and services ( $\bar{X} = 12$  hours). The average total number of hours spent working in each area was 10, and the mean number of areas in which women worked was five. On average, then, women and their advocates spent approximately fifty hours over the course of their ten-week interventions trying to obtain needed resources.

Advocates' weekly progress reports were designed to collect more specific information regarding intervention activities. According to these reports, the most common activities for advocates to engage in were obtaining written

materials ( $\bar{X}$  = 18 times) and calling resource providers on the telephone ( $\bar{X}$  = 20 times). These activities were considered to be preparatory in nature, being generally insufficient by themselves in obtaining a needed resource. The more active strategies advocates could have engaged in--contacting resource providers in person and teaching their clients new skills--were engaged in much less frequently ( $\bar{X}$  = 6 and 8 total times, respectively). This suggests to the investigator that training could benefit by focusing more heavily on encouraging the use of these more active strategies throughout interventions.

#### Satisfaction With Program

Overall, women in the experimental condition reported being very satisfied with the program in general and with the efforts of their advocates. Eighty percent of the women, for example, reported being "very satisfied" with both the program and their advocates; no woman indicated being less than "somewhat satisfied." This corresponds to the verbal feedback the two co-directors received from a number of the project participants. Most indicated that the project had been helpful to them, and had no suggestions for how it could be improved. Two women did suggest, however, that the advocates be better trained in the local Family Court system as well as more knowledgeable about availability of resources. Sixty four percent of the women in the experimental condition reported that they thought the project had been "very helpful" in helping them remain free of abuse; 32% responded that it had been "somewhat helpful."

One woman, who had been attacked by her assailant, indicated that the project had not been helpful to her at all in remaining free of abuse.

While women's "satisfaction" scale scores did not significantly correlate with their knowledge of resources post-intervention or with the "intensity" of the intervention they received, a significant correlation was found between women's level of satisfaction and their effectiveness in obtaining needed resources ( $r = .44$ ,  $p < .05$ ). This indicates that, while all of the women who participated in the advocacy component of the project were satisfied with their advocates and with the program, the more effective women perceived themselves to be in obtaining resources the more satisfied they reported they were with the project in general. These findings suggest not only that a project such as this is seen as helpful by women leaving a battered women's shelter, but that women relate their satisfaction to how effective they perceived themselves to have been in reaching their goals.

#### Overall Life Satisfaction

Both the women in the experimental condition and the women in the control condition went from feeling "equally satisfied and dissatisfied" about their lives to feeling "mostly satisfied" over the course of the twenty week assessment period. Although a repeated measures analysis of variance revealed no significant interaction or treatment effects for overall life satisfaction, a trend existed in the group means indicating the possibility that this process

was accelerated for women in the experimental condition. Women in the experimental group felt "mostly satisfied" on average by the time they were out of the shelter ten weeks. This was not true for women in the control condition until the twenty-week assessment point. A larger sample size and a more expansive measure of life satisfaction would be necessary to examine whether this trend is indicative of an actual group difference or simply due to chance.

### Methodological Issues

#### Internal Validity of Results

In order to assess whether significant group differences were due to the presence of the intervention, a number of threats to internal validity were examined. The research study randomly assigned women to either the experimental or the control condition, which controlled for most such threats (such as selection, lack of group equivalence, testing, maturation, and regression effects). As explained more thoroughly in Chapter II, the groups were compared at pre-intervention to verify their equivalence. Only one between-condition effect was found at the  $p < .05$  level of significance--women in the control condition were more likely to have regular access to cars. Since no other pre-existing differences were found, and since the one difference favored the control condition, it was determined that the two groups were sufficiently comparable.

A potential threat to internal validity which was not controlled for by the experimental design was that of interviewer bias. Due to the nature of the intervention

questions, it was not feasible to use blind interviewers for this research study. However, the potential for such bias was minimized by a number of strategies. First, interviewers were selected for their interest in conducting field research. Part of their training, therefore, included learning about the importance of conducting research in as unbiased a manner as possible. It was repeatedly stressed to students that the current study was interested in uncovering truth, not proving a point. The investigator was satisfied that by the end of training, interviewers understood the importance of this. A second way that interviewer bias was minimized was by using closed-ended response categories to the majority of interview items. This greatly reduced the extent to which interviewers needed to interpret answers, and thus reduced the potential for bias. Interviewers were instructed to code all open-ended responses verbatim. Also, all interviews were recorded and listened to by another interviewer for accuracy. These safeguards led the investigator to believe that interviewer bias did not pose a significant threat the internal validity of this research.

#### External Validity of Results

There is evidence that this research project's findings could be generalizable to many other battered women's shelter populations. The demographic characteristics of the subject pool closely resembled other shelter populations found in research studies with respect to age range, income, race, education, employment status, and number of children



(for example, Hilbert & Hilbert, 1984; Okun, 1986; Pagelow, 1981). They were also similar to other populations of battered women with regard to how many prior separations they had experienced from their assailants (for example, Dobash & Dobash, 1979; Gelles, 1979; Hofeller, 1982). Very importantly, the women in this sample reported needing a number of resources after leaving the shelter, including employment and other ways of bringing in money (such as governmental assistance), which was a basic premise of this research and which corroborates other studies which found lack of adequate finances to contribute to a woman's remaining with or returning to an abusive partner (Aguirre, 1985; Carlson, 1977; Hofeller, 1982; Labell, 1979; Okun, 1986; Strube & Barbour, 1983).

The potential for instrumentation bias was assessed through the use of the multitrait-multimethod matrix. Convergent validity between participant and advocate interviews ranged from moderately low ( $r = .31$  for how often women and advocates saw one another per week) to perfect ( $r = 1.00$  for how often the woman was harmed). As detailed more fully in the previous chapter, convergent validity was generally acceptable and most of the heterotrait correlations were exceeded by convergent validity estimates, as would be expected. Convergence between different types of data sources (interview and archival) was not generally as high as degree of agreement across the same data source (interviews). This is also not unexpected since data of differing types contain different types and magnitudes of

error and bias. Discriminant validity was also found to be acceptable; only 35 of the 597 heterotrait correlations exceeded .40.

Although the degree of convergent and discriminant validity revealed by the multitrait-multimethod matrix was acceptable, confidence in the research findings would have been increased by employing a number of standardized measures known to have high internal consistency and reliability. The use of such measures could be very beneficial should this project ever be replicated.

It is not within the scope of this research to make any generalizations about battered women as a whole. This project was designed for women leaving a battered women's shelter; it is not known how battered women who utilize an emergency shelter differ from battered women who do not. However, it would appear that this type of program-- providing free advocacy services to women after they have left a battered women's shelter--could be beneficial in most areas where resources such as low-income housing, unskilled employment, affordable education, affordable and accessible childcare, and affordable attorneys are scarce. On the practical side, this project relied very heavily on the use of undergraduate college students who earned credit for their participation. It would be difficult to find volunteers who would have the time and energy to devote to such an intensive intervention, suggesting that this type of project could be most feasibly run out of a city or town with a college or university. Another reason why a city

might be more feasible for a project such as this is that many rural communities may simply not have enough of the resources available that battered women need to escape their assailants.

Despite its limitations, this study provided preliminary support for offering advocacy services to women exiting a domestic violence shelter. In addition, the longitudinal nature of the study provided important information about the process involved for battered women trying to build lives independent of their assailants. It is hoped that subsequent research can build upon this foundation to better understand and meet the needs of women leaving abusive partners.

#### Directions for Further Research

The current study was an important step in better understanding the process involved for women leaving abusive partners. It was built on an empowerment model, designed on the premise that battered women are not victims but are survivors; designed on the premise that women who have been assaulted by their partners know what they need to escape the situation and simply need assistance in accessing what they are entitled to from society. The study demonstrated that providing battered women with trained advocates is potentially feasible and inexpensive. Further, it demonstrated that it is possible to follow battered women after they leave an emergency shelter, if a thorough and concerted effort is made to do so. However, time and resource constraints limited the breadth of this research.

An additional wealth of information could be obtained if future research were to replicate this study, using a larger sample size, measuring a broader range of variables, and extending the research past the first five months post-shelter.

#### Larger Sample

A larger sample size would greatly enhance the contribution this type of research could make to the field of domestic violence in a number of ways. First, increased sample size would, at least up to a point, enhance the power of the statistical tests. With the current N of 41, treatment effects would have had to be very large to even be detected.

Increased sample size would also enable investigators to make comparisons within and between conditions. Comparisons could be made, for example, between mothers and non-mothers, or women who had left their assailants before with women who had not. These types of comparisons could lead to a further refinement of the intervention based on specific needs of specific types of women, and would increase generalizability of the findings.

#### More Extensive Measurement

Future research could also greatly benefit by measuring a broader range of variables with a wider variety of measurement tools. A number of instruments have been used successfully with battered women, which measure a variety of constructs such as degree of social support, degree of internal/external locus of control, level of depression,

coping strategies, and level of abuse experienced. These constructs have been mentioned in numerous studies as being important variables to measure when addressing the issue of woman battering.

Further, the instruments used in the current research need to be refined to gather more specific intervention activity data. The present instruments relied on women's perceptions of their effectiveness and were not sensitive enough to measure effectiveness in obtaining resources objectively. They were also unable to explain what exactly about working with advocates led women in the experimental condition to perceive themselves as more effective than women in the control group.

#### Training of Advocates

While the current study found that all women in the experimental condition were somewhat or very satisfied with their advocates, there are a number of areas where improvement could be made in the training of students. First, it was found that advocates were more likely to engage in preparatory strategies as opposed to active strategies throughout their interventions. Training of advocates could in the future include a stronger emphasis on the importance of utilizing active strategies to obtain resources.

Experiences training student advocates also lead the investigator to conclude that meeting with students twice a week would be potentially more effective than meeting only once a week. It is further believed that students need a

stronger background in the local family court system as well as the local Department of Social Services welfare office in order to be more effective change agents. Finally, it was the opinion of most of the participants and the advocates that the optimal amount of time to meet per week would be four to six hours as opposed to six to eight hours. It is recommended that, should this project be replicated, these changes be instituted into the training structure.

#### Summary

In conclusion, there are many possibilities for the directions of future research in the area of domestic violence. The current research lent support to the argument that women leaving battered women's shelter are often in need of a variety of services if they are to be successful in living on their own. It also demonstrated that women perceive working with advocates to be at least somewhat effective in helping them remain free of abuse and in accessing desired resources. It is important, however, that future research build upon the findings of this study. The findings of the current study suggest that a longitudinal study, following women for a longer period of time and employing a multitude of measurements, would be an invaluable addition to the current body of research available in this area.

## **APPENDICES**

## MICHIGAN STATE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE

EAST LANSING • MICHIGAN • 48824

## Appendix A


Administrative Agreement  
between The Community Advocacy Project  
and The Council Against Domestic Assault

The Community Advocacy Project directors agree to:


1. assume full responsibility for the design, implementation, analysis, and publication of this research study.
2. follow University procedures for insuring the confidentiality of information from participants in this study.
3. follow University procedures for insuring the anonymity of participants in this study.
4. make available to CADA the results of this research when the project is completed.

The Council Against Domestic Assault director agrees to:

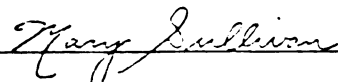
1. refer residents to The Community Advocacy Project during house meetings by briefly explaining the program and allowing women to make appointments with the project directors.
2. provide the CAP directors with a room two afternoons a week, for the duration of this study, in which to explain the project to potential participants.

  
\_\_\_\_\_

Phyllis Mullins, Program Director  
Council Against Domestic Assault

  
\_\_\_\_\_

William S. Davidson II, Ph.D.  
The Community Advocacy Project

  
\_\_\_\_\_

Mary Sullivan, Director  
The Community Advocacy Project



**Appendix B: Recruitment Letter****COURSE ANNOUNCEMENT**

Dear Student:

We would like to inform you about a new course being offered this year which will give you hands-on community experience. This is a three-term course sequence (winter, spring, and summer terms) through which students will provide services to women leaving the local battered women's shelter. The sequence will be offered under Psychology 371, 372, and 373 (Community Projects), Section 2, for 4 credits each term and is entitled The Community Advocacy Project. Four of these 12 credits can be used toward completing the Women's Studies Thematic.

During the winter term students will receive extensive instruction in how to access community resources (such as employment, housing, legal assistance, childcare services, and healthcare). Following training, students will work one-on-one with a woman, helping her obtain resources necessary to live independently. This course content is a unique combination of theoretical information, practical intervention techniques and actual community experience. It is an invaluable experience for anyone considering graduate school and/or a career in the human service field.

If you would like to receive further information and instructions concerning how to get involved in this course sequence, please contact Mary Sullivan at 372-9481 or Karin Uhlich at 482-3899. You could also try our office (353-8867) and leave a message if we are not in; we will get back with you immediately. NOTE: this is an "enrollment controlled" class and no one is allowed to register for it without prior approval. We still have openings for students so feel free to call us over break and during registration week (if we still have room, you may add this during drops and adds).

Sincerely,

Mary Sullivan, Co-Director  
The Community Advocacy Project

Karin Uhlich, Co-Director  
The Community Advocacy Project

## Appendix C

**STUDENT AGREEMENT  
MSU COMMUNITY ADVOCACY PROJECT**

**PSY 490: EXPERIMENTAL INTERVIEWERS  
1986**

I am interested in interviewing for the MSU Community Advocacy Project.

If I am selected to be an interviewer for this project, this agreement signifies my commitment to completing three consecutive terms of involvement.

1. I fully understand that all of the information concerning the woman whom I will be interviewing is to be held in the strictest confidence.
2. I agree to be involved in the course and field work during all three terms, including registration and finals week.
3. Grading for this course will be based on my demonstration of responsibility in class and in field work, mastery of interviewing material, class attendance, and following ethical standards. My grades will be held until the end of my involvement with this project.
4. I understand that project staff reserves the right to deny my further involvement with the project after training if I have not met the standards outlined above.
5. If I elect to transport an individual in my personal motor vehicle while working on behalf of this project, I have been informed to look to my own insurance to cover any liabilities if an accident/injury were to occur.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Professor Wm. S. Davidson II

\_\_\_\_\_  
Date

\_\_\_\_\_  
Project Director

Appendix D

MSU COMMUNITY ADVOCACY PROJECT

CONFIDENTIAL INFORMATION

1. Name \_\_\_\_\_
2. Address \_\_\_\_\_
3. City \_\_\_\_\_
4. Phone \_\_\_\_\_
5. If you were to move or otherwise be difficult to reach, who would be most likely to know how we could contact you?
  - a. Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_  
Phone \_\_\_\_\_
  - b. Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_  
Phone \_\_\_\_\_
6. When are the best times to contact you?  
Weekdays \_\_\_\_\_  
Weekends \_\_\_\_\_
7. Are there times that are unsafe for us to contact you?  
\_\_\_\_\_

IF WE WERE TO BE UNABLE TO CONTACT YOU FOR THE NEXT INTERVIEW, COULD WE CONTACT THE ABOVEMENTIONED PEOPLE OR CADA TO FIND OUT WHERE YOU ARE?

YES \_\_\_\_\_ NO \_\_\_\_\_

Participant's signature \_\_\_\_\_

Interviewer ID# \_\_\_\_\_

Respondent ID# \_\_\_\_\_

Time Interview Started: \_\_\_\_\_

First, I'd like to ask you some general questions so that we get an idea of what type of women are interested in this program.

## 1. Race: (ASK ONLY IF UNCLEAR)

BLACK..... 1  
 WHITE..... 2  
 HISPANIC/CHICANA..... 3  
 ASIAN-PACIFIC..... 4  
 OTHER ( \_\_\_\_\_ ).... 5

2. How old are you? \_\_\_\_\_

3. How many children do you have? \_\_\_\_\_

4. How many children are currently living with you? \_\_\_\_\_

4a. What are their ages? (INDICATE NUMBER IN EACH AGE RANGE)

\_\_\_\_\_ UNDER FIVE YEARS OLD  
 \_\_\_\_\_ 5 TO 12 YEARS OLD  
 \_\_\_\_\_ 13 TO 18 YEARS OLD  
 \_\_\_\_\_ OVER 18 YEARS OLD

5. Within the last 3 months, have you been employed?

YES..... 1  
 NO..... 2

5a. What type of work do/did you do?

CLERICAL..... 1  
 DOMESTIC/CHILDCARE..... 2  
 SALES/WAITRESS..... 3  
 MANAGERIAL..... 4  
 FACTORY..... 5  
 HUMAN SERVICES..... 6  
 OTHER ( \_\_\_\_\_ ) . 7

5b. Do/did you work part-time, full-time, or sporadically off and on, temporary)?

PART-TIME..... 1

FULL-TIME..... 2

SPORADICALLY..... 3

(NOT EMPLOYED)..... 8

6. Are you a student?

YES..... 1

NO..... 2

6a. Part-time or full-time?

PART-TIME..... 1

FULL-TIME..... 2

(NOT A STUDENT)..... 8

7. Are you receiving any governmental assistance? (food stamps, General Assistance, ADC, etc.)

YES..... 1

NO..... 2

8. What's your educational level?

LESS THAN HIGH SCHOOL..... 1

HIGH SCHOOL GRAD./GED..... 2

SOME COLLEGE..... 3

COLLEGE GRADUATE..... 4

TRADE SCHOOL..... 5

PROFESSIONAL DEGREE..... 6

## 9. What was your total family income last year?

LESS THAN \$4,999 (<\$416/MONTH).....	1
\$5,000 - \$7,999 (\$417 - \$666/MONTH).....	2
\$8,000 - \$9,999 (\$667 - \$833/MONTH).....	3
\$10,000 - \$14,999 (\$834 - \$1,250/MONTH).....	4
\$15,000 - \$19,999 (\$1,251 - \$1,666/MONTH)...	5
\$20,000 - \$24,999.....	6
\$25,000 - \$29,999.....	7
\$30,000 - \$40,000.....	8
OVER \$40,000.....	9

10. How much of this income did you directly bring in to the home (rather than another adult)?

NONE OF THE INCOME.....	1
LESS THAN 1/4 OF THE INCOME.....	2
1/4 TO 1/2 OF THE INCOME.....	3
OVER 1/2 BUT LESS THAN 3/4 OF THE INCOME.....	4
OVER 3/4 BUT NOT ALL OF THE INCOME.....	5
ALL OF THE INCOME.....	6

## 11. How long have you lived in the area you were living in before coming to the shelter?

LESS THAN 6 MONTHS.....	1
6 MONTHS TO 11 MONTHS.....	2
1 TO 2 YEARS.....	3
2.1 TO 5 YEARS.....	4
5.1 TO 10 YEARS.....	5
MORE THAN 10 YEARS.....	6

12. Do you have regular access to a car?

YES..... 1

NO..... 2

13. Where will you be living as soon as you leave the shelter?

STAYING WITH FRIENDS/RELATIVES... 1

RENT HOUSE OR APARTMENT..... 2

OWN HOUSE OR APARTMENT..... 3

OTHER ( \_\_\_\_\_ ).... 4

14. How many other adults will be in the same home you're in? \_\_\_\_\_

15. How many children will be in the same home you're in? \_\_\_\_\_

16. How long have you been at CADA? (INDICATE NUMBER OF DAYS FOR THIS STAY ONLY--NO PREVIOUS)

EXACT NUMBER OF DAYS: \_\_\_\_\_

Now I'd like to ask you some questions about your relationship with the man who abused you. Would you mind telling me his first name so that I can refer to him by that? NAME: \_\_\_\_\_

17. What was your relationship with \_\_\_\_\_ just before you came to the shelter?

MARRIED, LIVING TOGETHER..... 1

MARRIED, SEPARATED..... 2

DIVORCED..... 3

GIRL/BOYFRIEND, LIVING TOGETHER..... 4

GIRL/BOYFRIEND, NOT LIVING TOGETHER..... 5

EX-GIRLFRIEND, EX-BOYFRIEND..... 6

DATING, BUT NOT GIRL/BOYFRIEND..... 7

OTHER ( \_\_\_\_\_ )..... 8

18. How long have you known \_\_\_\_\_?

(WRITE EXACT NUMBER OF MONTHS) \_\_\_\_\_

19. How long were you in a relationship with \_\_\_\_\_?  
(WRITE EXACT NUMBER OF MONTHS) \_\_\_\_\_

20. Have you had any previous separations from \_\_\_\_\_?  
YES..... 1  
NO..... 2

20a. How many?  
(ACTUAL NUMBER)..... \_\_\_\_  
(NO SEPARATIONS)..... 08

20b. How long did your last separation last?  
(ACTUAL NUMBER OF DAYS)..... \_\_\_\_  
(NO SEPARATIONS)..... 08

21. How long after you became involved with \_\_\_\_\_ did he first physically assault you?  
(ACTUAL NUMBER OF DAYS)..... \_\_\_\_

22. How many times in the last three months has \_\_\_\_\_ threatened you in any way?  
NEVER..... 1  
ONCE OR TWICE..... 2  
THREE OR FOUR TIMES..... 3  
ONCE OR TWICE A WEEK..... 4  
THREE OR FOUR TIMES A WEEK.. 5  
MORE THAN FOUR TIMES A WEEK. 6



23. How many times in the last three months has \_\_\_\_\_ physically harmed you?

- NEVER..... 1
- ONCE OR TWICE..... 2
- THREE OR FOUR TIMES..... 3
- ONCE OR TWICE A WEEK..... 4
- THREE OR FOUR TIMES A WEEK.. 5
- MORE THAN FOUR TIMES A WEEK. 6

24. I wonder if you could tell me, to the best of your recollection, how many times in the last three months \_\_\_\_\_ has done any of the following things to you. For instance, how many times in the last 3 months has \_\_\_\_\_:

- PULLED YOUR HAIR..... \_\_\_\_\_
- BROKE GLASSES/TORE CLOTHING.. \_\_\_\_\_
- PUSHED, SHOVED, GRABBED YOU.. \_\_\_\_\_
- SLAPPED WITH OPEN HAND..... \_\_\_\_\_
- KICKED, BIT, OR HIT WITH FIST \_\_\_\_\_
- THREW SOMETHING AT YOU..... \_\_\_\_\_
- HIT OR TRIED TO HIT YOU WITH AN OBJECT..... \_\_\_\_\_
- CHOKED YOU..... \_\_\_\_\_
- BURNED YOU..... \_\_\_\_\_
- TIED UP, PHYSICALLY RESTRAINED \_\_\_\_\_
- FORCED SEXUAL ACTIVITY..... \_\_\_\_\_
- THREATENED W/GUN OR KNIFE.... \_\_\_\_\_
- USED GUN OR KNIFE..... \_\_\_\_\_

25.	Did you sustain any of the following injuries?	YES	NO
	CUTS/SCRAPES/BRUISES....	1	2
	SORENESS W/OUT BRUISES..	1	2
	BURNS.....	1	2
	LOOSE OR BROKEN TEETH...	1	2
	BROKEN BONES/FRACTURES..	1	2
	INTERNAL INJURIES.....	1	2
	STRAINS/SPRAINS.....	1	2
	DISLOCATED JOINTS.....	1	2
	PREGNANCY COMPLICATIONS.	1	2
	KNIFE/GUNSHOT WOUND....	1	2

26. How many times in the last three months have you called the police because of \_\_\_\_\_'s violence or threats?

(INDICATE EXACT NUMBER)..... \_\_\_\_

27. How many times in the last three months did you seek medical treatment because of injuries from \_\_\_\_\_?

(INDICATE EXACT NUMBER)..... \_\_\_\_

28. How many times in the last three months do you think you required medical attention because of such injuries but didn't receive it?

(INDICATE EXACT NUMBER)..... \_\_\_\_

29. In general, how typical was the violence in the last three months compared to the violence throughout your relationship?

- MUCH LESS SEVERE..... 1
- LESS SEVERE..... 2
- ABOUT THE SAME..... 3
- MORE SEVERE..... 4
- MUCH MORE SEVERE..... 5



32. If a friend of yours wanted to get a job but didn't know how to go about getting one, what all would you advise her to do to find one? (PROBE: "IS THERE ANYTHING ELSE?")
- 
- 

33. If she followed your advice, how successful do you think she'd be in getting a job?

DEFINITELY UNSUCCESSFUL..... 1

PROBABLY UNSUCCESSFUL..... 2

PROBABLY SUCCESSFUL..... 3

DEFINITELY SUCCESSFUL..... 4

34. If you were to decide in a couple of months to move, what all could you do to find a place?  
(PROBE: "ANYTHING ELSE?")
- 
- 

35. How successful do you think you'd be in finding a new place?

DEFINITELY UNSUCCESSFUL..... 1

PROBABLY UNSUCCESSFUL..... 2

PROBABLY SUCCESSFUL..... 3

DEFINITELY SUCCESSFUL..... 4

36. If a friend of yours asked your advice on how she could find some cheap furniture--she has very little money--what all would you advise her to do?  
(PROBE: "ANYTHING ELSE?")
- 
-

37. If your friend from the above example followed your advice, how successful do you think she'd be in getting furniture?

- DEFINITELY UNSUCCESSFUL..... 1
- PROBABLY UNSUCCESSFUL..... 2
- PROBABLY SUCCESSFUL..... 3
- DEFINITELY SUCCESSFUL..... 4

Now finally I'd just like to know:

38. Do you think in the next couple months you'll be working on:

	YES	NO
a. housing issues?.....	1	2
b. education issues?.....	1	2
c. transportation issues?.....	1	2
d. employment issues?.....	1	2
e. legal issues?.....	1	2
f. health issues?.....	1	2
g. childcare issues?.....	1	2
h. getting social support, or making friends.....	1	2
i. financial issues, or ways of getting money....	1	2
j. getting material goods or services, such as furniture, toys, clothes, a plumber?.....	1	2
k. any issues regarding your children, such as schooling, extra activities, etc.?.....	1	2
i. any other issues that I haven't mentioned?....	1	2

If yes, what specifically? \_\_\_\_\_

Thank you for answering all of these questions. Is there anything else you'd like to mention or talk about right now?

Time Interview Ended: \_\_\_\_\_

Length of Interview: \_\_\_\_\_

## Appendix E: Process Interview for Experimental Group

Interviewer ID# \_\_\_\_\_

Respondent ID# \_\_\_\_\_

Time Interview Started: \_\_\_\_\_

## The CAP Process Interview

We're doing these interviews to see how we can improve our program. So I'll be asking you some questions about how you feel about the program and what you've been doing with \_\_\_\_\_ . \_\_\_\_\_ will not be told anything about this interview so please feel free to say how you really feel. Now, I'd like to begin by asking you some questions about what you and \_\_\_\_\_ have been doing since the program started.

1. About how many hours a week do you spend with \_\_\_\_\_ in person?

LESS THAN ONE..... 1

ONE OR TWO..... 2

THREE OR FOUR..... 3

FIVE OR SIX..... 4

SEVEN OR EIGHT..... 5

MORE THAN EIGHT..... 6

2. How many times a week do you see her?

(INDICATE EXACT NUMBER)..... \_\_\_\_\_

3. About how many hours a week do you spend with \_\_\_\_\_ on the telephone?

LESS THAN ONE..... 1

ONE OR TWO..... 2

THREE OR FOUR..... 3

FIVE OR SIX..... 4

SEVEN OR EIGHT..... 5

MORE THAN EIGHT..... 6

4. Now I'd like to ask you some questions about what you and \_\_\_\_\_ have decided to work on together.  
(PROBE)

	YES	NO
a. Have you decided to work on any housing issues?	1	2
b. Have you decided to work on education issues?	1	2
c. Have you decided to work on transportation?	1	2
d. Have you decided to work on employment issues?	1	2
e. Have you decided to work on any legal issues?	1	2
f. Have you decided to work on any health issues?	1	2
g. Have you decided to work on childcare issues?	1	2
h. Have you decided to work on getting more social support, or ways of making friends?	1	2
i. Have you decided to work on any financial issues, or ways of getting money other than employment?	1	2
j. Have you decided to work on getting material goods or services, such as furniture, toys, clothes, a plumber?	1	2
k. Have you decided to work on any issues regarding your fchildren, such as schooling, extra activities, etc.?	1	2
l. Is there anything else you and _____ have decided to work on that I haven't mentioned?	1	2

If yes, what specifically? \_\_\_\_\_

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FOR EVERY OPTION WHICH THE RESPONDENT ANSWERED "YES" TO, ASK THE APPROPRIATE QUESTIONS BEGINNING ON THE NEXT PAGE.

IF HOUSING WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

5. In the area of housing, what all have you and \_\_\_\_\_ done together?

ASK EACH		YES	NO
	DISCUSSED OPTIONS.....	1	2
	MADE PHONE CALLS.....	1	2
	LOOKED IN PERSON.....	1	2
	OBTAINED WRITTEN MATERIALS.	1	2
	CHECKED NEWSPAPERS.....	1	2
	CONTACTED AGENCY, AGENCIES..	1	2
	OTHER _____	1	2

6. How much time have you two spent in the last five weeks looking for housing?  
(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

7. Have you found housing yet?

NO.....	1
PROBABLY YES.....	2
DEFINITELY YES.....	3

8. How satisfied are you with what \_\_\_\_\_ has done with and for you in the area of housing so far?

ASK EACH		
	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4



IF EDUCATION WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

9. In the area of education, what type of schooling were you interested in pursuing?
- OBTAIN GED/FINISH HIGH SCHOOL .... 1
  - ATTEND JUNIOR/COMMUNITY COLLEGE... 2
  - ATTEND COLLEGE/UNIVERSITY..... 3
  - ATTEND GRAD./PROFESSIONAL SCHOOL.. 4
  - ATTEND TRADE SCHOOL..... 5
  - OTHER \_\_\_\_\_... 6

10. What all have you and \_\_\_\_\_ done in this area?

		YES	NO
ASK EACH	DISCUSSED OPTIONS.....	1	2
	MADE PHONE CALLS.....	1	2
	LOOKED IN PERSON.....	1	2
	OBTAINED WRITTEN MATERIALS.....	1	2
	APPLIED OR ENROLLED.....	1	2
	OTHER _____	1	2

11. How many hours have you two spent in the last five weeks looking into educational options?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

12. How effective have your efforts been so far in accomplishing your goal(s)?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

13. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

IF TRANSPORTATION WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

14. In the area of transportation, what had you decided to work on?

- LEARNING BUS ROUTES.....1
- BUYING A CAR.....2
- FIXING HER CAR.....3
- GETTING BUS PASS.....4
- OTHER \_\_\_\_\_...5

15. What all have you two done together so far in this area?

		YES	NO
ASK EACH	DISCUSSED OPTIONS.....	1	2
	PHONE CALLS.....	1	2
	GOT WRITTEN MATERIALS.....	1	2
	LOOKED IN PERSON.....	1	2
	OTHER _____.	1	2

16. How much time have you two spent in the last five weeks looking into transportation?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

17. How effective have your efforts been so far in accomplishing your goals?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

18. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area so far?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

IF EMPLOYMENT WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

19. In the area of employment, what all have you two done together so far?

ASK EACH		YES	NO
	DISCUSSED OPTIONS.....	1	2
	PHONE CALLS.....	1	2
	LOOKED IN PERSON.....	1	2
	GOT WRITTEN MATERIAL.....	1	2
	POSTED FLYERS.....	1	2
	PRACTICE APPLICATIONS.....	1	2
	ACTUAL APPLICATIONS.....	1	2
	MADE RESUME.....	1	2
	ROLEPLAYED INTERVIEWING.....	1	2
	NEWSPAPER ADS.....	1	2
	CONTACTED AGENCY, AGENCIES.....	1	2
	OTHER _____.....	1	2

20. How much time have you two spent in the last five weeks working on employment?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

21. Have you gotten a job yet from your efforts?

NO.....	1
PROBABLY YES.....	2
YES.....	3

22. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area?

ASK EACH

VERY DISSATISFIED..... 1

SOMEWHAT DISSATISFIED..... 2

SOMEWHAT SATISFIED..... 3

VERY SATISFIED..... 4

IF LEGAL ISSUES WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

23. In the area of legal issues, what have you decided to work on?

	YES	NO
INJUNCTION/RESTRAINING ORDER.....	1	2
LEGAL SEPARATION/DIVORCE.....	1	2
ALIMONY/CHILD SUPPORT.....	1	2
OTHER ( _____ )	1	2

24. In the area of legal issues, what all have you two done together so far?

ASK EACH	YES	NO
DISCUSSED OPTIONS.....	1	2
PHONE CALLS.....	1	2
LOOKED IN PERSON.....	1	2
GOT WRITTEN MATERIALS.....	1	2
APPLIED FOR LEGAL AID.....	1	2
GOT RESTRAINING ORDER OR INJUNCTION (OR SIMILAR)....	1	2
MET WITH LAWYER.....	1	2
WENT TO COURT.....	1	2
OTHER _____	1	2

25. How many hours have you spent in the last five weeks working on legal issues?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

26. How effective have your efforts been in this area so far?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

27. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area so far?

ASK EACH

VERY DISSATISFIED..... 1

SOMEWHAT DISSATISFIED..... 2

SOMEWHAT SATISFIED..... 3

VERY SATISFIED..... 4

IF HEALTH ISSUES WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

28. In the area of health, what specifically were you interested in looking into?

- MEDICARE/MEDICAID..... 1
- FIND HEALTH INFORMATION..... 2
- GET (PRIVATE) INSURANCE..... 3
- FIND DOCTOR/CLINIC..... 4
- GET MEDICATION..... 5
- OTHER \_\_\_\_\_ .. 6

29. What all have you two done together so far in this area?

- | ASK EACH |                           | YES | NO |
|----------|---------------------------|-----|----|
|          | DISCUSSED OPTIONS.....    | 1   | 2  |
|          | PHONE CALLS.....          | 1   | 2  |
|          | LOOKED IN PERSON.....     | 1   | 2  |
|          | GOT WRITTEN MATERIAL..... | 1   | 2  |
|          | PHONE BOOK/NEWSPAPER..... | 1   | 2  |
|          | OTHER _____ ..            | 1   | 2  |

30. How many hours have you two spent in the last five weeks looking into this area?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

31. How effective have your efforts been in this area so far?

- |            |                           |   |
|------------|---------------------------|---|
| (ASK EACH) | NOT EFFECTIVE AT ALL..... | 1 |
|            | NOT VERY EFFECTIVE.....   | 2 |
|            | SOMEWHAT EFFECTIVE.....   | 3 |
|            | VERY EFFECTIVE.....       | 4 |

32. How satisfied are you with what \_\_\_\_\_ has done with and for you so far in this area?

ASK EACH

VERY DISSATISFIED..... 1

SOMEWHAT DISSATISFIED..... 2

SOMEWHAT SATISFIED..... 3

VERY SATISFIED..... 4



IF CHILDCARE WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

33. What all have you two done together in the area of childcare?

	YES	NO
ASK EACH		
DISCUSSED OPTIONS.....	1	2
PHONE CALLS.....	1	2
GOT WRITTEN MATERIAL.....	1	2
NEWSPAPER.....	1	2
WENT TO AGENCY/AGENCIES....	1	2
ADVERTISED.....	1	2
OTHER _____..	1	2

34. How many hours have you spent in the last five weeks looking into finding childcare?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

35. Have you achieved your goal yet?

NO.....	1
PROBABLY YES.....	2
YES.....	3

36. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

IF SOCIAL SUPPORT WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

37. In the area of social support, or making new friends, what all have you two done so far?

ASK EACH		YES	NO
	DISCUSSED OPTIONS.....	1	2
	MADE PHONE CALLS.....	1	2
	GONE TO GATHERINGS.....	1	2
	NEWSPAPER/PHONE BOOK.....	1	2
	GOT WRITTEN MATERIALS.....	1	2
	OTHER _____...	1	2

38. How many hours have you two spent in the last five weeks looking into finding some social support?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_

39. How effective have your efforts been so far in getting you some social support?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

40. How satisfied have you been with what \_\_\_\_\_ has done with and for you in this area?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

IF FINANCIAL (OTHER THAN EMPLOYMENT) WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

41. In the area of getting money, other than employment, what had you decided specifically to work on?

	YES	NO
GOVERNMENT AID.....	1	2
BORROW FROM INSTITUTION....	1	2
BORROW FROM FRIEND/RELATIVE	1	2

42. What all have you two done together in the area of finances?

ASK EACH	YES	NO
DEPT OF SOCIAL SERVICES....	1	2
DISCUSSED OPTIONS.....	1	2
PHONE CALLS.....	1	2
CONTACT BANKS IN PERSON....	1	2
LENDING AGENCIES IN PERSON.	1	2
ASKED FRIEND/RELATIVE.....	1	2
OTHER _____.	1	2

43. How many hours have you two spent in the last five weeks looking into getting money?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

44. How effective have your efforts been so far?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

45. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area so far?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

IF MATERIAL GOODS WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

46. In the area of obtaining material goods or services, such as food, furniture, clothing, toys, a plumber, etc., what all have you and \_\_\_\_\_ done together so far?

ASK EACH		YES	NO
	DISCUSSED OPTIONS.....	1	2
	MADE PHONE CALLS.....	1	2
	LOOKED IN PERSON.....	1	2
	GOT WRITTEN MATERIAL.....	1	2
	PHONEBOOK/NEWSPAPER.....	1	2
	CONTACTED AGENCY/AGENCIES..	1	2
	ADVERTISED.....	1	2
	OTHER _____....	1	2

47. How many hours have you two spent in the last five weeks looking into this area?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

48. How effective have your efforts been in this area so far?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

49. How satisfied are you with \_\_\_\_\_'s efforts in this area so far?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

**IF ISSUES REGARDING CHILDREN (EXCLUDING CHILDCARE) WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:**

50. In the area of advocacy services for your children, what specifically did you choose to work on?

- SCHOOL ISSUES..... 1
- EXTRACURRICULAR ACTIVITIES.. 2
- COUNSELING SERVICES..... 3
- EMPLOYMENT ISSUES..... 4
- GETTING THE CHILD(REN)  
MATERIAL GOOD(S) LIKE TOYS,  
BIKES, ACCESSORIES..... 5
- OTHER \_\_\_\_\_ . 6

51. What all has the advocate and you and/or the child(ren) done so far in this area?

ASK EACH		YES	NO
	DISCUSSED OPTIONS.....	1	2
	PHONE CALLS.....	1	2
	LOOKED IN PERSON.....	1	2
	GOT WRITTEN MATERIAL.....	1	2
	PHONEBOOK/NEWSPAPER.....	1	2
	CONTACTED AGENCY/AGENCIES..	1	2
	OTHER _____ ..	1	2

52. How many hours have you spent in the last five weeks looking into this area?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

53. How effective have these efforts been so far?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

54. How satisfied are you with \_\_\_\_\_'s efforts so far?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

IF (OTHER) WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

55. In the area of \_\_\_\_\_, what all have you two done so far?

	YES	NO
ASK EACH DISCUSSED OPTIONS.....	1	2
PHONE CALLS.....	1	2
LOOKED IN PERSON.....	1	2
GOT WRITTEN MATERIALS.....	1	2
PHONEBOOK/NEWSPAPERS.....	1	2
OTHER _____.	1	2

56. How many hours have you two spent in the last five weeks looking into this area?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

57. How effective have your efforts been so far?

ASK EACH NOT EFFECTIVE AT ALL.....	1
NOT VERY EFFECTIVE.....	2
SOMEWHAT EFFECTIVE.....	3
VERY EFFECTIVE.....	4

58. How satisfied are you with \_\_\_\_\_'s efforts so far in this area?

ASK EACH VERY DISSATISFIED.....	1
SOMEWHAT DISSATISFIED.....	2
SOMEWHAT SATISFIED.....	3
VERY SATISFIED.....	4

## ASK ALL RESPONDENTS THE FOLLOWING QUESTIONS

59. Now I'd like to ask you some questions about the program in general. How satisfied have you been with the program so far?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

60. How satisfied are you with the effort \_\_\_\_\_ has put in toward the goals you've chosen?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

61. How satisfied are you with the amount of time you spend with \_\_\_\_\_ a week?

ASK EACH	DON'T SPEND ENOUGH TIME.....	1
	SATISFIED.....	2
	SPEND TOO MUCH TIME.....	3

62. How many hours a week would you like to spend with \_\_\_\_\_?

LESS THAN ONE.....	1
ONE OR TWO.....	2
THREE OR FOUR.....	3
FIVE OR SIX.....	4
SEVEN OR EIGHT.....	5
MORE THAN EIGHT (SPECIFY____)	6



63. Now if you don't mind I'd like to ask you a few questions about your home life. At the first interview you said that \_\_\_ of your children were living with you. How many of your children are living with you now?

(WRITE EXACT NUMBER).....\_\_\_

63a. What are their ages? (INDICATE NUMBER IN EACH AGE RANGE)

\_\_\_ UNDER FIVE YEARS OLD

\_\_\_ 5 TO 12 YEARS OLD

\_\_\_ 13 TO 18 YEARS OLD

\_\_\_ OVER 18 YEARS OLD

64. Since you left the shelter, have you been employed?

YES..... 1

NO..... 2

65. Are you employed right now?

YES..... 1

NO..... 2

IF YES:

65a. What type of work do you do?

CLERICAL..... 1

DOMESTIC/CHILDCARE..... 2

SALES/WAITRESS..... 3

MANAGERIAL..... 4

FACTORY..... 5

HUMAN SERVICES..... 6

OTHER ( \_\_\_\_\_ ). 7

**IF SHE WORKS NOW:**

65b. Do you work part-time, full-time, or sporadically (off and on, temporary)?

- PART-TIME..... 1
- FULL-TIME..... 2
- SPORADICALLY..... 3
- (NOT EMPLOYED)..... 8

66. Are you a student?

- YES..... 1
- NO..... 2

**IF YES:**

66a. Part-time or full-time?

- PART-TIME..... 1
- FULL-TIME..... 2

67. Are you receiving any governmental assistance? (food stamps, General Assistance, ADC, etc.)

- YES..... 1
- NO..... 2

68. Where are you living right now? Are you:

**ASK EACH**

- STAYING WITH FRIENDS/RELATIVES.. 1
- RENT HOUSE OR APARTMENT..... 2
- OWN HOUSE OR APARTMENT..... 3
- OTHER ( \_\_\_\_\_ )... 4

69. How many other adults are in the same home you're in? \_\_\_\_\_

70. How many children are in the same home you're in? \_\_\_\_\_

Now I'd just like to ask you some questions about your contact with \_\_\_\_\_ since you left the shelter.

71. Are you currently living with \_\_\_\_\_?

NO..... 1

GO TO #76 YES..... 2

72. How often have you seen \_\_\_\_\_ over the last five weeks?

NEVER..... 1

ONCE OR TWICE..... 2

THREE OR FOUR TIMES..... 3

ONCE OR TWICE A WEEK..... 4

THREE OR FOUR TIMES A WEEK.. 5

MORE THAN FOUR TIMES A WEEK. 6

73. How often have you talked on the phone with him over the last five weeks?

NEVER..... 1

ONCE OR TWICE..... 2

THREE OR FOUR TIMES..... 3

ONCE OR TWICE A WEEK..... 4

THREE OR FOUR TIMES A WEEK.. 5

MORE THAN FOUR TIMES A WEEK. 6

74. Are you currently in a relationship with \_\_\_\_\_?

NO..... 1

GO TO #76 YES..... 2

75. Separating from someone is sometimes a difficult process. About how many times in the last 5 weeks would you say you've seriously considered getting back together with \_\_\_\_\_?

- ASK EACH ONLY IF YOU NEED TO PROBE
- NEVER..... 1
  - ONCE OR TWICE..... 2
  - THREE OR FOUR TIMES..... 3
  - ONCE OR TWICE A WEEK..... 4
  - THREE OR FOUR TIMES A WEEK..... 5
  - MORE THAN FOUR TIMES A WEEK..... 6

76. How many times in the last five weeks has \_\_\_\_\_ threatened you in any way?

- ASK EACH ONLY IF YOU NEED TO PROBE
- NEVER..... 1
  - ONCE OR TWICE..... 2
  - THREE OR FOUR TIMES..... 3
  - ONCE OR TWICE A WEEK..... 4
  - THREE OR FOUR TIMES A WEEK.. 5
  - MORE THAN FOUR TIMES A WEEK. 6

77. How many times in the last five weeks has \_\_\_\_\_ physically harmed you?

- GO TO #81
- NEVER..... 1
  - ONCE OR TWICE..... 2
  - THREE OR FOUR TIMES..... 3
  - ONCE OR TWICE A WEEK..... 4
  - THREE OR FOUR TIMES A WEEK... 5
  - MORE THAN FOUR TIMES A WEEK.. 6

77a. In what ways has he harmed you in the last 5 weeks? (CHECK ALL THAT APPLY)

		YES	NO
SHOW CARD, AND	PULLED YOUR HAIR.....	1	2
ASK EACH	BROKE GLASSES/TORE CLOTHING.....	1	2
	PUSHED, SHOVED, GRABBED YOU.....	1	2
	SLAPPED WITH OPEN HAND.....	1	2
	KICKED, BIT OR HIT WITH FIST.....	1	2
	THREW SOMETHING AT YOU.....	1	2
	HIT OR TRIED TO HIT WITH OBJECT...	1	2
	CHOKED YOU.....	1	2
	BURNED YOU.....	1	2
	TIED UP, PHYSICALLY RESTRAINED....	1	2
	FORCED SEXUAL ACTIVITY.....	1	2
	THREATENED WITH GUN OR KNIFE.....	1	2
	USED GUN OR KNIFE.....	1	2

77b. Did you sustain any of the following injuries?

		YES	NO
SHOW CARD, AND	CUTS/SCRAPES/BRUISES.....	1	2
ASK EACH	SORENESS WITHOUT BRUISING.....	1	2
	BURNS.....	1	2
	LOOSE OR BROKEN TEETH.....	1	2
	BROKEN BONES/FRACTURES.....	1	2
	INTERNAL INJURIES.....	1	2
	STRAINED/SPRAINED JOINTS.....	1	2
	DISLOCATED JOINTS.....	1	2
	PREGNANCY COMPLICATIONS.....	1	2
	KNIFE OR GUNSHOT WOUND.....	1	2

77c. Who did you tell about the assault(s)? (CHECK ALL)

		YES	NO
PROBE	NO ONE.....	1	2
	VOLUNTEER.....	1	2
	CADA.....	1	2
	RELATIVE.....	1	2
	FRIEND.....	1	2
	POLICE.....	1	2
	DOCTOR/NURSE.....	1	2
	OTHER _____).	1	2

78. How many times since leaving the shelter did you seek medical treatment because of injuries from \_\_\_\_\_?

(INDICATE EXACT NUMBER)..... \_\_\_\_

79. How many times since leaving the shelter do you think you required medical attention because of such injuries but didn't receive it?

(INDICATE EXACT NUMBER)..... \_\_\_\_

80. In general, how typical was the violence since leaving the shelter compared to the violence throughout your relationship?

ASK EACH	MUCH LESS SEVERE.....	1
	LESS SEVERE.....	2
	ABOUT THE SAME.....	3
	MORE SEVERE.....	4
	MUCH MORE SEVERE.....	5

81. How many times since leaving the shelter have you called the police because of \_\_\_\_\_'s violence or threats?

(INDICATE EXACT NUMBER)..... \_\_\_\_

82. How many times since leaving the shelter have you called CADA because of his violence or threats?

(INDICATE EXACT NUMER)..... \_\_\_\_

Thanks for answering all of those questions. Now I'd just like to ask you questions about your life in general.

83. Do you feel there is someone in your life other than your volunteer who could generally be counted on to:
- |   | YES | NO |
|---|-----|----|
| WATCH YOUR CHILD(REN).....                    | 1   | 2  |
| TAKE YOU PLACES (PROVIDE TRANSPORTATION)..... | 1   | 2  |
| LEND YOU MONEY.....                           | 1   | 2  |
| GIVE YOU A PLACE TO STAY IN AN EMERGENCY..... | 1   | 2  |
| DO YOU A FAVOR.....                           | 1   | 2  |
| GIVE YOU GOOD ADVICE.....                     | 1   | 2  |
| LISTEN TO YOU WHEN YOU NEED TO TALK.....      | 1   | 2  |

84. How often do you and \_\_\_\_\_ talk about \_\_\_\_\_?
- |                                  |   |
|----------------------------------|---|
| NEVER.....                       | 1 |
| ONCE OR TWICE.....               | 2 |
| THREE OR FOUR TIMES.....         | 3 |
| ONCE OR TWICE A WEEK.....        | 4 |
| THREE OR FOUR TIMES A WEEK.....  | 5 |
| MORE THAN FOUR TIMES A WEEK..... | 6 |

- 84a. How helpful has it been for you to talk to \_\_\_\_\_ about \_\_\_\_\_?
- |          |                                  |   |
|----------|----------------------------------|---|
| ASK EACH | VERY UNHELPFUL.....              | 1 |
|          | SOMEWHAT UNHELPFUL.....          | 2 |
|          | NEITHER HELPFUL NOR UNHELPFUL... | 3 |
|          | SOMEWHAT HELPFUL.....            | 4 |
|          | VERY HELPFUL.....                | 5 |

85. How would you say you feel about your life in general?

- SHOW CARD, AND EXTREMELY PLEASED..... 1
- ASK EACH PLEASED..... 2
- MOSTLY SATISFIED..... 3
- MIXED (EQUALLY SATISFIED AND UNSATISFIED)..... 4
- MOSTLY DISSATISFIED..... 5
- UNHAPPY..... 6
- TERRIBLE..... 7

86. Thank you very much for answering all of these questions. Your answers will help us improve this program to better meet the needs of women who want advocates. How helpful would you say this project has been in helping you gain independence from \_\_\_\_\_?

- ASK EACH NOT AT ALL HELPFUL..... 1
- A LITTLE HELPFUL..... 2
- SOMEWHAT HELPFUL..... 3
- VERY HELPFUL..... 4

87. How many other women do you know who are participating in this program?

(INDICATE EXACT NUMBER)..... \_\_\_\_\_

IF ANY:

87a. How many of them have advocates?

(INDICATE EXACT NUMBER)..... \_\_\_\_\_

88. Is there anything else you'd like to say about the program? Can you think of ways in which it could be improved?

---



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(Use back if necessary)

Time interview ended: \_\_\_\_\_

Length of interview: \_\_\_\_\_



Appendix F: Process Interview for Control Group

Interviewer ID# \_\_\_\_\_

Respondent ID# \_\_\_\_\_

Time Interview Started: \_\_\_\_\_

The CAP Second Interview

We're doing these interviews to see how things have been going for you since leaving the shelter. I'd like to remind you again that anything you say here will be held in the strictest confidence. I'd just like to ask you some questions about how your life has been going since the last interview. At the first interview you said that \_\_\_ of your children were living with you.

1. How many of your children are living with you now?

(WRITE EXACT NUMBER).....\_\_\_\_\_

1a. What are their ages? (INDICATE NUMBER IN EACH AGE RANGE)

\_\_\_\_\_ UNDER FIVE YEARS OLD

\_\_\_\_\_ 5 TO 12 YEARS OLD

\_\_\_\_\_ 13 TO 18 YEARS OLD

\_\_\_\_\_ OVER 18 YEARS OLD

2. Since you left the shelter, have you been employed?

YES..... 1

NO..... 2

3. Are you employed right now?

YES..... 1

NO..... 2

## IF SHE IS EMPLOYED NOW:

3a. What type of work do you do?

CLERICAL.....	1
DOMESTIC/CHILDCARE.....	2
SALES/WAITRESS.....	3
MANAGERIAL.....	4
FACTORY.....	5
HUMAN SERVICES.....	6
OTHER (_____).	7

3b. Do you work part-time, full-time, or sporadically (off and on, temporary)?

PART-TIME.....	1
FULL-TIME.....	2
SPORADICALLY.....	3

4. Are you a student?

YES.....	1
NO.....	2

## IF A STUDENT:

4b. Part-time or full-time?

PART-TIME.....	1
FULL-TIME.....	2

5. Are you receiving any governmental assistance? (food stamps, General Assistance, ADC, etc.)

YES.....	1
NO.....	2

6. Where are you living right now? Are you:

- ASK EACH
- STAYING WITH FRIENDS/RELATIVES... 1
  - RENT HOUSE OR APARTMENT..... 2
  - OWN HOUSE OR APARTMENT..... 3
  - OTHER ( \_\_\_\_\_ ).... 4

7. How many other adults are in the same home you're in? \_\_\_\_\_

8. How many children are in the same home you're in? \_\_\_\_\_

Now I'd just like to ask you some questions about your contact with \_\_\_\_\_ since you left the shelter.

9. Are you currently living with \_\_\_\_\_?
- NO..... 1
  - GO TO #14 YES..... 2

10. How often have you seen \_\_\_\_\_ over the last five weeks?
- NEVER..... 1
  - ONCE OR TWICE..... 2
  - THREE OR FOUR TIMES..... 3
  - ONCE OR TWICE A WEEK..... 4
  - THREE OR FOUR TIMES A WEEK.. 5
  - MORE THAN FOUR TIMES A WEEK. 6

11. How often have you talked on the phone with him over the last five weeks?
- NEVER..... 1
  - ONCE OR TWICE..... 2
  - THREE OR FOUR TIMES..... 3
  - ONCE OR TWICE A WEEK..... 4
  - THREE OR FOUR TIMES A WEEK.. 5
  - MORE THAN FOUR TIMES A WEEK. 6

12. Are you currently in a relationship with \_\_\_\_\_?

NO..... 1

GO TO #14 YES..... 2

13. Separating from someone is sometimes a difficult process. About how many times since leaving CADA would you say you've seriously considered getting back together with \_\_\_\_\_?

ASK EACH ONLY IF NEVER..... 1

YOU NEED TO PROBE ONCE OR TWICE..... 2

THREE OR FOUR TIMES..... 3

ONCE OR TWICE A WEEK..... 4

THREE OR FOUR TIMES A WEEK.... 5

MORE THAN FOUR TIMES A WEEK.... 6

14. How many times in the last five weeks has \_\_\_\_\_ threatened you in any way?

ASK EACH ONLY IF NEVER..... 1

YOU NEED TO PROBE ONCE OR TWICE..... 2

THREE OR FOUR TIMES..... 3

ONCE OR TWICE A WEEK..... 4

THREE OR FOUR TIMES A WEEK.... 5

MORE THAN FOUR TIMES A WEEK... 6

15. How many times in the last five weeks has \_\_\_\_\_ physically harmed you?

GO TO #22 NEVER..... 1

ONCE OR TWICE..... 2

THREE OR FOUR TIMES..... 3

ONCE OR TWICE A WEEK..... 4

THREE OR FOUR TIMES A WEEK... 5

MORE THAN FOUR TIMES A WEEK.. 6

16. In what ways has he harmed you in the last five weeks?  
(CHECK ALL THAT APPLY)

		YES	NO
SHOW CARD AND	PULLED YOUR HAIR.....	1	2
ASK EACH	BROKE GLASSES/TORE CLOTHING.....	1	2
	PUSHED, SHOVED, GRABBED YOU.....	1	2
	SLAPPED WITH OPEN HAND.....	1	2
	KICKED, BIT OR HIT WITH FIST.....	1	2
	THREW SOMETHING AT YOU.....	1	2
	HIT OR TRIED TO HIT WITH OBJECT....	1	2
	CHOKED YOU.....	1	2
	BURNED YOU.....	1	2
	TIED UP, PHYSICALLY RESTRAINED.....	1	2
	FORCED SEXUAL ACTIVITY.....	1	2
	THREATENED WITH GUN OR KNIFE.....	1	2
	USED GUN OR KNIFE.....	1	2

17. Did you sustain any of the following injuries?

		YES	NO
SHOW CARD AND	CUTS/SCRAPES/BRUISES.....	1	2
ASK EACH	SORENESS WITHOUT BRUISING.....	1	2
	BURNS.....	1	2
	LOOSE OR BROKEN TEETH.....	1	2
	BROKEN BONES/FRACTURES.....	1	2
	INTERNAL INJURIES.....	1	2
	STRAINED/SPRAINED JOINTS.....	1	2
	DISLOCATED JOINTS.....	1	2
	PREGNANCY COMPLICATIONS.....	1	2
	KNIFE OR GUNSHOT WOUND.....	1	2

18. Who did you tell about the assault(s)? (CHECK ALL)

		YES	NO
PROBE	NO ONE.....	1	2
	CADA.....	1	2
	RELATIVE.....	1	2
	FRIEND.....	1	2
	POLICE.....	1	2
	DOCTOR/NURSE.....	1	2
	OTHER _____..	1	2

19. How many times since leaving the shelter did you seek medical treatment because of injuries from \_\_\_\_\_?  
 (INDICATE EXACT NUMBER)..... \_\_\_\_

20. How many times since leaving the shelter do you think you required medical attention because of such injuries but didn't receive it?  
 (INDICATE EXACT NUMBER)..... \_\_\_\_

21. In general, how typical was the violence since leaving the shelter compared to the violence throughout your relationship?

ASK EACH	MUCH LESS SEVERE.....	1
	LESS SEVERE.....	2
	ABOUT THE SAME.....	3
	MORE SEVERE.....	4
	MUCH MORE SEVERE.....	5

22. How many times since leaving the shelter have you called the police because of \_\_\_\_\_'s violence or threats?  
 (INDICATE EXACT NUMBER)..... \_\_\_\_

23. How many times since leaving the shelter have you called CADA because of his violence or threats?  
 (INDICATE EXACT NUMBER)..... \_\_\_\_

Thanks for answering all of those questions. Now I'd just like to ask you questions about your life in general.

24. Do you feel there is someone in your life who could generally be counted on to:
- |   | YES | NO |
|---|-----|----|
| WATCH YOUR CHILD(REN).....                    | 1   | 2  |
| TAKE YOU PLACES (PROVIDE TRANSPORTATION)..... | 1   | 2  |
| LEND YOU MONEY.....                           | 1   | 2  |
| GIVE YOU A PLACE TO STAY IN AN EMERGENCY..... | 1   | 2  |
| DO YOU A FAVOR.....                           | 1   | 2  |
| GIVE YOU GOOD ADVICE.....                     | 1   | 2  |
| LISTEN TO YOU WHEN YOU NEED TO TALK.....      | 1   | 2  |

25. How would you say you feel about your life in general?

- |                |  |   |
|----------------|--|---|
| SHOW CARD, AND | EXTREMELY PLEASED.....                         | 1 |
| ASK EACH       | PLEASED.....                                   | 2 |
|                | MOSTLY SATISFIED.....                          | 3 |
|                | MIXED (EQUALLY SATISFIED AND UNSATISFIED)..... | 4 |
|                | MOSTLY DISSATISFIED.....                       | 5 |
|                | UNHAPPY.....                                   | 6 |
|                | TERRIBLE.....                                  | 7 |

26. How many other women do you know who are participating in this program?  
(INDICATE EXACT NUMBER)..... \_\_\_\_

26a. How many of them have advocates?  
(INDICATE EXACT NUMBER)..... \_\_\_\_

Thank you very much for answering all of these questions. Is there anything else you'd like to mention or talk about right now? (USE BACK)

Time interview ended: \_\_\_\_

Length of interview: \_\_\_\_

Appendix G: Post Interview for Experimental Group

Interviewer ID# \_\_\_\_\_

Respondent ID# \_\_\_\_\_

Time Interview Started: \_\_\_\_\_

The CAP Termination Interview

I'd like to remind you again that anything you say here will be held in the strictest confidence. Also, your advocate will never know what has been said here today so please feel free to say how you really feel. Now, I'd like to begin by asking you some questions about what you and \_\_\_\_\_ have been doing since the beginning of the program.

1. About how many hours a week did you spend with \_\_\_\_\_ in person?

- LESS THAN ONE..... 1
- ONE OR TWO..... 2
- THREE OR FOUR..... 3
- FIVE OR SIX..... 4
- SEVEN OR EIGHT..... 5
- MORE THAN EIGHT..... 6

2. How many times a week did you see her?

(INDICATE EXACT NUMBER). \_\_\_\_

3. About how many hours a week did you spend with \_\_\_\_\_ on the telephone?

- LESS THAN ONE..... 1
- ONE OR TWO..... 2
- THREE OR FOUR..... 3
- FIVE OR SIX..... 4
- SEVEN OR EIGHT..... 5
- MORE THAN EIGHT..... 6



4. Now I'd like to ask you some questions about what you and \_\_\_\_\_ had decided to work on together.  
(PROBE)

	YES	NO
a. Had you decided to work on any housing issues?	1	2
b. Had you decided to work on any education issues?	1	2
c. Had you decided to work on transportation?	1	2
d. Had you decided to work on employment issues?	1	2
e. Had you decided to work on any legal issues?	1	2
f. Had you decided to work on any health issues?	1	2
g. Had you decided to work on any childcare issues?	1	2
h. Had you decided to work on getting more social support, or ways of making friends?	1	2
i. Had you decided to work on any financial issues, or ways of getting money other than employment?	1	2
j. Had you decided to work on getting material goods or services, such as furniture, toys, clothes, a plumber?	1	2
k. Had you decided to work on any issues regarding your children, such as schooling, extra activities, etc.?	1	2
l. Is there anything else you and _____ decided to work on that I haven't mentioned?	1	2

If yes, what specifically? \_\_\_\_\_

---

FOR EVERY OPTION WHICH THE RESPONDENT ANSWERED "YES" TO, ASK THE APPROPRIATE QUESTIONS BEGINNING ON THE NEXT PAGE.

## IF HOUSING WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

5. In the area of housing, what all have you and \_\_\_\_\_ done together?

		YES	NO
ASK EACH	DISCUSSED OPTIONS.....	1	2
	MADE PHONE CALLS.....	1	2
	LOOKED IN PERSON.....	1	2
	OBTAINED WRITTEN MATERIALS.	1	2
	CHECKED NEWSPAPERS.....	1	2
	CONTACTED AGENCY, AGENCIES..	1	2
	OTHER _____	1	2

6. How much time have you two spent in the last ten weeks looking for housing?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

7. Have you found housing yet?

NO..... 1  
 PROBABLY YES..... 2  
 DEFINITELY YES..... 3

8. How satisfied are you with what \_\_\_\_\_ has done with and for you in the area of housing?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

IF EDUCATION WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

9. In the area of education, what type of schooling were you interested in pursuing?
- OBTAIN GED/FINISH HIGH SCHOOL .... 1
  - ATTEND JUNIOR/COMMUNITY COLLEGE... 2
  - ATTEND COLLEGE/UNIVERSITY..... 3
  - ATTEND GRAD./PROFESSIONAL SCHOOL.. 4
  - ATTEND TRADE SCHOOL..... 5
  - OTHER \_\_\_\_\_ ... 6
10. What all have you and \_\_\_\_\_ done in this area?
- |                                 | YES | NO |
|---------------------------------|-----|----|
| ASK EACH DISCUSSED OPTIONS..... | 1   | 2  |
| MADE PHONE CALLS.....           | 1   | 2  |
| LOOKED IN PERSON.....           | 1   | 2  |
| OBTAINED WRITTEN MATERIALS..... | 1   | 2  |
| APPLIED OR ENROLLED.....        | 1   | 2  |
| OTHER _____                     | 1   | 2  |
11. How many hours have you two spent in the last ten weeks looking into educational options?
- (WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_
12. How effective have your efforts been in accomplishing your goal(s)?
- |                                    |   |
|------------------------------------|---|
| ASK EACH NOT EFFECTIVE AT ALL..... | 1 |
| NOT VERY EFFECTIVE.....            | 2 |
| SOMEWHAT EFFECTIVE.....            | 3 |
| VERY EFFECTIVE.....                | 4 |
13. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area?
- |                                 |   |
|---------------------------------|---|
| ASK EACH VERY DISSATISFIED..... | 1 |
| SOMEWHAT DISSATISFIED.....      | 2 |
| SOMEWHAT SATISFIED.....         | 3 |
| VERY SATISFIED.....             | 4 |

IF TRANSPORTATION WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

14. In the area of transportation, what had you decided to work on?

- LEARNING BUS ROUTES.....1
- BUYING A CAR.....2
- FIXING HER CAR.....3
- GETTING BUS PASS.....4
- OTHER \_\_\_\_\_...5

15. What all have you two done together in this area?

		YES	NO
ASK EACH	DISCUSSED OPTIONS.....	1	2
	PHONE CALLS.....	1	2
	GOT WRITTEN MATERIALS.....	1	2
	LOOKED IN PERSON.....	1	2
	OTHER _____.	1	2

16. How much time have you two spent in the last 10 weeks looking into transportation?

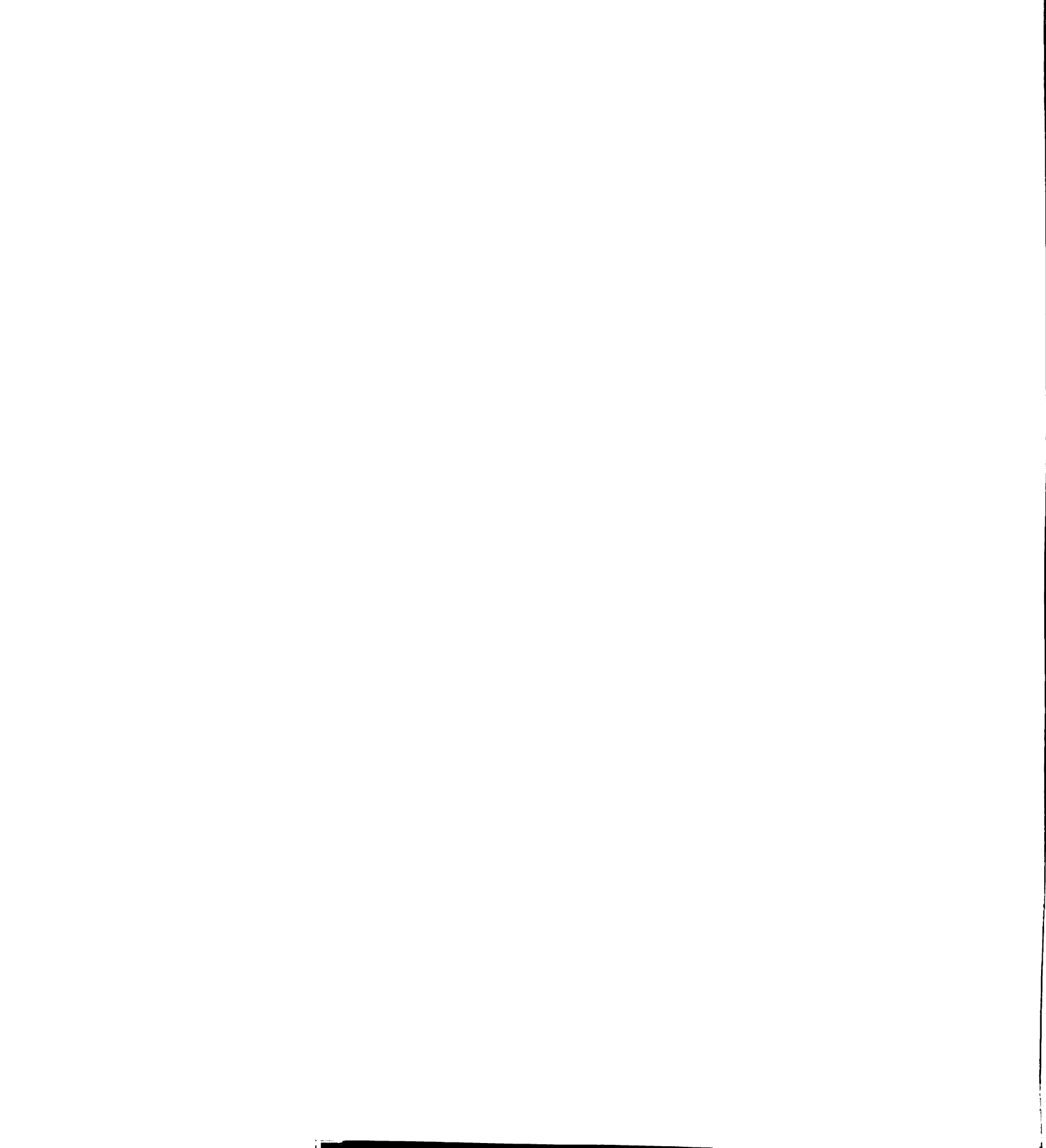
(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

17. How effective have your efforts been in accomplishing your goals?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

18. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4



IF EMPLOYMENT WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

19. In the area of employment, what all have you two done together?

ASK EACH		YES	NO
	DISCUSSED OPTIONS.....	1	2
	PHONE CALLS.....	1	2
	LOOKED IN PERSON.....	1	2
	GOT WRITTEN MATERIAL.....	1	2
	POSTED FLYERS.....	1	2
	PRACTICE APPLICATIONS.....	1	2
	ACTUAL APPLICATIONS.....	1	2
	MADE RESUME.....	1	2
	ROLEPLAYED INTERVIEWING.....	1	2
	NEWSPAPER ADS.....	1	2
	CONTACTED AGENCY, AGENCIES.....	1	2
	OTHER _____.....	1	2

20. How much time have you two spent in the last 10 weeks working on employment?  
(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

21. Have you gotten a job yet from your efforts?

NO.....	1
PROBABLY YES.....	2
YES.....	3

22. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

IF LEGAL ASSISTANCE WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

23. In the area of legal issues, what had you decided to work on?

	YES	NO
INJUNCTION/RESTRAINING ORDER.....	1	2
LEGAL SEPARATION/DIVORCE.....	1	2
ALIMONY/CHILD SUPPORT.....	1	2
OTHER ( _____ )..	1	2

24. In the area of legal issues, what all have you two done together?

ASK EACH		YES	NO
	DISCUSSED OPTIONS.....	1	2
	PHONE CALLS.....	1	2
	LOOKED IN PERSON.....	1	2
	GOT WRITTEN MATERIALS.....	1	2
	APPLIED FOR LEGAL AID.....	1	2
	GOT RESTRAINING ORDER OR INJUNCTION (OR SIMILAR)...	1	2
	MET WITH LAWYER.....	1	2
	WENT TO COURT.....	1	2
	OTHER _____	1	2

25. How many hours have you spent in the last 10 weeks looking into legal issues?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

26. How effective have your efforts been in this area so far?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

27. How satisfied are you with what \_\_\_\_\_ has done  
with and for you in this area?

ASK EACH

VERY DISSATISFIED..... 1

SOMEWHAT DISSATISFIED..... 2

SOMEWHAT SATISFIED..... 3

VERY SATISFIED..... 4



IF HEALTH ISSUES WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

28. In the area of health, what specifically were you interested in looking into?

- MEDICARE/MEDICAID..... 1
- FIND HEALTH INFORMATION..... 2
- GET (PRIVATE) INSURANCE..... 3
- FIND DOCTOR/CLINIC..... 4
- GET MEDICATION..... 5
- OTHER \_\_\_\_\_ .. 6

29. What all have you two done together in this area?

- |                                 | YES | NO |
|---------------------------------|-----|----|
| ASK EACH DISCUSSED OPTIONS..... | 1   | 2  |
| PHONE CALLS.....                | 1   | 2  |
| LOOKED IN PERSON.....           | 1   | 2  |
| GOT WRITTEN MATERIAL.....       | 1   | 2  |
| PHONE BOOK/NEWSPAPER.....       | 1   | 2  |
| OTHER _____ ..                  | 1   | 2  |

30. How many hours have you two spent in the last 10 weeks looking into this area?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

31. How effective have your efforts been in this area?

- |                                    |   |
|------------------------------------|---|
| ASK EACH NOT EFFECTIVE AT ALL..... | 1 |
| NOT VERY EFFECTIVE.....            | 2 |
| SOMEWHAT EFFECTIVE.....            | 3 |
| VERY EFFECTIVE.....                | 4 |

32. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area?

- |                                 |   |
|---------------------------------|---|
| ASK EACH VERY DISSATISFIED..... | 1 |
| SOMEWHAT DISSATISFIED.....      | 2 |
| SOMEWHAT SATISFIED.....         | 3 |
| VERY SATISFIED.....             | 4 |

IF CHILDCARE WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

33. What all have you two done together in the area of childcare?

ASK EACH		YES	NO
	DISCUSSED OPTIONS.....	1	2
	PHONE CALLS.....	1	2
	GOT WRITTEN MATERIAL.....	1	2
	NEWSPAPER.....	1	2
	WENT TO AGENCY/AGENCIES....	1	2
	ADVERTISED.....	1	2
	OTHER _____.	1	2

34. How many hours have you spent in the last 10 weeks looking into finding childcare?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

35. Have you achieved your goal yet?

NO.....	1
PROBABLY YES.....	2
YES.....	3

36. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

IF SOCIAL SUPPORT WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

37. In the area of social support, or making new friends, what all have you two done together?

		YES	NO
ASK EACH	DISCUSSED OPTIONS.....	1	2
	MADE PHONE CALLS.....	1	2
	GONE TO GATHERINGS.....	1	2
	NEWSPAPER/PHONE BOOK.....	1	2
	GOT WRITTEN MATERIALS.....	1	2
	OTHER _____...	1	2

38. How many hours have you two spent in the last 10 weeks looking into finding some social support?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

39. How effective have your efforts been in getting you some social support?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

40. How satisfied have been with what \_\_\_\_\_ has done with and for you in this area?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

IF FINANCIAL (OTHER THAN EMPLOYMENT) WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

41. In the area of getting money, other than employment, what had you decided specifically to work on?
- |                             | YES | NO |
|-----------------------------|-----|----|
| GOVERNMENT AID.....         | 1   | 2  |
| BORROW FROM INSTITUTION.... | 1   | 2  |
| BORROW FROM FRIEND/RELATIVE | 1   | 2  |
42. What all have you two done together in the area of finances?
- | ASK EACH                    | YES | NO |
|-----------------------------|-----|----|
| DEPT OF SOCIAL SERVICES.... | 1   | 2  |
| DISCUSSED OPTIONS.....      | 1   | 2  |
| PHONE CALLS.....            | 1   | 2  |
| CONTACT BANKS IN PERSON.... | 1   | 2  |
| LENDING AGENCIES IN PERSON. | 1   | 2  |
| ASKED FRIEND/RELATIVE.....  | 1   | 2  |
| OTHER _____.                | 1   | 2  |
43. How many hours have you two spent in the last 10 weeks looking into getting money?
- (WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_
44. How effective have your efforts been?
- |          |                           |   |
|----------|---------------------------|---|
| ASK EACH | NOT EFFECTIVE AT ALL..... | 1 |
|          | NOT VERY EFFECTIVE.....   | 2 |
|          | SOMEWHAT EFFECTIVE.....   | 3 |
|          | VERY EFFECTIVE.....       | 4 |
45. How satisfied are you with what \_\_\_\_\_ has done with and for you in this area?
- |                            |   |
|----------------------------|---|
| VERY DISSATISFIED.....     | 1 |
| SOMEWHAT DISSATISFIED..... | 2 |
| SOMEWHAT SATISFIED.....    | 3 |
| VERY SATISFIED.....        | 4 |

IF MATERIAL GOODS WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

46. In the area of obtaining material goods or services, such as food, furniture, clothing, toys, a plumber, etc., what all have you and \_\_\_\_\_ done together?

		YES	NO
ASK EACH	DISCUSSED OPTIONS.....	1	2
	MADE PHONE CALLS.....	1	2
	LOOKEIN PERSON.....	1	2
	GOT WRITTEN MATERIAL.....	1	2
	PHONEBOOK/NEWSPAPER.....	1	2
	CONTACTED AGENCY/AGENCIES..	1	2
	ADVERTISED.....	1	2
	OTHER _____....	1	2

47. How many hours have you two spent in the last 10 weeks looking into this area?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

48. How effective have your efforts been in this area?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

49. How satisfied are you with \_\_\_\_\_'s efforts in this area?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

IF ISSUES REGARDING CHILDREN (EXCLUDING CHILDCARE) WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

50. In the area of advocacy services for your children, what specifically did you choose to work on?

- SCHOOL ISSUES..... 1
- EXTRACURRICULAR ACTIVITIES.. 2
- COUNSELING SERVICES..... 3
- EMPLOYMENT ISSUES..... 4
- GETTING THE CHILD(REN)  
MATERIAL GOOD(S) LIKE TOYS,  
BIKES, ACCESSORIES..... 5
- OTHER \_\_\_\_\_ . 6

51. What all has the advocate and you and/or the child(ren) done in this area?

	YES	NO
ASK EACH DISCUSSED OPTIONS.....	1	2
PHONE CALLS.....	1	2
LOOKED IN PERSON.....	1	2
GOT WRITTEN MATERIAL.....	1	2
PHONEBOOK/NEWSPAPER.....	1	2
CONTACTED AGENCY/AGENCIES..	1	2
OTHER _____ ..	1	2

52. How many hours have you two spent in the last 10 weeks looking into this area?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

53. How effective have these efforts been?

- ASK EACH
- NOT EFFECTIVE AT ALL..... 1
  - NOT VERY EFFECTIVE..... 2
  - SOMEWHAT EFFECTIVE..... 3
  - VERY EFFECTIVE..... 4

54. How satisfied are you with \_\_\_\_\_'s efforts?

- ASK EACH
- VERY DISSATISFIED..... 1
  - SOMEWHAT DISSATISFIED..... 2
  - SOMEWHAT SATISFIED..... 3
  - VERY SATISFIED..... 4

IF (OTHER) WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

55. In the area of \_\_\_\_\_, what all have you two done?

	YES	NO
DISCUSSED OPTIONS.....	1	2
PHONE CALLS.....	1	2
LOOKED IN PERSON.....	1	2
GOT WRITTEN MATERIALS.....	1	2
PHONEBOOK/NEWSPAPERS.....	1	2
OTHER _____.	1	2

56. How many hours have you two spent in the last 10 weeks looking into this area?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

57. How effective have your efforts been?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

58. How satisfied are you with \_\_\_\_\_'s efforts in this area?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4



## ASK ALL RESPONDENTS THE FOLLOWING QUESTIONS

59. Now I'd like to ask you some questions about the program in general. How satisfied have you been with the program?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

60. How satisfied are you with the effort \_\_\_\_\_ put in toward the goals you've chosen?

ASK EACH	VERY DISSATISFIED.....	1
	SOMEWHAT DISSATISFIED.....	2
	SOMEWHAT SATISFIED.....	3
	VERY SATISFIED.....	4

61. How satisfied are you with the amount of time you spent with \_\_\_\_\_ a week?

ASK EACH	NOT ENOUGH TIME.....	1
	SATISFIED.....	2
	SPENT TOO MUCH TIME.....	3

62. How many hours a week would you have liked to spend with her?

LESS THAN ONE.....	1
ONE OR TWO.....	2
THREE OR FOUR.....	3
FIVE OR SIX.....	4
SEVEN OR EIGHT.....	5
MORE THAN EIGHT (SPECIFY____)	6

63. Now if you don't mind I'd like to ask you a few questions about your home life. At the last interview you said that \_\_\_ children were living with you. How many children are living with you now?  
 (WRITE EXACT NUMBER).....\_\_\_

63a. What are their ages? (INDICATE NUMBER IN EACH AGE RANGE)

- \_\_\_ UNDER FIVE YEARS OLD
- \_\_\_ 5 TO 12 YEARS OLD
- \_\_\_ 13 TO 18 YEARS OLD
- \_\_\_ OVER 18 YEARS OLD

64. Since you left the shelter, have you been employed?

- YES..... 1
- NO..... 2

65. Are you employed right now?

- YES..... 1
- NO..... 2

IF YES:

65a. What type of work do you do?

- CLERICAL..... 1
- DOMESTIC/CHILDCARE..... 2
- SALES/WAITRESS..... 3
- MANAGERIAL..... 4
- FACTORY..... 5
- HUMAN SERVICES..... 6
- OTHER ( \_\_\_\_\_ ) . 7

**IF SHE WORKS NOW:**

65b. Do you work part-time, full-time, or sporadically (off and on, temporary)?

- PART-TIME..... 1
- FULL-TIME..... 2
- SPORADICALLY..... 3

66. Are you a student?

- YES..... 1
- NO..... 2

**IF YES:**

66b. Part-time or full-time?

- PART-TIME..... 1
- FULL-TIME..... 2

67. Are you receiving any governmental assistance? (food stamps, General Assistance, ADC, etc.)

- YES..... 1
- NO..... 2

68. Where are you living right now? Are you:

- ASK EACH STAYING WITH FRIENDS/RELATIVES... 1
- RENT HOUSE OR APARTMENT..... 2
- OWN HOUSE OR APARTMENT..... 3
- OTHER ( \_\_\_\_\_ ).... 4

69. How many other adults are in the same home you're in? \_\_\_\_\_

70. How many children are in the same home you're in? \_\_\_\_\_

Now I'd just like to ask you some questions about your contact with \_\_\_\_\_ since you left the shelter.

71. Are you currently living with \_\_\_\_\_?  
NO..... 1  
GO TO #76 YES..... 2

72. How often have you seen \_\_\_\_\_ over the last five weeks?  
NEVER..... 1  
ONCE OR TWICE..... 2  
THREE OR FOUR TIMES..... 3  
ONCE OR TWICE A WEEK..... 4  
THREE OR FOUR TIMES A WEEK.. 5  
MORE THAN FOUR TIMES A WEEK. 6

73. How often have you talked on the phone with him over the last five weeks?  
NEVER..... 1  
ONCE OR TWICE..... 2  
THREE OR FOUR TIMES..... 3  
ONCE OR TWICE A WEEK..... 4  
THREE OR FOUR TIMES A WEEK.. 5  
MORE THAN FOUR TIMES A WEEK. 6

74. Are you currently in a relationships with \_\_\_\_\_?  
NO..... 1  
GO TO #76 YES..... 2

75. Separating from someone is sometimes a difficult process. About how many times in the last 5 weeks would you say you've seriously considered getting back together with \_\_\_\_\_?

ASK EACH ONLY IF	NEVER.....	1
YOU NEED TO PROBE	ONCE OR TWICE.....	2
	THREE OR FOUR TIMES.....	3
	ONCE OR TWICE A WEEK.....	4
	THREE OR FOUR TIMES A WEEK....	5
	MORE THAN FOUR TIMES A WEEK....	6

76. How many times in the last five weeks has \_\_\_\_\_ threatened you in any way?

ASK EACH ONLY IF	NEVER.....	1
YOU NEED TO PROBE	ONCE OR TWICE.....	2
	THREE OR FOUR TIMES.....	3
	ONCE OR TWICE A WEEK.....	4
	THREE OR FOUR TIMES A WEEK....	5
	MORE THAN FOUR TIMES A WEEK...	6

77. How many times in the last five weeks has \_\_\_\_\_ physically harmed you?

GO TO #81	NEVER.....	1
	ONCE OR TWICE.....	2
	THREE OR FOUR TIMES.....	3
	ONCE OR TWICE A WEEK.....	4
	THREE OR FOUR TIMES A WEEK...	5
	MORE THAN FOUR TIMES A WEEK..	6

77a. In what ways has he harmed you in the last 5 weeks? (CHECK ALL THAT APPLY)

		YES	NO
SHOW CARD, AND	PULLED YOUR HAIR.....	1	2
ASK EACH	BROKE GLASSES/TORE CLOTHING.....	1	2
	PUSHED, SHOVED, GRABBED YOU.....	1	2
	SLAPPED WITH OPEN HAND.....	1	2
	KICKED, BIT OR HIT WITH FIST.....	1	2
	THREW SOMETHING AT YOU.....	1	2
	HIT OR TRIED TO HIT WITH OBJECT....	1	2
	CHOKED YOU.....	1	2
	BURNED YOU.....	1	2
	TIED UP, PHYSICALLY RESTRAINED.....	1	2
	FORCED SEXUAL ACTIVITY.....	1	2
	THREATENED WITH GUN OR KNIFE.....	1	2
	USED GUN OR KNIFE.....	1	2

77b. Did you sustain any of the following injuries?

		YES	NO
SHOW CARD, AND	CUTS/SCRAPES/BRUISES.....	1	2
ASK EACH	SORENESS WITHOUT BRUISING.....	1	2
	BURNS.....	1	2
	LOOSE OR BROKEN TEETH.....	1	2
	BROKEN BONES/FRACTURES.....	1	2
	INTERNAL INJURIES.....	1	2
	STRAINED/SPRAINED JOINTS.....	1	2
	DISLOCATED JOINTS.....	1	2
	PREGNANCY COMPLICATIONS.....	1	2
	KNIFE OR GUNSHOT WOUND.....	1	2

77c. Who did you tell about the assault(s)? (CHECK ALL)

		YES	NO
PROBE	NO ONE.....	1	2
	VOLUNTEER.....	1	2
	CADA.....	1	2
	RELATIVE.....	1	2
	FRIEND.....	1	2
	POLICE.....	1	2
	DOCTOR/NURSE.....	1	2
	OTHER _____..	1	2

78. How many times since leaving the shelter did you seek medical treatment because of injuries from \_\_\_\_\_?

(INDICATE EXACT NUMBER)..... \_\_\_\_

79. How many times since leaving the shelter do you think you required medical attention because of such injuries but didn't receive it?

(INDICATE EXACT NUMBER)..... \_\_\_\_

80. In general, how typical was the violence since leaving the shelter compared to the violence throughout your relationship?

ASK EACH	MUCH LESS SEVERE.....	1
	LESS SEVERE.....	2
	ABOUT THE SAME.....	3
	MORE SEVERE.....	4
	MUCH MORE SEVERE.....	5

81. How many times since leaving the shelter have you called the police because of \_\_\_\_\_'s violence or threats?

(INDICATE EXACT NUMBER)..... \_\_\_\_

82. How many times since leaving the shelter have you called CADA because of his violence or threats?

(INDICATE EXACT NUMBER)..... \_\_\_\_

Thanks for answering all of those questions. Now I'd just like to ask you questions about your life in general.

83. Do you feel there is someone in your life (other than your volunteer) who could generally be counted on and is available to:

	YES	NO
WATCH YOUR CHILD(REN).....	1	2
TAKE YOU PLACES (PROVIDE TRANSPORTATION.....	1	2
LEND YOU MONEY.....	1	2
GIVE YOU A PLACE TO STAY IN AN EMERGENCY.....	1	2
DO YOU A FAVOR.....	1	2
GIVE YOU GOOD ADVICE.....	1	2
LISTEN TO YOU WHEN YOU NEED TO TALK.....	1	2

84. How often did you and \_\_\_\_\_ talk about \_\_\_\_\_?

NEVER.....	1
ONCE OR TWICE.....	2
THREE OR FOUR TIMES.....	3
ONCE OR TWICE A WEEK.....	4
THREE OR FOUR TIMES A WEEK.....	5
MORE THAN 4 TIMES A WEEK.....	6

84a. How helpful was it for you to talk to \_\_\_\_\_ about \_\_\_\_\_?

ASK EACH	VERY UNHELPFUL.....	1
	SOMEWHAT UNHELPFUL.....	2
	NEITHER HELPFUL OR UNHELPFUL.....	3
	SOMEWHAT HELPFUL.....	4
	VERY HELPFUL.....	5



85. If a friend of yours wanted to get a job and didn't know how to go about getting one, what all would you advise her to do to find one?  
(PROBE: "IS THERE ANYTHING ELSE?")
- 
- 

86. If she followed your advice, how successful do you think she'd be in getting a job?

DEFINITELY UNSUCCESSFUL..... 1

PROBABLY UNSUCCESSFUL..... 2

PROBABLY SUCCESSFUL..... 3

DEFINITELY SUCCESSFUL..... 4

87. If you were to decide in a couple of months to move, what all could you do to find a place?  
(PROBE: "ANYTHING ELSE?")
- 
- 

88. How successful do you think you'd be in finding a new place?

DEFINITELY UNSUCCESSFUL..... 1

PROBABLY UNSUCCESSFUL..... 2

PROBABLY SUCCESSFUL..... 3

DEFINITELY SUCCESSFUL..... 4

89. If a friend of yours asked your advice on how she could find some cheap furniture--she has very little money--what all would you advise her or do?  
(PROBE: "ANYTHING ELSE?")
- 
-

90. If your friend from that example followed your advice, how successful do you think she'd be in getting furniture?

- DEFINITELY UNSUCCESSFUL..... 1
- PROBABLY UNSUCCESSFUL..... 2
- PROBABLY SUCCESSFUL..... 3
- DEFINITELY SUCCESSFUL..... 4

91. How would you say you feel about your life in general?

- SHOW CARD, AND EXTREMELY PLEASED..... 1
- ASK EACH PLEASED..... 2
- MOSTLY SATISFIED..... 3
- MIXED (EQUALLY SATISFIED AND DISSATISFIED)..... 4
- MOSTLY DISSATISFIED..... 5
- UNHAPPY..... 6
- TERRIBLE..... 7

92. How many other women do you know who are participating in this program?

(INDICATE EXACT NUMBER)..... \_\_\_\_

IF ANY:

92a. How many of them have advocates?

(INDICATE EXACT NUMBER)..... \_\_\_\_

93. Thank you very much for answering all of these questions. Your answers will help us improve this program to better meet the needs of women who want advocates. How helpful would you say this project has been in helping you gain independence from\_\_\_\_\_?

- ASK EACH
- NOT AT ALL HELPFUL..... 1
  - A LITTLE HELPFUL..... 2
  - SOMEWHAT HELPFUL..... 3
  - VERY HELPFUL..... 4

94. Is there anything else you'd like to say about the program? Can you think of ways in which it could be improved?

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(Use back if necessary)

(THANK THE RESPONDENT FOR HER TIME AND INPUT. TALK TO HER ABOUT ANYTHING SHE MAY WANT TO TALK ABOUT AT THIS TIME)

Time interview ended: \_\_\_\_\_

Length of interview: \_\_\_\_\_

Appendix H: Post Interview for Control Group

Interviewer ID# \_\_\_\_\_

Respondent ID# \_\_\_\_\_

Time Interview Started: \_\_\_\_\_

The CAP Third Interview

I'd like to remind you again that anything you say here will be held in the strictest confidence. I'd just like to ask you some questions about how your life has been going since the last interview. At the last interview you said that \_\_\_\_\_ of your children were living with you.

1. How many of your children are living with you now?

(WRITE EXACT NUMBER).....\_\_\_\_\_

1a. What are their ages? (INDICATE NUMBER IN EACH AGE RANGE)

\_\_\_\_\_ UNDER FIVE YEARS OLD

\_\_\_\_\_ 5 TO 12 YEARS OLD

\_\_\_\_\_ 13 TO 17 YEARS OLD

\_\_\_\_\_ 18 OR OLDER

2. Since you left the shelter, have you been employed?

YES..... 1

NO..... 2

3. Are you employed right now?

YES..... 1

NO..... 2

## IF SHE IS EMPLOYED NOW:

## 3a. What type of work do you do?

CLERICAL.....	1
DOMESTIC/CHILDCARE.....	2
SALES/WAITRESS.....	3
MANAGERIAL.....	4
FACTORY.....	5
HUMAN SERVICES.....	6
OTHER _____	7

## 3b. Do you work part-time, full-time, or sporadically (off and on, temporary)?

PART-TIME.....	1
FULL-TIME.....	2
SPORADICALLY.....	3

## 4. Are you a student?

YES.....	1
NO.....	2

## IF SHE IS A STUDENT:

## 4b. Part-time or full-time?

PART-TIME.....	1
FULL-TIME.....	2

## 5. Are you receiving any governmental assistance? (food stamps, General Assistance, ADC, etc.)

YES.....	1
NO.....	2

6. Now I'd like to ask you some questions about how things have been going for you and things you may have been trying to improve since leaving the shelter. Since leaving the shelter, have any of the following areas been areas that you wanted to improve or change?

	YES	NO
a. housing issues.....	1	2
b. education.....	1	2
c. transportation issues.....	1	2
d. employment.....	1	2
e. legal issues.....	1	2
f. health issues.....	1	2
g. childcare issues.....	1	2
h. getting social support, making friends.....	1	2
i. finances, or ways of getting money other than through employment?.....	1	2
j. material goods or services, such as furniture, toys, a plumber.....	1	2
k. issues for your children, such as schooling, extra activities, etc.....	1	2
l. Is there anything else that I haven't mentioned that you've wanted to see improvement or change in?.....	1	2

If yes, what specifically? \_\_\_\_\_

\_\_\_\_\_

FOR EVERY OPTION WHICH THE RESPONDENT ANSWERED "YES" TO, ASK THE APPROPRIATE QUESTIONS BEGINNING ON THE NEXT PAGE. FOR THOSE AREAS NOT CHOSEN, MARK "(DOES NOT APPLY)" ON THE APPROPRIATE PAGE.

EVERY ANSWER, THEN, SHOULD BE MARKED.

IF HOUSING WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

7. In the area of housing, what all have you done to accomplish your goals?

		YES	NO
ASK EACH	MADE PHONE CALLS.....	1	2
	LOOKED IN PERSON.....	1	2
	OBTAINED WRITTEN MATERIALS.	1	2
	CHECKED NEWSPAPERS.....	1	2
	CONTACTED AGENCY, AGENCIES..	1	2
	OTHER _____	1	2

8. How much time have you spent in the last ten weeks looking for housing?  
 (WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

9. Have you found housing yet?

- NO..... 1
- PROBABLY YES..... 2
- DEFINITELY YES..... 3

IF EDUCATION WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

10. In the area of education, what type of schooling were you interested in pursuing?

- OBTAIN GED/FINISH HIGH SCHOOL .... 1
- ATTEND JUNIOR/COMMUNITY COLLEGE... 2
- ATTEND COLLEGE/UNIVERSITY..... 3
- ATTEND GRAD./PROFESSIONAL SCHOOL.. 4
- ATTEND TRADE SCHOOL..... 5
- OTHER\_\_\_\_\_ ... 6

11. What all have you done in this area to accomplish your goals?

		YES	NO
ASK EACH	MADE PHONE CALLS.....	1	2
	LOOKED IN PERSON.....	1	2
	OBTAINED WRITTEN MATERIALS.....	1	2
	APPLIED OR ENROLLED.....	1	2
	OTHER_____	1	2

12. How many hours have you spent in the last ten weeks looking into educational options?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

13. How effective have your efforts been in accomplishing your goal(s)?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4



IF TRANSPORTATION WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

14. In the area of transportation, what had you decided to work on?

- LEARNING BUS ROUTES.....1
- BUYING A CAR.....2
- FIXING HER CAR.....3
- GETTING BUS PASS.....4
- OTHER\_\_\_\_\_...5

15. What all have you done in this area?

	YES	NO
ASK EACH		
PHONE CALLS.....	1	2
GOT WRITTEN MATERIALS.....	1	2
LOOKED IN PERSON.....	1	2
OTHER_____.	1	2

16. How much time have you spent in the last ten weeks looking into transportation?

(WRITE EXACT NUMBER OF HOURS)\_\_\_\_\_

17. How effective have your efforts been in accomplishing your goals?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

IF EMPLOYMENT WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

18. In the area of employment, what all have you done?  
YES NO

ASK EACH

PHONE CALLS.....	1	2
LOOKED IN PERSON.....	1	2
GOT WRITTEN MATERIAL.....	1	2
POSTED FLYERS.....	1	2
PRACTICE APPLICATIONS.....	1	2
ACTUAL APPLICATIONS.....	1	2
MADE RESUME.....	1	2
ROLEPLAYED INTERVIEWING.....	1	2
NEWSPAPER ADS.....	1	2
CONTACTED AGENCY, AGENCIES.....	1	2
OTHER _____.....	1	2

19. How much time have you spent in the last ten weeks looking for employment?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

20. Have you gotten a job yet from your efforts?

NO.....	1
PROBABLY YES.....	2
YES.....	3

IF LEGAL ISSUES WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

21. In the area of legal issues, what had you decided to work on?

	YES	NO
INJUNCTION/RESTRAINING ORDER.....	1	2
LEGAL SEPARATION/DIVORCE.....	1	2
ALIMONY/CHILD SUPPORT.....	1	2
OTHER _____..	1	2

22. In the area of legal issues, what all have you done?

	YES	NO
ASK EACH		
PHONE CALLS.....	1	2
LOOKED IN PERSON.....	1	2
GOT WRITTEN MATERIALS.....	1	2
APPLIED FOR LEGAL AID.....	1	2
GOT RESTRAINING ORDER OR INJUNCTION (OR SIMILAR)...	1	2
MET WITH LAWYER.....	1	2
WENT TO COURT.....	1	2
OTHER _____	1	2

23. How many hours have you spent in the last ten weeks looking into legal issues?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

24. How effective have your efforts been in this area?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

IF HEALTH ISSUES WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

25. In the area of health, what specifically were you interested in looking into?

MEDICARE/MEDICAID.....	1
FIND HEALTH INFORMATION.....	2
GET (PRIVATE) INSURANCE.....	3
FIND DOCTOR/CLINIC.....	4
GET MEDICATION.....	5
OTHER _____ ..	6

26. What all have you done in this area?

	YES	NO
PHONE CALLS.....	1	2
ASK EACH		
LOOKED IN PERSON.....	1	2
GOT WRITTEN MATERIAL.....	1	2
PHONE BOOK/NEWSPAPER.....	1	2
OTHER _____ ..	1	2

27. How many hours have you spent in the last ten weeks looking into this area?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

28. How effective have your efforts been in this area?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

IF CHILDCARE WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

29. What all have you done in the area of childcare?		YES	NO
ASK EACH	PHONE CALLS.....	1	2
	GOT WRITTEN MATERIAL.....	1	2
	NEWSPAPER.....	1	2
	WENT TO AGENCY/AGENCIES....	1	2
	ADVERTISED.....	1	2
	OTHER _____..	1	2

30. How many hours have you spent in the last ten weeks looking into finding childcare?  
 (WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

31. Have you achieved your goal yet?	
	NO..... 1
	PROBABLY YES..... 2
	YES..... 3

IF SOCIAL SUPPORT WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

32. In the area of social support, or making new friends, what all have you done?

		YES	NO
ASK EACH	MADE PHONE CALLS.....	1	2
	GONE TO GATHERINGS.....	1	2
	NEWSPAPER/PHONE BOOK.....	1	2
	GOT WRITTEN MATERIALS.....	1	2
	OTHER _____... 1	1	2

33. How many hours have you spent in the last ten weeks looking into finding some social support?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

34. How effective have your efforts been in getting you some social support?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

IF FINANCIAL (OTHER THAN EMPLOYMENT) WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

35. In the area of money, other than employment, what had you decided specifically to work on?

	YES	NO
GOVERNMENT AID.....	1	2
BORROW FROM INSTITUTION....	1	2
BORROW FROM FRIEND/RELATIVE	1	2

36. What all have you done in the area of finances?

	YES	NO
DEPT OF SOCIAL SERVICES....	1	2
PHONE CALLS.....	1	2
CONTACT BANKS IN PERSON....	1	2
LENDING AGENCIES IN PERSON.	1	2
ASKED FRIEND/RELATIVE.....	1	2
OTHER _____..	1	2

37. How many hours have you spent in the last ten weeks looking into getting money?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

38. How effective have your efforts been?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

IF MATERIAL GOODS WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

39. In the area of obtaining material goods or services, such as food, furniture, clothing, toys, a plumber, etc., what all have you done to accomplish your goals?  
YES NO

ASK EACH	MADE PHONE CALLS.....	1	2
	LOOKED IN PERSON.....	1	2
	GOT WRITTEN MATERIAL.....	1	2
	PHONEBOOK/NEWSPAPER.....	1	2
	CONTACTED AGENCY/AGENCIES..	1	2
	ADVERTISED.....	1	2
	OTHER _____....	1	2

40. How many hours have you spent in the last ten weeks looking into this area?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

41. How effective have your efforts been in this area?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4



IF ISSUES REGARDING CHILDREN (EXCLUDING CHILDCARE) WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

42. In the area of advocacy services for your children, what specifically did you choose to work on?

- SCHOOL ISSUES..... 1
- EXTRACURRICULAR ACTIVITIES.. 2
- COUNSELING SERVICES..... 3
- EMPLOYMENT ISSUES..... 4
- GETTING THE CHILD(REN)  
MATERIAL GOOD(S) LIKE TOYS,  
BIKES, ACCESSORIES)..... 5
- OTHER \_\_\_\_\_ . 6

43. What all have you and/or the child(ren) done in this area?

	YES	NO
ASK EACH		
PHONE CALLS.....	1	2
LOOKED IN PERSON.....	1	2
GOT WRITTEN MATERIAL.....	1	2
PHONEBOOK/NEWSPAPER.....	1	2
CONTACTED AGENCY/AGENCIES..	1	2
OTHER _____ ..	1	2

44. How many hours have you spent in the last ten weeks looking into this area?  
(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

45. How effective have these efforts been?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

IF (OTHER) WAS CHOSEN, ASK THE FOLLOWING QUESTIONS:

46. In the area of \_\_\_\_\_, what all have you done?

	YES	NO
ASK EACH		
PHONE CALLS.....	1	2
LOOKED IN PERSON.....	1	2
GOT WRITTEN MATERIALS.....	1	2
PHONEBOOK/NEWSPAPERS.....	1	2
OTHER _____.	1	2

47. How many hours have you spent in the last ten weeks looking into this area?

(WRITE EXACT NUMBER OF HOURS) \_\_\_\_\_

48. How effective have your efforts been?

ASK EACH	NOT EFFECTIVE AT ALL.....	1
	NOT VERY EFFECTIVE.....	2
	SOMEWHAT EFFECTIVE.....	3
	VERY EFFECTIVE.....	4

Now if you don't mind I'd like to ask you a few questions about your home life.

49. Where are you living right now? Are you:

- |          |                                   |   |
|----------|-----------------------------------|---|
| ASK EACH | STAYING WITH FRIENDS/RELATIVES... | 1 |
|          | RENT HOUSE OR APARTMENT.....      | 2 |
|          | OWN HOUSE OR APARTMENT.....       | 3 |
|          | OTHER ( _____ )..                 | 4 |

50. How many other adults are in the same home you're in? \_\_\_\_\_

51. How many children are in the same home you're in? \_\_\_\_\_

Now I'd just like to ask you some questions about your contact with \_\_\_\_\_ since you left the shelter.

52. Are you currently living with \_\_\_\_\_?

- |             |          |   |
|-------------|----------|---|
|             | NO.....  | 1 |
| (GO TO #57) | YES..... | 2 |

53. How often have you seen \_\_\_\_\_ over the last five weeks?

- |                              |   |
|------------------------------|---|
| NEVER.....                   | 1 |
| ONCE OR TWICE.....           | 2 |
| THREE OR FOUR TIMES.....     | 3 |
| ONCE OR TWICE A WEEK.....    | 4 |
| THREE OR FOUR TIMES A WEEK.. | 5 |
| MORE THAN FOUR TIMES A WEEK. | 6 |

54. How often have you talked on the phone with him over the last five weeks?

- NEVER..... 1
- ONCE OR TWICE..... 2
- THREE OR FOUR TIMES..... 3
- ONCE OR TWICE A WEEK..... 4
- THREE OR FOUR TIMES A WEEK.. 5
- MORE THAN FOUR TIMES A WEEK. 6

55. Are you currently in a relationship with \_\_\_\_\_?

- NO..... 1
- GO TO #57 YES..... 2

56. Separating from someone is sometimes a difficult process. About how many times in the last 5 weeks would you say you've seriously considered getting back together with \_\_\_\_\_?

- NEVER..... 1
  - ONCE OR TWICE..... 2
  - THREE OR FOUR TIMES..... 3
  - ONCE OR TWICE A WEEK..... 4
  - THREE OR FOUR TIMES A WEEK..... 5
  - MORE THAN FOUR TIMES A WEEK.... 6
- ASK EACH ONLY IF  
YOU NEED TO PROBE

57. How many times in the last five weeks has \_\_\_\_\_ threatened you in any way?

- NEVER..... 1
  - ONCE OR TWICE..... 2
  - THREE OR FOUR TIMES..... 3
  - ONCE OR TWICE A WEEK..... 4
  - THREE OR FOUR TIMES A WEEK.... 5
  - MORE THAN FOUR TIMES A WEEK... 6
- ASK EACH ONLY IF  
YOU NEED TO PROBE

58. How many times in the last five weeks has  
 \_\_\_\_\_ physically harmed you?

- (GO TO #65) NEVER..... 1  
 ONCE OR TWICE..... 2  
 THREE OR FOUR TIMES..... 3  
 ONCE OR TWICE A WEEK..... 4  
 THREE OR FOUR TIMES A WEEK... 5  
 MORE THAN FOUR TIMES A WEEK.. 6

59. In what ways has he harmed you in the last 5 weeks?  
 (CHECK ALL THAT APPLY)

		YES	NO
SHOW CARD AND	PULLED YOUR HAIR.....	1	2
ASK EACH	BROKE GLASSES/TORE CLOTHING.....	1	2
	PUSHED, SHOVED, GRABBED YOU.....	1	2
	SLAPPED WITH OPEN HAND.....	1	2
	KICKED, BIT OR HIT WITH FIST.....	1	2
	THREW SOMETHING AT YOU.....	1	2
	HIT OR TRIED TO HIT WITH OBJECT....	1	2
	CHOKED YOU.....	1	2
	BURNED YOU.....	1	2
	TIED UP, PHYSICALLY RESTRAINED.....	1	2
	FORCED SEXUAL ACTIVITY.....	1	2
	THREATENED WITH GUN OR KNIFE.....	1	2
	USED GUN OR KNIFE.....	1	2

60. Did you sustain any of the following injuries?

		YES	NO
SHOW CARD AND	CUTS/SCRAPES/BRUISES.....	1	2
ASK EACH	SORENESS WITHOUT BRUISING.....	1	2
	BURNS.....	1	2
	LOOSE OR BROKEN TEETH.....	1	2
	BROKEN BONES/FRACTURES.....	1	2
	INTERNAL INJURIES.....	1	2
	STRAINED/SPRAINED JOINTS.....	1	2
	DISLOCATED JOINTS.....	1	2
	PREGNANCY COMPLICATIONS.....	1	2
	KNIFE OR GUNSHOT WOUND.....	1	2

61. Who did you tell about the assault(s)? (CHECK ALL)

		YES	NO
PROBE	NO ONE.....	1	2
	CADA.....	1	2
	RELATIVE.....	1	2
	FRIEND.....	1	2
	POLICE.....	1	2
	DOCTOR/NURSE.....	1	2
	OTHER _____..	1	2

62. How many times since leaving the shelter did you seek medical treatment because of injuries from \_\_\_\_\_?

(INDICATE EXACT NUMBER)..... \_\_\_\_

63. How many times since leaving the shelter do you think you required medical attention because of such injuries but didn't receive it?

(INDICATE EXACT NUMBER)..... \_\_\_\_

64. In general, how typical was the violence since leaving the shelter compared to the violence throughout your relationship?

- ASK EACH
- MUCH LESS SEVERE..... 1
  - LESS SEVERE..... 2
  - ABOUT THE SAME..... 3
  - MORE SEVERE..... 4
  - MUCH MORE SEVERE..... 5

65. How many times since leaving the shelter have you called the police because of \_\_\_\_\_'s violence or threats?  
(INDICATE EXACT NUMBER)..... \_\_\_\_

66. How many times since leaving the shelter have you called CADA because of his violence or threats?  
(INDICATE EXACT NUMBER)..... \_\_\_\_

Thanks for answering all of those questions. Now I'd just like to ask you questions about your life in general.

67. Do you feel there is someone in your life who could generally be counted on and is available to:

- |   | YES | NO |
|---|-----|----|
| WATCH YOUR CHILD(REN).....                    | 1   | 2  |
| TAKE YOU PLACES (PROVIDE TRANSPORTATION)..... | 1   | 2  |
| LEND YOU MONEY.....                           | 1   | 2  |
| GIVE YOU A PLACE TO STAY IN AN EMERGENCY..... | 1   | 2  |
| DO YOU A FAVOR.....                           | 1   | 2  |
| GIVE YOU GOOD ADVICE.....                     | 1   | 2  |
| LISTEN TO YOU WHEN YOU NEED TO TALK.....      | 1   | 2  |

68. If a friend of yours wanted to find a job and didn't know how to go about finding one, what all could you advise her to do to find one? (PROBE: "IS THERE ANYTHING ELSE?")

---

---

69. If she followed your advice, how successful do you think she'd be in getting a job?

- DEFINITELY UNSUCCESSFUL..... 1
- PROBABLY UNSUCCESSFUL..... 2
- PROBABLY SUCCESSFUL..... 3
- DEFINITELY SUCCESSFUL..... 4

70. If you were to decide in a couple of months to move, what all could you do to find a new place? (PROBE: "ANYTHING ELSE?")

---

---

71. How successful do you think you'd be in finding a new place?

- DEFINITELY UNSUCCESSFUL..... 1
- PROBABLY UNSUCCESSFUL..... 2
- PROBABLY SUCCESSFUL..... 3
- DEFINITELY SUCCESSFUL..... 4

72. If a friend of yours asked your advice on how she could find some cheap furniture--she has very little money--what all would you advise her or do? (PROBE: "ANYTHING ELSE?")

---

---



73. If your friend from the above example followed your advice, how successful do you think she'd be in getting furniture?

- DEFINITELY UNSUCCESSFUL..... 1
- PROBABLY UNSUCCESSFUL..... 2
- PROBABLY SUCCESSFUL..... 3
- DEFINITELY SUCCESSFUL..... 4

74. Thank you very much for answering all of these questions. How would you say you feel about your life in general?

- SHOW CARD, AND EXTREMELY PLEASED..... 1
- ASK EACH PLEASED..... 2
- MOSTLY SATISFIED..... 3
- MIXED (EQUALLY SATISFIED AND DISSATISFIED)..... 4
- MOSTLY DISSATISFIED..... 5
- UNHAPPY..... 6
- TERRIBLE..... 7

75. How many other women do you know who are participating in this program?  
(INDICATE EXACT NUMBER)..... \_\_\_\_\_

75a. How many of them have advocates?  
(INDICATE EXACT NUMBER)..... \_\_\_\_\_

(THANK THE RESPONDENT FOR HER TIME AND INPUT. TALK TO HER ABOUT ANYTHING SHE MAY WANT TO TALK ABOUT AT THIS TIME)

Time interview ended: \_\_\_\_\_

Length of interview: \_\_\_\_\_

Appendix I: Followup Interview

Interviewer ID# \_\_\_\_\_

Respondent ID# \_\_\_\_\_

Time Interview Started: \_\_\_\_\_

THE COMMUNITY ADVOCACY PROJECT

FOLLOWUP INTERVIEW

I'd like to remind you that anything you say here will be held in the strictest confidence. I'd just like to ask you some questions about how your life has been going in the last 10 weeks.

1. You indicated in a previous interview that you had \_\_\_\_\_ children living with you. How many children are living with you now?

(WRITE EXACT NUMBER)..... \_\_\_\_\_

1a. What are their ages? (INDICATE NUMBER IN EACH AGE RANGE)

\_\_\_\_\_ UNDER FIVE YEARS OLD

\_\_\_\_\_ 5 TO 12 YEARS OLD

\_\_\_\_\_ 13 TO 18 YEARS OLD

\_\_\_\_\_ OVER 18 YEARS OLD

2. Within the last 10 weeks, have you been employed?

YES..... 1

NO..... 2

3. Are you employed now?

YES..... 1

NO..... 2

## IF SHE IS EMPLOYED NOW:

## 3a. What type of work do you do?

CLERICAL..... 1  
 DOMESTIC/CHILDCARE..... 2  
 SALES/WAITRESS..... 3  
 MANAGERIAL..... 4  
 FACTORY..... 5  
 HUMAN SERVICES..... 6  
 OTHER ( \_\_\_\_\_ )..... 7

## 3b. Do you work part-time, full-time, or sporadically (off and on, temporary)?

PART-TIME..... 1  
 FULL-TIME..... 2  
 SPORADICALLY..... 3

## 4. Are you a student?

YES..... 1  
 NO..... 2

## IF YES:

## 4a. Part-time or full-time?

PART-TIME..... 1  
 FULL-TIME..... 2

## 5. Are you receiving any governmental assistance? (food stamps, General Assistance, ADC, etc.)

YES..... 1  
 NO..... 2

6. Where are you living right now? Are you:

- ASK EACH STAYING WITH FRIENDS/RELATIVES.. 1
- RENT HOUSE OR APARTMENT..... 2
- OWN HOUSE OR APARTMENT..... 3
- OTHER ( \_\_\_\_\_ ).... 4

7. How many other adults are in the same home you're in? \_\_\_\_\_

8. How many children are in the same home you're in? \_\_\_\_\_

9. Are you currently living with assailant?

- NO..... 1
- GO TO #14 YES..... 2

10. How often have you seen \_\_\_\_\_ over the last 10 weeks?

- NEVER..... 1
- ONCE OR TWICE..... 2
- THREE OR FOUR TIMES..... 3
- ONCE OR TWICE A WEEK..... 4
- THREE OR FOUR TIMES A WEEK..... 5
- MORE THAN FOUR TIMES A WEEK..... 6

11. How often have you talked on the phone with him over the last 10 weeks?

- NEVER..... 1
- ONCE OR TWICE..... 2
- THREE OR FOUR TIMES..... 3
- ONCE OR TWICE A WEEK..... 4
- THREE OR FOUR TIMES A WEEK..... 5
- MORE THAN FOUR TIMES A WEEK..... 6

12. Are you currently in a relationship with \_\_\_\_\_?

NO..... 1

GO TO #14 YES..... 2

13. Separating from someone is sometimes a difficult process. About how many times in the last 10 weeks would you say you've seriously considered getting back together with \_\_\_\_\_?

NEVER..... 1

ASK EACH ONLY IF

ONCE OR TWICE..... 2

YOU NEED TO PROBE

THREE OR FOUR TIMES..... 3

ONCE OR TWICE A WEEK..... 4

THREE OR FOUR TIMES A WEEK..... 5

MORE THAN FOUR TIMES A WEEK..... 6

14. How many times in the last 10 weeks has \_\_\_\_\_ threatened you in any way?

ASK EACH ONLY IF

NEVER..... 1

YOU NEED TO PROBE

ONCE OR TWICE..... 2

THREE OR FOUR TIMES..... 3

ONCE OR TWICE A WEEK..... 4

THREE OR FOUR TIMES A WEEK..... 5

MORE THAN FOUR TIMES A WEEK..... 6

15. How many times in the last 10 weeks has \_\_\_\_\_ physically harmed you?

GO TO #22

NEVER..... 1

ONCE OR TWICE..... 2

THREE OR FOUR TIMES..... 3

ONCE OR TWICE A WEEK..... 4

THREE OR FOUR TIMES A WEEK..... 5

MORE THAN FOUR TIMES A WEEK..... 6



16. In what ways has he harmed you in the last 12 weeks?

		YES	NO
SHOW CARD AND	PULLED YOUR HAIR.....	1	2
ASK EACH	BROKE GLASSES/TORE CLOTHES....	1	2
	PUSHED, SHOVED, GRABBED YOU.....	1	2
	SLAPPED WITH OPEN HAND.....	1	2
	KICKED, BIT, OR HIT WITH FIST...	1	2
	THREW OBJECT AT YOU.....	1	2
	HIT (OR TRIED TO) WITH OBJECT.	1	2
	CHOKED YOU.....	1	2
	BURNED YOU.....	1	2
	TIED, PHYSICALLY RESTRAINED....	1	2
	FORCED SEXUAL ACTIVITY.....	1	2
	THREATENED WITH GUN/KNIFE.....	1	2
	USED GUN OR KNIFE.....	1	2

17. Did you sustain any of the following injuries?

		YES	NO
SHOW CARD AND	CUTS/SCRAPES/BRUISES.....	1	2
ASK EACH	SORENESS WITHOUT BRUISES.....	1	2
	BURNS.....	1	2
	LOOSE OR BROKEN TEETH.....	1	2
	BROKEN BONES/FRACTURES.....	1	2
	INTERNAL INJURIES.....	1	2
	STRAINS/STRAINED JOINTS.....	1	2
	DISLOCATED JOINTS.....	1	2
	PREGNANCY COMPLICATIONS.....	1	2
	KNIFE OR GUNSHOT WOUND.....	1	2

18. Who did you tell about the assault(s)?

		YES	NO
PROBE	NO ONE.....	1	2
	EX-VOLUNTEER.....	1	2
	RELATIVE.....	1	2
	FRIEND.....	1	2
	POLICE.....	1	2
	DOCTOR/NURSE.....	1	2
	OTHER _____... 1	1	2

19. How many times in the last 10 weeks did you seek medical attention because of injuries sustained from \_\_\_\_\_?

INDICATE EXACT NUMBER..... \_\_\_\_\_

20. How many times in the last 10 weeks do you think you required medical attention because of such injuries but didn't receive it?

INDICATE EXACT NUMBER..... \_\_\_\_\_

21. In general, how typical was the violence in the last 10 weeks compared to the violence throughout your relationship?

ASK EACH	MUCH LESS SEVERE.....	1
	LESS SEVERE.....	2
	ABOUT THE SAME.....	3
	MORE SEVERE.....	4
	MUCH MORE SEVERE.....	5

22. How many times in the last 10 weeks have you called the police because of his violence or threats toward you?

(INDICATE EXACT NUMBER).... \_\_\_\_\_

23. How many times in the last 10 weeks have you called CADA because of his violence or threats?

(INDICATE EXACT NUMBER).... \_\_\_\_\_



Thanks for answering all of those questions. Now I'd just like to ask you questions about your life in general.

24. Do you feel there is someone in your life who could generally be counted on to:

	YES	NO
WATCH YOUR CHILD(REN).....	1	2
TAKE YOU PLACES (PROVIDE TRANSPORTATION).....	1	2
LEND YOU MONEY.....	1	2
GIVE YOU A PLACE TO STAY IN AN EMERGENCY.....	1	2
DO YOU A FAVOR.....	1	2
GIVE YOU GOOD ADVICE.....	1	2
LISTEN TO YOU WHEN YOU NEED TO TALK.....	1	2

25. If a friend of yours wanted to get a job and didn't know how to go about getting one, what all would you advise her to do to find one?  
(PROBE: "IS THERE ANYTHING ELSE?")

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26. If she followed your advice, how successful do you think she'd be in getting a job?

DEFINITELY UNSUCCESSFUL.....	1
PROBABLY UNSUCCESSFUL.....	2
PROBABLY SUCCESSFUL.....	3
DEFINITELY SUCCESSFUL.....	4

27. If you were to decide in a couple of months to move, what all could you do to find a place?  
(PROBE: "ANYTHING ELSE?")

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28. How successful do you think you'd be in finding a new place?

- DEFINITELY UNSUCCESSFUL..... 1
- PROBABLY UNSUCCESSFUL..... 2
- PROBABLY SUCCESSFUL..... 3
- DEFINITELY SUCCESSFUL..... 4

29. If a friend of yours asked your advice on how she could find some cheap furniture--she has very little money--what all would you advise her to do?  
(PROBE: "ANYTHING ELSE?")

30. If your friend from the above example followed your advice, how successful do you think she'd be in getting furniture?

- DEFINITELY UNSUCCESSFUL..... 1
- PROBABLY UNSUCCESSFUL..... 2
- PROBABLY SUCCESSFUL..... 3
- DEFINITELY SUCCESSFUL..... 4

31. How would you say you feel about your life in general?

- SHOW CARD, AND EXTREMELY PLEASED..... 1
- ASK EACH PLEASED..... 2
- MOSTLY SATISFIED..... 3
- MIXED (EQUALLY SATISFIED AND UNSATISFIED)..... 4
- MOSTLY DISSATISFIED..... 5
- UNHAPPY..... 6
- TERRIBLE..... 7

Thank you very much for answering all of these questions. Is there anything else you'd like to mention or talk about right now? (TALK TO HER ABOUT ANYTHING SHE MAY WANT TO TALK ABOUT AT THIS TIME)

Time Interview Ended: \_\_\_\_\_

Length of Interview: \_\_\_\_\_

**LIST OF REFERENCES**

## LIST OF REFERENCES

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