



Stockholm
University

Stockholm Studies in Social Work 42

Youth Intimate Partner Violence in Sweden

Prevalence and Young People's Experiences of Violence and Abuse
in Romantic Relationships

Sibel Korkmaz



Youth Intimate Partner Violence in Sweden

Prevalence and Young People's Experiences of Violence and Abuse in Romantic Relationships

Sibel Korkmaz

Academic dissertation for the Degree of Doctor of Philosophy in Social Work at Stockholm University to be publicly defended on Tuesday 11 May 2021 at 13.00 in Aula Magna by invitation only and online via Zoom, public link is available at the department website.

Abstract

Swedish studies on intimate partner violence (IPV) among young people are virtually non-existent, and the European research field on this phenomenon has not been specifically overviewed. This thesis aims to review European research on youth IPV, investigate the extent and characteristics of youth IPV victimization in a sample of Swedish high school students, and explore the dynamics of this victimization.

The dissertation consists of four sub-studies employing different kinds of methods and using different sets of data. Analyses are underpinned by a rather extensive theoretical framework, permitting an examination of youth IPV from different perspectives and angles.

Study I gives an overview of existing European research, pointing out trends and challenges within the field and providing a frame of reference for the Swedish study. One conclusion of this overview is that an intersectional approach is needed when researching violence among youth, and that gender, especially, is a key variable to explore in research on youth IPV.

Study II presents IPV prevalence rates in a regional sample of Swedish young people. Drawing upon survey data, the study shows that over half of participating youth reported experiences of some form of IPV, and that girls experience more repeated IPV compared to boys. Furthermore, the study places youth IPV in a physical context, suggesting that it takes place in different arenas, such as the parents' house, the partner's house, and at school.

Study III uses data consisting of "teller-focused" interviews with 18 IPV victimized youth (aged 17-23) in Sweden, and illustrates the dynamics of IPV victimization, establishing it as a social phenomenon and emphasizing the agency of young people in the midst of abusive relationships. It shows varying responses (including a lack of response) from three different actors: parents, school, and young people themselves, all from the young person's perspective. Overall, the data show that youth-specific factors (e.g. parental dependency, attending school) have a meaningful bearing on both responses and resilience to IPV.

Lastly, study IV draws upon data consisting of "teller-focused" interviews with 18 IPV victimized youth (aged 17-23) in Sweden, and shows how young people's abusive relationships come to an end. It shows that the ending process for youth may be different than for adults, since youth-specific factors create unique barriers (e.g. the desire to be a girlfriend) and bridges (e.g. parental responsibilities) for young people seeking to end abusive relationships.

Overall, this dissertation shows that many Swedish youth experience violence within a romantic intimate relationship, and that such violence, many times, is repeated and severe. The results indicate a gendered dimension to youth IPV—compared to boys, girls report more repeated violence and also describe how gendered norms affect their victimization. Moreover, regarding the physical context of youth IPV, the results show that this social problem takes place in arenas where adults dwell and how they can respond. Hence, it is not possible for the adult world to dismiss youth IPV as something undetectable.

In sum, this dissertation shows that IPV does happen "when you're young too." Thus, it seems apparent that a wide-ranging response is called for: one that involves parents, schools, social workers, and policy makers alike. Only then will youth IPV as a social problem receive the attention it needs and deserves.

Keywords: *youth intimate partner violence, dating violence.*

Stockholm 2021

<http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-191468>

ISBN 978-91-7911-434-3
ISBN 978-91-7911-435-0
ISSN 0281-2851

Department of Social Work

Stockholm University, 106 91 Stockholm



**Stockholm
University**

YOUTH INTIMATE PARTNER VIOLENCE IN SWEDEN

Sibel Korkmaz



Youth Intimate Partner Violence in Sweden

Prevalence and Young People's Experiences of Violence and Abuse
in Romantic Relationships

Sibel Korkmaz

©Sibel Korkmaz, Stockholm University 2021

ISBN print 978-91-7911-434-3

ISBN PDF 978-91-7911-435-0

ISSN 0281-2851

Cover art: Tahsin Korkmaz

Printed in Sweden by Universitetservice US-AB, Stockholm 2021

Mavi nurdan bir ırmak
gölgede bir salıncak
bir de ikimiz kalsak
yıldızların altında

Yıldızların altında
Ömer Bedrettin Uşaklı (1904 - 1946)

Förord - Tack

Det är kanske väl klyschigt att likna sin doktorandtid vid en resa, samtidigt blir ju uttryck klyschor av en anledning - för att de ofta fungerar. I mitt fall tycker jag att liknelsen är för bra för att motstå, då min tid som doktorand verkligen har varit en resa. Inte minst i bokstavlig bemärkelse.

Först och främst har jag haft möjlighet att resa runt i Sverige för att träffa de ungdomar som utgör informanterna i denna studie. Till er vill jag rikta mitt varmaste tack. Flera av er uttryckte på ett gripande sätt att ni medverkade i studien för att hjälpa andra ungdomar med samma erfarenheter som ni och för att uppmärksamma att även ungdomar kan bli utsatta för våld i en nära relation. Jag hoppas innerligt att vi kan bidra till att göra detta. Här är det också på sin plats att uppmärksamma Brottsoffermyndigheten som möjliggjort studien, tack för det! Inte att förglömma är även de yrkesverksamma som hjälpt till med att sprida information om intervjustudien, och de lärare som öppnade upp sina klassrum för enkätstudien. Ett stort tack!

Avhandlingsarbetet har även tagit mig utanför Sveriges gränser: till Kapstaden, Prag, San Fransisco, Dublin och Oslo. På dessa resor har jag haft förmånen att få ha med mig min huvudhandledare och huvudguide Carolina Överlien. En mer engagerad och insatt handledare går nog inte att hitta. Jag vill tacka dig för allt stöd, alla konstruktiva diskussioner och för din tro på mig. Du har också haft förmågan att pusha mig framåt i min resa, vilket jag verkligen har uppskattat. Redan min andra termin som doktorand presenterade jag mina första preliminära resultat på en konferens i Kapstaden. Det var absolut inte utan nerver, men med dig som min konferensguide som verkade ta det som självklart att jag skulle fixa det, så gick det ändå rätt bra. Hoppa till 3,5 år senare: Presentera forskningsresultat på nationell tv? Ja men visst ska du göra det. Jag har tagit så många steg framåt tack vare dig. Vill slutligen även tacka dig särskilt för resesällskapet, inte

minst på road trip:en San Fransisco – L.A och vinprovningen i Stellenbosch.

Jag har även haft turen att ha en väldigt stöttande och pragmatiskt sinnad bihandledare och biguide. Stort tack Stefan Wiklund, för alla konstruktiva kommentarer och för inställningen att allt går. Du har minst sagt hjälpt mig på min resa (även om det var jag som var guide i Dublin), och jag är djupt tacksam.

Min resa började egentligen ett par år innan doktorandresan formellt startade. Redan under magisteruppsatsskrivandet fick jag upp ögonen för forskning som möjlig karriärväg, ett innerligt tack till min uppsatshandledare Lucas Gottzén för det. Ett par år senare på NFBO:s konferens i Nuuk, Grönland, fick jag sedan verkligen mersmak av forskarvärlden. Inte minst tack vare Cecilia Kjellgren och Johanna Thulin, som på konferensen och även i vår fortsatta kontakt visade hur spännande den kan vara. Ett stort tack Cecilia och Johanna!

In September 2017, I had the opportunity to travel to Dublin to become a PhD exchange student at University College Dublin for four months. In hindsight, these four months made a lasting impression thanks to the amazing people and researchers I had the chance to meet. I would like to extend my warmest thanks to Stan Houston, Stephanie Holt, John Devaney, Riikka Korkiamäki, and Siobán O'Brien Green. One family deserves a million thanks. Thank you, Trevor, Hilary, Katie, and Dexter Spratt, for welcoming me into your home and for showing me the wonders of Ireland. Thank you, Trevor, for all the thought-provoking conversations about society and research, and for arranging my 30th birthday dinner party! Thank you, Hilary, for your warmth and insightful thoughts. Thank you, Katie, for interesting conversations about life and horror movies. Thank you, Dexter, for cuddles and walks in the park. I will forever consider you my Irish family.

Resor är ju som bekant roligast om man har sällskap, och det har jag turen att ha haft i form av mina doktorandkollegor. Doktoranderna som grupp har verkligen förgyllt resan, är så tacksam för det klimat vi har haft, för alla aw:n, motgångssupar, publiceringsskålar, julmys, trevliga luncher, slack-snack och kvantstöd (här förtjänar framför allt Sofia Härd och Nicklas Enroth ett uppmärksammande). Vill särskilt omnämna ett par personer: Peter Andersson, som påbörjade doktorandresan samma dag som jag. Har under resans gång

verkligen uppskattat våra samtal om våldsfältet, mord och möjliga framtida studier, hoppas att i alla fall några av dem blir verklighet. Vill också rikta ett tack till Stina Michelson för all unikt superpeppig feedback, till Klara Hussenius för fina samtal, till Sofia för stöd och trevligt häng och till Uppsala-gänget för sällskap på pendeln.

Under doktorandresans gång har jag fått många värdefulla kommentarer och infallsvinklar. Jag vill rikta ett tack till Margareta Hydén och till "Jaxon"-seminariet och dess medlemmar. Till Hélène Lagerlöf i rollen som kvantmetodstöd i projektet. Till Per Hellevik för delandet av hjälpfulla erfarenheter, och för gott samarbete vid artikelskrivande. Till Zandra Kanakarís för värdefull input och erfarenheter från ideella sektorns arbete med våldsutsatta ungdomar. Till Lisa Skogens och Hanna Linnell för inledande kommentarer på denna resa; på mitt PM. Till Maria Andersson Vogel och Klara Hussenius för konstruktiva artikelkommentarer. Till Maria Eriksson för utmanande och givande kommentarer på mitt slutseminarium. Vill också tacka Patrik Karlsson för värdefulla synpunkter på de kvantitativa analyserna, Nicole Ovesen för idén att vi borde starta ett junior-våldsforskarnätverk och för att vi gjorde det, samt alla CIF:are och särskilt USA-gänget.

I början av 2020 drog en pandemi in över världen och de bokstavligen resorna fick sig ett abrupt slut; "vi har en samhällsspridning" annonserades precis när jag landat i Dublin för ytterligare ett besök. I skuggan av en pandemi blir det tydligt vad man bör vara mest tacksam för. Vill tacka Tess, min bff sedan 25+ år; Lina, min informella mentor och vän; Sofia, min fina smarta vän och stand up-sällskap; Anna, världens bästa Carlsson och kompis; familjen Dagerholm-Bäckman, då finaste socionomprogramsvännerna och nu finaste familjen; Mefhán, min matchande pusselbit; och Franz, min strävåriga älskling. Tack Betül, min bästa syster och käraste vän; mamma, min klippa och ständiga problemlösare; pappa, världens finaste pappa och bästa road trip-sällskap Istanbul-Uppsala (2018;2019). Er ovillkorliga kärlek och outtröttliga stöd gör att jag inte är rädd.

Uppsala, april 2021
Sibel Korkmaz

List of Papers.

This thesis is based on the following studies, referred to in the text by their respective Roman numerals.

Study I¹:

Korkmaz, S. (2018) Research on Teenage Intimate Partner Violence within a European Context: Findings from the literature. In Holt, S., Överlien, C. & Devaney, J. (eds.) *Responding to Domestic Violence. Emerging Challenges for Policy, Practice and Research in Europe*. London & Philadelphia: Jessica Kingsley Publishers

Study II²:

Korkmaz, S., Överlien, C., & Lagerlöf, H. (2020). Youth intimate partner violence: prevalence, characteristics, associated factors and arenas of violence. *Nordic Social Work Research*, 1-16

Study III³:

Korkmaz, S. & Överlien, C. (2020) Responses to youth intimate partner violence: the meaning of youth-specific factors and interconnections with resilience *Journal of Youth Studies* 23(3), 371-387

Study IV⁴:

Korkmaz, S. (2021) Youth Intimate Partner Violence: Barriers and Bridges during the Ending Process *Journal of Gender-Based Violence* 5(2)

¹ Re-published with permission of Jessica Kingsley Publishers

² Re-published with permission of Taylor & Francis; Permission is granted subject to the terms of the License under which the work was published.

³ Re-published with permission of Taylor & Francis; Permission is granted subject to the terms of the License under which the work was published.

⁴ Originally published in *Journal of Gender-Based Violence* 5(2); Re-published with permission of Policy Press (an imprint of Bristol University Press, UK).

Contents.

Introduction.....	1
Aims and Objectives	4
Terminology and Definitions	5
Youth and Young People	5
Intimate Partner Violence.....	5
Youth IPV.....	5
Victims and Victimization.....	6
Romantic Relationships	7
Disposition	8
Men’s Violence Against Women, Intimate Partner Violence, and Violence Victimization among Youth in Sweden.	9
Intimate Partner Violence: A Social Problem in Sweden	9
Intimate Partner Violence in a Gender-Equal Society?.....	12
The Swedish Field of Research on Adult Intimate Partner Violence.....	14
Intimate Partner Violence Victimization among Swedish Youth	15
Violence in Young People’s Romantic Relationships.	20
A Gendered Dimension of Youth IPV	20
Prevalence of Intimate Partner Violence among Youth.....	22
Factors Associated with Youth IPV.....	23
Youth Who Are Especially Vulnerable.....	24
The Generational World of Young People and IPV Victimization.....	25
The Nordic Body of Knowledge on Youth IPV: Research in Our Neighboring Countries	28
Theoretical Framework.	31
Understanding Youth Intimate Partner Violence	31
Understanding Youth.....	32
A Contextualized Understanding of IPV and Youth Agency	37
Methods.	39
Study Design	40
Conducting Studies with Children about Violence Victimization	40
The Youth Advisory Group	43
The Overview.....	43
The Survey Study.....	44
The Interview Studies.....	46
A Contextual Approach to Questions about IPV: The Importance of How, to Whom and When	51
A Rationale for Mixed Methods, and Epistemology and Ontology Claims.....	55
Reflection on Reflexivity	59

Summary of the Studies.	61
Study I: Research on Teenage Intimate Partner Violence within a European Context: Findings from the Literature	61
Study II: Youth Intimate Partner Violence among Swedish Teenagers: Prevalence, Characteristics, Associated Factors and Arenas of Violence	62
Study III: Responding to Youth Intimate Partner Violence: The Meaning of Age-specific Factors and Interconnections with Resilience	66
Study IV: Youth Intimate Partner Violence: Barriers and Bridges during the Ending Process	67
Discussion.	70
Youth Intimate Partner Violence in Sweden: The Discordance with Gender Equality and Children's Rights	71
Young People's Agency in the Midst of an Abusive Relationship	73
Implications for Social Work Practice and Concluding Remarks: The Way Ahead	76
The Collide Between Societal Responses, Parental Responsibilities, and Young People's Right to Autonomy	77
The School's Role in Relation to Youth Intimate Partner Violence	78
The Way Ahead within the Field of Social Work Practice	79
Concluding Reflections	80
Svensk sammanfattning.	82
Studie I	83
Studie II	84
Studie III	86
Studie IV	87
References.	90
Appendix.	109

Introduction.

Both internationally and in Sweden, intimate partner violence (IPV) among young people⁵ has increasingly been recognized as a social problem.⁶ In Sweden, however, extensive studies on this phenomenon are virtually nonexistent. Hence, a knowledge gap exists regarding the prevalence of IPV among young people in Sweden, and young people's own voices about their experiences of such violence—including their experiences of how abusive relationships come to an end—have not been heard.

Between 2013 and 2015, a comprehensive five-country European mixed methods study was conducted on violence in young people's intimate romantic relationships. Entitled *Safeguarding Teenagers' Intimate Relationships* (STIR) (Barter et al. 2015; 2017), it involved young people from Bulgaria, England, Cyprus, Italy, and Norway, and presented data on prevalence of youth IPV as well as more in-depth findings about young people's experiences of this kind of violence and abuse. With the STIR study as its methodological forerunner, the present study focuses specifically on IPV among Swedish youth and seeks to help fill the knowledge gap about this social problem.

In Sweden, IPV between adults, domestic violence,⁷ and men's violence against women are all rather well-investigated and are considered to be serious social problems (SOU 2015:55). Prevalence studies show high rates of adult IPV (e.g. NCK 2014), and the gender equality policy of the present government includes a specific sub-target which states that "men's violence against women must end" (Regeringen.se).

⁵ In the following, "youth" and "young people" will be used interchangeably.

⁶ Internationally, this social problem is often referred to as *dating violence*.

⁷ Arguably, the terms "IPV," "domestic violence," and "men's violence against women" are closely related. Domestic violence originated as a term prior to IPV, and refers especially to violence within a domestic relationship (Wallace 2015). IPV is gender neutral, while the concept of men's violence against women acknowledges that violence affects women disproportionately, and also takes place violence outside the intimate relationship, thus including, for example, prostitution and sexual exploitation (Jämställdhetsmyndigheten.se)

Likewise, the problem of violence against children is also high on the Swedish political agenda, and is relatively well-studied in Sweden. Within this research field, violence against children and young people has been taken up primarily as a domestic problem, where the perpetrator is an adult caregiver (Janson, Jernbro, & Långberg 2011; Jernbro & Janson 2017). A few minor studies have addressed the fact that young people are also subjected to violence in their own intimate romantic relationships (e.g. Wiklund et al. 2010; Gottzén & Korkmaz 2013), and a report from the Swedish National Council for Crime Prevention indicates that such violence is a considerable issue among Swedish young people (Brå 2018). Despite a well-developed research field surrounding domestic violence/IPV and violence against children, however, violence in young people's romantic relationships—here termed *youth intimate partner violence*—has not received comparable attention. Youth IPV can be defined as a social problem that has fallen through the cracks, likely owing to a narrow notion of who may be a potential victim of such violence. Possibly, this can be traced back to an emphasis on violence that takes place within a domestic relationship. The criminal offense labeled “gross violation of a woman’s integrity” (*grov kvinnofridskränkning*), for example, stipulates that the violating acts shall have taken place within a marriage or a comparable domestic relationship, and have been committed against a woman by a man (BrB 1962:700 4:4). Otherwise, the offense is defined as “gross violation of integrity” (Brå 2019).

Further, it is conceivable that youth IPV has been concealed as a social problem in Sweden due to assumptions that young people do not have serious relationships (Chung 2005), that violence in youth relationship is just “love bickering” (Hellevik & Överlien 2016), that for young women, the threat of sexual violence means an unknown man lurking in a public space, or that only young women from “different cultures” are at risk (Uhnoo 2011).

In recent years, however, youth IPV in Sweden has received some societal attention. It has been addressed by nongovernmental organizations that offer support to victimized young people (e.g. 1000möjligheter; Unizon), as well as by the government and its agencies. Within the social work field in particular, the responsibility of social services to offer support to youth victims of IPV was made explicit in 2014, when the Swedish National Board of Health and Welfare, in its binding regulations on IPV for social services and the healthcare sector (SOSFS 2014:4), in-

cluded IPV among youth under age 18. The regulations make it mandatory for social services to assess the need for help and interventions for persons in this age group who have been subjected to violence or other forms of abuse by their partners (ibid.). Confirming that such violence indeed occurs among young people, the National Board stated that “even though teenagers by definition are still children, they can be subjected to partner violence in the same ways as adults [my translation]” (Socialstyrelsen 2015, p. 97). There are, however, reasons to assume that youth IPV victimization differs from adult IPV victimization (Finkelhor 2007), a question that will be addressed below.

Youth IPV is also highlighted in the BBIC assessment framework (*Barns Behov i Centrum/Children’s Needs in Focus*) that is used by most child services in Sweden, wherein violence by a boyfriend/girlfriend is recognized as a potential risk for the child (Socialstyrelsen 2018). Likewise, since at least 2012, a question on partner violence and abuse has been included in the Adolescent Drug Abuse Diagnosis (ADAD) interview, an assessment instrument used at secure units for adolescents (among other places). In sum, the phenomenon of youth IPV is indeed starting to be acknowledged within social work practice in Sweden.

Internationally, youth IPV—or dating violence, as it is commonly called in North America—has been the subject of much research. In 1957, one of the first studies was conducted in the United States (Kanin 1957), perhaps launching the research field. Since then, most research on youth IPV has taken place on that side of the Atlantic. Overall, the body of knowledge on youth IPV is rather comprehensive. It has been suggested, however, that applying results from one part of the world to another may be problematic due to cultural factors (Hamby et al. 2012; Barter & Stanley 2016). Over the past decade, the phenomenon has received increased attention from European researchers (Barter et al. 2017; Korkmaz 2018). But the European research field has not been overviewed specifically.

On a policy level, the STIR study has shown that, in the countries where the study was conducted, legislation, public policy, and action plans for the most part disregard youth IPV, or acknowledge it only to a limited degree (Barter et al. 2015). Turning briefly to relevant internationally ratified policies, the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence—the Istanbul Convention—states that domestic violence means all acts of violence, whether or not the perpetrator shares or has shared a residence with the victim (the Council of Europe 2011). Further, the term

“women” is defined to also include girls under 18 (article 3) (ibid). Thus, this convention, which addresses standards for preventing and combating violence against women across Europe, also encompasses young victims of IPV. Relatedly, the United Nation Convention on the Rights of the Child (UNCRC)⁸ states that all state parties shall take appropriate legislative measures to protect children from all forms of violence and abuse while in the care of a parent or any other person (article 19). Hence, both these conventions address the right of young people to a life free from violence and abuse. They do not, however, seem to address the fact that a child may be subjected to violence by another child within an intimate relationship, or the complexity this brings.

Overall, the body of knowledge on youth IPV confirms that many young people are subjected to violence by someone with whom they have had an intimate relationship, and has contributed much important knowledge to date (Muñoz-Rivas et al. 2007; De Puy, Hamby, & Lindemuth 2014). Due to the influence of cultural factors, however, it might be most appropriate to speak of branches of knowledge, acknowledging the context in which the research has been conducted. Since the European research field has not been specifically overviewed, it is thus important to do so. Furthermore, since youth IPS is an empirically relatively under-researched phenomenon in Sweden (Källström & Jonhed 2019), even while it is beginning to be acknowledged in the social work field, a larger Swedish study on youth IPV is called for.

Aims and Objectives

On an overarching level, this thesis aims to study the context and the extent of youth IPV in Sweden, as well as young people’s experiences of IPV. More specifically, employing a mixed methods approach, the dissertation reviews European research into youth IPV, investigates the extent and characteristics of youth IPV victimization in a sample of Swedish high school students, and explores the dynamics of this victimization.

To fulfil this aim, four sub-studies were conducted, resulting in four papers. The objectives of the four papers were as follows:

⁸ In 1990, Sweden became one of the first countries to ratify the Children’s Rights Convention, and on January 1, 2020 it was incorporated into Swedish law.

- to review research on youth IPV conducted in Europe in order to thematically analyze this branch of knowledge and identify knowledge gaps (study I);
- to explore the extent of victimization among a sample of Swedish high school students, in regards to prevalence, characteristics, and the arenas⁹ in which IPV takes place (study II);
- to explore how a sample of youth victims of IPV describe their victimization, in regards to responses, resistance, resilience as well as “paradoxical resilience” (study III);
- to explore how a sample of youth victims of IPV describe how their abusive relationships came to an end (study IV).

Terminology and Definitions

Youth and Young People

This thesis adopts the World Health Organization (WHO)¹⁰ definition of “youth” as including individuals between the ages of 15 and 24. It uses the terms “youth” and “young people” interchangeably. Additionally, however, the concept of youth is understood as being underpinned by theoretical assumptions which carry a notion of youth as socially constructed. This will be elaborated upon in the theory chapter.

Intimate Partner Violence

This dissertation follows the Centre for Disease Control and Prevention (CDC) definition of intimate partner violence (IPV) as “physical violence, sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner (i.e. spouse, boyfriend/girlfriend, dating partner, or ongoing sexual partner)” (Breiding et al. 2015, p. 11).

Youth IPV

There is no common terminology or overall internationally recognized definition used to specifically describe violence in young people’s roman-

⁹ “Arenas” are the physical places where violence occurs, such as home, school, or a club.

¹⁰ <https://www.who.int/health-topics/adolescent-health>

tic intimate relationships. In North America, the term “(teen) dating violence” and versions thereof are commonly used. This concept has crossed the Atlantic to Europe to some extent, but its applicability there has been questioned (Barter 2009). In Europe, instead, English terms such as “teenage intimate partner violence and abuse” (see e.g. the STIR project), or “youth intimate partner violence,” as in this thesis, are used to capture this phenomenon. Further, to the best of my knowledge, in a non-English speaking context, there are a few examples of youth-specific concepts comparable to “dating violence.” For example, in Norway and Denmark, the terms “kjærestevold” and “kærestevold” are used. Nevertheless, because these terms suggest a level of “seriousness” within a relationship, their utility for fully capturing violence in young people’s multifaceted, perhaps not so “serious,” intimate relationships has been questioned (Överlien 2015).

Even though there is no common terminology, most concepts of IPV among youth incorporate all prevalent violence typologies: physical, psychological, and/or sexual violence (e.g. Stonard et al. 2014). Following developments in technology, many scholars also address the fact that violence can be perpetrated online, using a smartphone application or similar (Stonard et al. 2014; Barter et al. 2015; Cutbush et al. 2018; Överlien 2018; Hellevik 2019a;2019b).

This thesis uses the term *youth intimate partner violence* to talk about violence in young people’s relationships. When citing a study, however, the terms used by the authors of the paper will be used first and foremost.

Victims and Victimization

In this thesis, the terms *victim(s)* and *victimization* will be used frequently. These are terms that are underpinned by theoretical notions developed within a large field of research about victimology. In this study, the informants have reported and narrated experiences of IPV. Thus, here, “victim(s)” refers to the informants as victims of IPV, while “victimization” refers to and denotes experiences of IPV. However, it is acknowledged that the respondents may not label themselves as “victims” of IPV, nor be identified as such legally or culturally (cf. Christie 1986; Khan et al. 2018).

When addressing which concept to use when talking about a young person who has been subjected to IPV, it is also fair to address the debate on “the victim/survivor dichotomy” (Kelly, Burton, & Regan 1996). Kelly, Burton, and Regan, in their chapter “Beyond Victim or Survivor:

Sexual Violence, Identity and Feminist Theory and Practice,” point out a shift in language use, whereby “victim” was, in a sense, replaced by “survivor” within the women’s and self-help movements, so as to shift the stigmatizing meanings attached to the word “victim.” They also explore the unintended consequences of this shift, the most striking being the way the chronological separation of “victimization” and “survival” conceals the resistance and coping strategies used during abuse, since passivity is presumed.

These authors convincingly argue for a perspective which views and treats children, young people, and adults as whole people for whom victimization is just one aspect of their life experience, and therefore do not use either “victim” or “survivor” to describe them. Nevertheless, as stated, I have chosen to use the concept of “victim” to some extent.

The reason is threefold. Firstly, since youth IPV has only recently been highlighted as a social problem in Sweden, it is arguably important that these experiences be highlighted from a “victim’s perspective,” thus broadening the societal notion of who can be a “victim” of IPV (cf. Christie 1986). The young persons are viewed as “whole people,” but if we are to speak of adult IPV “victims,” it seems reasonable also to speak of young victims, so as not to make their experiences of less import.

Secondly, it seems fair to say that granting someone victim status implies a recognition of their need for help and support. Conversely, a survivor may not always be seen as having the same need. Hence, to address young people’s presumed need for help and support, it appears vital to acknowledge them as victims, also recognizing their status in e.g. the criminal justice system (Honkatukia 2001).

Lastly, since study III focuses on resistance and resilience in the context of an abusive relationship, the presumption of a victim as passive is challenged. Thus, if faced with the choice between “victim” and “survivor,” the latter is not an option if it carries with it an understanding that “you were a passive victim, but became an active survivor” (Kelly, Burton, & Regan 1996).

Romantic Relationships

In this thesis, the term *romantic relationships* is used to underscore that the focus is on relationships with romantic features (i.e. between partners, boyfriends/girlfriends, “hook-ups,” “friends with benefits,” dates, or similar) and not friendships, relationships with siblings, or other family members.

Disposition

This dissertation consists of six sections. The research field and the present research aims have already been introduced. In what follows, first, Sweden as the research context will be introduced by giving a brief account of men's violence against women, adult intimate partner violence, and violence victimization among youth in Sweden. Next, an overview of research on violence in young people's intimate relationships will be offered. The theoretical framework employed will be then outlined and the methods used in this study will be described. Finally, a summary of the four individual studies will be provided, followed by a discussion.

Men's Violence Against Women, Intimate Partner Violence, and Violence Victimization among Youth in Sweden.

This section focuses on Sweden as a research context, briefly presenting the societal view on men's violence against women and intimate partner violence, as well as the field of research that addresses violence in adult intimate relationships. The broader research field of violence victimization among Swedish youth and research on violence in Swedish young people's relationships will also be described.

Intimate Partner Violence: A Social Problem in Sweden

A brief historical accounting reveals how views of intimate partner violence (IPV) in Sweden have changed in recent decades (Nilsson & Lövkrona 2020). Today, IPV is generally defined and highlighted as a societal and social problem, but that has not always been the case.

In her book from 1995, Hydén (2008) describes how men's marital violence went from being seen as a private issue not concerning anyone outside of the marriage to being acknowledged as a social problem in Sweden. Societal changes—including a legal reform in 1982 that rendered assault subject to public prosecution, even if it took place in someone's private home—as well as corresponding changes in attitude make it clear that IPV, during this period, became a social problem in the eyes of the public (Hydén 2008).

This process by which IPV came to be considered a social problem in Sweden can be linked to changing views about how the phenomenon itself should be explained. These views took their point of departure from two polarized standpoints (Hydén 2008). One side explained men's perpetration of violence from the perspective of individual psychology. IPV was linked to socio-economic vulnerability and to factors such as mental

illness, alcoholism, and other forms of substance abuse. The other side was made up of voices from the women's movement, which began to grow louder in the 1980s. In contrast to the individual psychology perspective, the women's movement claimed that any woman was a potential victim of IPV, and any man a potential perpetrator. Thus, IPV was understood as a gendered problem, explained by patriarchal structures, and emphasizing women in general as victims and men in general as perpetrators (Hydén 2008; Nilsson & Lövkrona 2020). A third perspective that in some ways combined the first two was offered by Hydén (1995; 2008); it explained violence as a social process, taking place in a societal context (Steen 2003; Hydén 2008).

As IPV was increasingly recognized as a social problem, further political initiatives followed. In 1998, the Swedish government instituted the Women's Peace Reform (*kvinnofridsreformen*), underlining the political ambition to end men's violence against women. One year later, as one of the ramifications of the Women's Peace Reform, a paragraph outlining how social services should act to help women exposed to domestic violence was added to the Swedish Social Act (5 kap 11§ Socialtjänstlagen). In 2006, the wording of this paragraph was changed, proclaiming that social services "must" (*skall*) act, instead of "should" (*bör*), thus making the agency's responsibility even more clear (prop 2006/07:38).

During the 2000s and 2010s, a number of governmental action plans and reports addressing men's violence against women were brought forward (e.g. Skr 2007/08:39; SOU 2014:49; SOU 2015:55), indicating that the problem was relatively high on the political agenda.¹¹ In 2014, Sweden also ratified the Istanbul Convention, thus declaring itself part of the European effort against men's violence against women and domestic violence. As a kind of culmination of these developments, in 2016, the government presented a ten-year strategy to prevent and combat men's violence against women (Skr. 2016/17:10). As part of this strategy, the government decided that knowledge about men's violence and IPV should be a required part of the degree of bachelor in social work (Higher Education Ordinance 1993:100; see Carlsson 2020 for a report on how this qualitative target has been addressed at different universities across

¹¹ As recently as December 22, 2020, the government stated in a press release that preventing and combating men's violence against women was a prioritized question:

<https://www.regeringen.se/pressmeddelanden/2020/12/regeringen-intensifierar-arbetet-mot-mans-vald-mot-kvinnor-och-hedersrelaterat-vald-och-fortryck/>

Sweden). Thus, in policy, in practice, and in the training of social workers, IPV has been addressed as a social problem.

In Sweden, the political ambition also exists, to some extent, to measure IPV victimization. Governmental agencies conduct recurring surveys that include a few questions on violence exposure (e.g. the Swedish Crime Survey by the National Council for Crime Prevention; Health on Equal Terms by the Public Health Agency). But although these surveys give some indication of how common IPV victimization is, they do not explore it to any great extent.

Swedish prevalence studies that investigate IPV victimization more extensively jointly underline IPV as a social problem in Sweden. The first, entitled *Captured Queen*, was conducted twenty years ago, in 2001, and suggested that nearly half of all women in the study (46%) had been subjected to violence by men (Lundgren et al. 2001). In 2012, Lövestad and Krantz (2012) investigated exposure to and perpetration of IPV, the use of control behaviors, and the associated risk factors among a sample of Swedish men (n=173) and women (n=251). This study was the first to estimate men's exposure to physical assault, and it pointed toward gender symmetry when it comes to perpetration and exposure to violence. Nonetheless, the authors urged caution when interpreting the results, as the motives behind the violent acts were not explored in the study.¹² In 2014, the National Centre for Knowledge on Men's Violence against Women (NCK 2014) conducted a comprehensive study that drew upon a random national sample of 10,000 women and 10,000 men ages 18–74. The overall aim of this study was to examine the prevalence of women's and men's exposure to different types of violence from a life-course perspective, and to explore the connections between violence exposure and indicators of ill-health. The results indicated that violence was a common phenomenon and also had some gendered features: women reported experiencing both severe sexual violence and psychological violence to a much greater extent compared to men (1 of 10 women reported the experiencing the former and 1 of 5 women the latter). Women also, more often than men, reported that the perpetrator was a partner. In contrast, men were more often subjected to violence by a person unknown to them. Further, ill health (both psychological and physical) was more common among both women and men who had been subjected to severe sexual, physical, or

¹² It has been pointed out that the results were misinterpreted in the media coverage of this study, since it was proclaimed that men's victimization was comparable to women's. See <https://www.dagensarena.se/opinion/man-for-jamstallldhet-felaktig-mediebild-av-mans-vald/>

psychological violence at some point in their lives, compared to those without such experiences (NCK 2014). Thus, the body of knowledge on prevalence of IPV in Sweden indicates that it is a considerable social problem, and that women to a greater extent are subjected to such violence than men.

This societal recognition of IPV as an extensive social problem is also arguably coupled with an evolving research field, which will be briefly reviewed further below.

Intimate Partner Violence in a Gender-Equal Society?

In the recent past, then, IPV has come to be seen in Sweden as a social problem that needs to be combated with political initiatives. But there is also a sense in which the notion of IPV as a social problem collides with the common perception of Sweden as a gender-equal country, as many Swedish scholars have pointed out (e.g. Wendt 2012; Gottzén & Jonsson 2012; Nilsson & Lövkrona 2020). This is also often referred to as the “Nordic Paradox” (Wemrell et al. 2019; 2020; Permanyer & Gomez-Casillas 2020).

Arguably, in Sweden, the discourse on gender equality—e.g. the dominant thoughts, ideas, and norms surrounding equality between genders—leaves no room for IPV in Swedish relationships (Enander 2010; Wendt 2012; Gottzén & Jonsson 2012). As Wendt (2012) phrases it, in her investigation into how the *Captured Queen* study was dealt with by the sociopolitical establishment in Sweden, “violence is described as something of an anomaly, a stain on the national shield” (p. 104). According to Wendt, the underlying premise is that violence happens in private spaces: if only the public sphere had access to this hidden place, then the problem would be dealt with.

In Sweden, violence in close relationships is also frequently framed as involving not “us” but deviant people, or “others”: for example, people from a different culture (Wendt 2012; Gottzén & Jonsson 2012). Wendt (2012) notes how so-called “honor-related violence” is differentiated from “Swedish violence” in two important ways. First, Swedish violence is hidden and private, while violence in “honor cultures” is open and collective. Second, “we”—i.e. “Swedish” people—are ashamed of violence, while “they”—people from an “honor culture”—sanction the violence and salute the perpetrators. Violence against women thus comes to be seen as a normal feature of an honor culture, while violence against women

in the Swedish context is constructed as something resented and abnormal. Swedish violence takes place in private spaces, beyond the reach of the public sphere (Wendt 2012). Further, a Swedish woman is assumed to be independent and equal to men, and therefore should not “accept” being subjected to violence by a man. If a woman does stay in an abusive relationship, she is seen as a deviant for not following Swedish norms of gender equality (Enander 2010; cf. Chung 2007).

The discourse on Swedish gender equality thus in a sense restrains the discourse on men’s violence against women and IPV, since it affects how violence is explained and also *who* is regarded as a potential victim (cf. Christie 1986). This is especially relevant in relation to young women’s experiences of violence.

Young women have rather consistently been identified as an “especially vulnerable” group in governmental action plans and strategies (e.g. 2007/08:39; Skr 2016/17:10). For example, the government’s 2007 action plan on men’s violence against women, honor-related violence and violence in same-sex relationships from 2007 (2007/08:39) recognized young women (age 16–24) as a vulnerable group. However, as Uhnoo (2011) points out, in that plan, the actions that targeted young women for the most part concerned so-called honor-related violence. Thus, in a sense, young women’s vulnerability was *culturalized* (de los Reyes 2003) and identified as deviating from the norm and not pertinent to young women from a “Swedish” culture.

It is possible that, since 2007, this view of young women’s victimization has changed. In 2016, in the national ten-year strategy to prevent and combat men’s violence against women mentioned above (Skr 2016/17:10), the government concluded that interventions which aim to prevent and combat men’s violence against women need to specifically recognize the vulnerability of girls and young women. Correspondingly, in 2020, the National Council for Crime Prevention was tasked by the government with investigating possible interventions to address youth IPV in Sweden (Government assignment Ju2020/03036/KRIM). Moreover, the Swedish Gender Equality Agency, in the final report on its governmental assignment regarding interventions under the national strategy, concluded that stronger efforts against violence in young people’s relationships were needed (Jämställdhetsmyndigheten 2020:9).¹³ Further, just a week prior to the time of writing, the government, in a press

¹³<https://www.jamstalldhetsmyndigheten.se/pressrum/arbetet-mot-vald-i-ungas-partnerrelationer-behover-starkas>

release, announced planned improvements to the national school curriculum on sexual education, consent, and relationships (although without mentioning IPV specifically).¹⁴

Overall, these measures could be seen as a societal awakening and the beginning of a recognition that young people as well as adults may experience partner violence in their romantic relationships. However, as will be described below, empirical knowledge about such violence is generally lacking.

The Swedish Field of Research on Adult Intimate Partner Violence

In Sweden, there is, arguably, a well-developed research field on intimate partner violence (IPV) among adults. In recent decades, many scholars have contributed to a body of knowledge about violence that takes place within adults' romantic intimate relationships. As reviewed above, one focus of research has been to identify the prevalence of this violence, which has contributed to the recognition of adult IPV as a gendered social problem in Sweden. The field has also looked at responses to adult IPV and domestic violence, offering a conceptualization of domestic violence as not a hidden act but one that takes place within a wider social context that includes people in close proximity—family, friends, and others—who can respond to the abuse (Hydén 2015). The disclosure of domestic abuse to “informal others” has also been a point of inquiry for Swedish scholars (Boethius & Åkerström 2020).

The research field on adult IPV is not without its tensions. Researchers have disagreed about how men's violence against women in a romantic intimate relationship should be explained, which theory and definitions to use, and how dynamics within an abusive relationship ought to be understood. To take one specific example, adult IPV researchers in Sweden have taken up the notion of leaving an abusive relationship, and different interpretations of the act of leaving have been presented (by e.g. Hydén 1999;2005; Enander 2008; Enander & Holmberg 2008). Possibly thanks to these tensions, the IPV research field is not static but evolving, and standpoints remain changeable.

¹⁴<https://www.regeringen.se/pressmeddelanden/2021/02/skolans-undervisning-om-sexualitet-samtycke-och-relationer-forbattras/>

Although the field has always put men's violence against women within an intimate relationship first, it is also fair to say that it has developed and broadened to include additional groups and scopes of research. Children who experience parental IPV, for example, have been highlighted as a group that deserves specific attention in its own right, both by researchers (e.g. Överlien 2010; Källström 2014) and by policymakers (SOU 2019:32). Women's violence against men in an intimate relationship has also been taken up (Hansén forthcoming), as has violence in same-sex relationships (Holmberg & Stjernqvist 2005; Ovesen 2020). Furthermore, the way that social services work with IPV has been explored (Lundberg & Bergmark 2018; Lundberg & Stranz 2019).

Overall, Swedish research into IPV is extensive. Nonetheless, IPV among youths has not been explored to any great extent, as will be outlined below.

Intimate Partner Violence Victimization among Swedish Youth

In Sweden, in the last few years, the body of research on violence and youth has begun to expand. Nonetheless, intimate partner violence (IPV) in young people's relationships, although it has been acknowledged to some extent (cf. Lundgren 2004), has seldom been the subject of specific analysis. As early as in 1997, for example, Weinehall, in her dissertation on teenagers' experiences of parental violence in their homes (study participants included 10 girls and 5 boys age 13–19 who were each interviewed 6–10 times over a 4-year period), discussed a link between growing up in proximity to violence and experiencing dating violence, which included a gendered dimension. Even though the young people condemned the domestic violence and wanted to distance themselves from it, some of them also shared experiences of violence in their own intimate relationships: the girls as victims and the boys as perpetrators. The girls and boys made sense of the violence in different ways: the girls placed blame on themselves, while the boys expressed that the girlfriends deserved to be hit (Weinehall 1997).

In general, IPV victimization during youth seems either to have been investigated retrospectively from a broader stance on victimization, involving adults as informants and including other types of violence and perpetrators (e.g. by NCK 2014; Cater, Andershed, & Andershed 2014;

Palm et al. 2016; Källström et al. 2020), or in terms of experiences of crime, including IPV (Thunberg 2020), or with a focus on young people's moral work when they talk about violence between youth (Uhnoo 2011). Some work has also focused on universal violence prevention. The Mentors in Violence Prevention (MVP) program, introduced in seven elementary and upper-secondary schools in Sweden, has been evaluated (Eriksson et al. 2018; Bruno et al. 2020).

This general body of research on violence and youth has made important knowledge contributions. Overall, it indicates a noticeable gender difference in relation to violence victimization among young people in Sweden. Young men seem to be subjected to physical violence more often than young women are: not by intimate partners, however, but by strangers. In contrast, young women more often report a current or ex-partner as perpetrator (Danielsson et al. 2009; Landstedt & Gillander Gådin 2011; Cater et al. 2014; Källström et al. 2020). This gender difference is further clarified in Blom's (2015) extensive study on general exposure to violence. Drawing upon a data set involving 3,170 young people (age 15–23) recruited at youth clinics as well as 3,247 high school students, Blom shows that perpetrators of emotional and physical violence against the young women in the clinical setting were more often partners or ex-partners, compared to the young men. Thus, even in studies departing from a broader stance on victimization, gender is a key factor.

Correspondingly, Uhnoo (2011), drawing upon interviews with 41 young people age 15–21 living in Gothenburg, Sweden, identifies a societal discourse which she calls “young people's gendered vulnerability [my translation].” She suggests that compared to boys, girls are exposed to violence in ways that are less tangible, visible, and physical, and more physiological and sexual. This sexualization of violence can lead to a perception of young women as less exposed to violence, Uhnoo argues. She calls this the construction of young women as “unhittable [my translation]” (Uhnoo 2011, p. 263) at the same time that they are viewed as potential victims of sexual violence and rape.

The way young people themselves perceive violence has also been investigated by Swedish scholars. In her 1997 thesis, Jeffner, using qualitative interviews with 16 teenagers, focuses on their perceptions of rape, suggesting that there are a number of conditions that make up a “space for negotiation” between what is regarded as rape and what is considered “good sex.” One of these conditions is the significance of love. Relatedly,

Berg (2005) looks at young men's understanding of rape. Overall, scholars have recognized that the context of an intimate relationship influences the perception of violent acts, especially in regards to rape and other forms of sexual violence (cf. Honkatukia 2001).

A few Swedish studies have specifically investigated IPV among youth in Sweden. One small qualitative study (Gottzén & Korkmaz 2013) that focused on both victims and perpetrators addresses how youth narrate their experiences of violence and their descriptions of how friends, parents, and other adults responded to the violence. Drawing upon five interviews with young women with experiences of being subjected to IPV, as well as five interviews with young men who had perpetrated IPV, this study shows that the young people who participated hesitated to tell people about their experiences or to seek help and support. If they did do so, they received a variety of responses, including care from friends and family. The study also reveals, however, that often the violence was ignored or not taken seriously. The authors point out that stereotypical beliefs about domestic violence/violence against women in Sweden can influence young people to not take their experiences of violence as seriously and make it harder for them to identify as victims of intimate partner violence. This, in turn, may make it harder for them to seek help.

Focusing specifically on victims of youth IPV, Wiklund et al. (2010), in the article "He Messed Me Up": Swedish Adolescent Girls' Experiences of Gender-Related Partner Violence and Its Consequences Over Time," illustrate two Swedish adolescent girls' experiences of living in a violent relationship as teenagers and how these experiences affected their lives and health over time. Wiklund et al. note that the violence affected the young women negatively during the important transition between adolescence and adulthood and arguing for a need to develop health policy and gender-responsive interventions geared specifically towards adolescent girls. They conclude that, despite societal discourses about gender equality, gender-related partner violence and sexual abuse are present in a new generation of young Swedes.

Swedish youth have also participated in research that explores attitudes toward dating violence. A study of youth from England, Germany, Belgium and Sweden (Bowen et al. 2013) found that violence in relationships generally was perceived as unacceptable, but could be condoned if it was instigated by females, unintended, or a response to infidelity. As regards dating violence prevention programs, the online game-based intervention *Green Acres High*, designed to address dating violence among

young people (see Bowen et al. 2014), has been introduced in three Swedish high schools. In a study examining Swedish adolescent attitudes toward *Green Acres High*, twelve young people who took part in the intervention were interviewed in focus groups about their perceptions of the intervention. Importantly, the results indicate that young people can become engaged in learning about dating violence through online games (if played in a school context) (Sorbring, Bolin, & Ryding 2015).

Furthermore, focusing on perpetrators of youth IPV, Berggren, Gottzén, & Bornäs (2020) drew on queer temporality perspectives and analyzed narratives of young men who had used sexual violence against women partners in Sweden. Using two data sets—young men’s stories in online submissions to a feminist anti-violence campaign in Sweden and interviews with 13 men (age 17–45) who had used violence when they were under age 25—the authors show an oftentimes retrospective development of criminal identities, and describe how identity and behavior may clash.

In sum, in Sweden, both men’s violence against women and intimate partner violence (IPV) are recognized as social problems. There are examples of extensive governmental measures that indicate their high priority on the political agenda. However, the understanding of IPV as a social problem is also found to contradict the notion of Sweden as gender-equal.

The research field addressing IPV among adult Swedes is quite broad. A comprehensive body of studies has investigated adult IPV from different angles and perspectives. With few exceptions, however, the issue of partner violence in young people’s intimate relationships has not been taken up by Swedish scholars. There are some studies on violence victimization among young people that acknowledge youth IPV. Nonetheless, it is clear that a knowledge gap about youth IPV in Sweden exists.

It is important to see this thesis in the light of the existing body of knowledge on adult IPV in Sweden. Scholars have already done important and ground-breaking work on violence within adult intimate relationships. But although the violent acts that adults experience are often assumed to be comparable to the ones young people are subjected to, presumably there also exist vital differences in victimization that need to

be recognized. Therefore, this thesis should first and foremost be situated within the international research field on dating violence, etc., where such differences are acknowledged. The next section reviews research in this field.

Violence in Young People's Romantic Relationships.

This section reviews international research on dating violence and partner violence in young people's romantic relationships (for an overview of such research conducted in Europe, see study I).

First, a gendered dimension of youth IPV will be described, followed by the prevalence of Intimate Partner Violence (IPV) among youth and factors associated with such victimization. Then, the generational world of youth and IPV will be outlined, moving on to the Nordic body of knowledge on youth IPV.

A Gendered Dimension of Youth IPV

As I have pointed out elsewhere (Korkmaz 2021), it is possible to identify two different standpoints within the research field on youth IPV. The first sees youth IPV as a more or less gender-neutral phenomenon engaged in by youth reciprocally; the second situates the phenomenon of youth IPV in relation to unequal gender and power relationships (Jackson 1999; Gadd et al. 2015; Korkmaz 2018; Barter & Lombard 2019). Overall, however, it is clear that gendered patterns are a central point of debate among youth IPV scholars (Korkmaz 2021). More specifically, Baker and Stein (2016) surface a shift within the field of teen dating violence from a feminist framing of violence, including an analysis of gender, power, and structural inequalities, towards a more conservative focus with individualistic solutions that does not acknowledge the gendered dimension.

A comparable shift outside the research field is illustrated by Storer (2017) in an analysis of young adult literature that seeks to unpack the dominant cultural narrative about teen dating violence (TDV). Storer finds that TDV has been reinterpreted through postfeminist discourses,

such that IPV victimization is explained by the victim's poor decision-making, choice, and personal responsibility. Thus, the significance of gender and power structures have been removed from the cultural narrative on TDV.

Nevertheless, there is unequivocal evidence that gender is a variable that needs to be acknowledged when investigating youth IPV. This evidence convincingly contests the understanding of IPV as gender-symmetrical (e.g. Barter & Lombard 2019). Drawing upon previous knowledge, as pointed out in study II, it is necessary to include survey questions about frequency, severity, and the consequences of the victimization to truly unpack the gendered dimension of youth IPV (Walby, Towers, and Francis 2016; Bjørnholt & Hjemdal 2018; cf. Jackson 1999). Doing so reveals that boys report fewer and less serious impacts compared to girls, especially in regards to sexual violence (Barter et al. 2009; Barter & Stanley 2016). Furthermore, and consistently with other studies (e.g. Gadd et al. 2015), the STIR project showed gender differences both in victimization rates (prevalence rates were significantly associated with gender in England and Norway) and in the subjective impact of violent experiences. Girls reported significantly greater negative impact than boys, leading the researchers to conclude that IPV experiences may be differentiated by gender (Barter et al. 2017). Correspondingly, Romito, Beltramini and Escribà-Agüir (2013) found that adolescent girls exposed to IPV report more severe impacts, such as depression, panic attacks, eating problems, and suicidal ideation, compared to boys.

In research on youth IPV as a gendered social problem, gendered power relations are foregrounded. In a study exploring how girls (age 14-18) understand and make meaning of dating violence, Chung (2007) shows the dominance of individualistic explanations of dating violence that conceal male power and woman's vulnerability to male violence. These explanations cast young women as having the right to choose to stay or leave a relationship, without acknowledging the gendered power relationship. Thus, if a young woman stays in an abusive relationship and "accepts" such behavior, it reflects back on her. Correspondingly, Davies (2019) has observed the challenges posed by a "post-feminist society" in which "aspirations and narratives of equality are far removed from their perceived and real positions in intimate relationships" (p. 11).

Overall, therefore, within this branch of the field, gender inequality, gender norms, and gendered behavior are central issues. Their centrality

shows how societal context can put chiefly young women at risk of experiencing IPV and perhaps lead to the perception of IPV as acceptable masculine-gendered behavior (Aghtaie et al. 2018). The female body also comes into focus as something that needs to be controlled (Chung 2005; 2007; Överlien, Hellevik, & Korkmaz 2019).

The gendered dimension seems to be even more prominent when focusing on intimate partner sexual violence (IPSV). Here, most prevalence studies convincingly show that girls more often report IPSV victimization (e.g. Barter et al. 2017). Nevertheless, IPSV in general (not age-specific) has also been recognized as a tricky-to-investigate phenomenon (Logan, Walker, & Cole 2015). Logan et al. (2015) point out shortcomings of research on partner sexual violence, including an overreliance on dichotomous yes/no answers to questions about whether an informant has had sexual violence experiences or not. On the same point, Fernet et al. (2019) show that when sexual violence includes low invasiveness or force, participants tend to minimize or not recognize the violent behavior as such. They also show, drawing upon semi-structured interviews with 100 young people, that girls express feeling like they owe sexual activities to their partner, and have consented to sexual activities despite not really wanting to (cf. Aghtaie et al. 2018). Thus, one may assume, first, that reported prevalence rates of youth IPSV do not reveal the full extent of this social problem, and that it is a gendered phenomenon.

Prevalence of Intimate Partner Violence among Youth

Many studies have investigated the prevalence of physical, psychological, and/or sexual IPV among youth, presenting prevalence rates of victimization as well as perpetration of intimate partner violence (IPV). The results vary greatly (Stonard et al. 2014; Korkmaz 2018; Wincentak, Connolly, & Card 2017) and comparisons between studies should be undertaken with caution, taking into account the influence of different study methods (including how violence is defined and whether questions address lifetime experiences of IPV or experiences within a specific time interval) as well as cultural factors (Nocentini et al. 2011; Hamby et al. 2012; Stanley et al. 2015; Barter & Stanley 2016; Wincentak et al. 2017). Nevertheless, Leen et al. (2013) show, in their international review of prevalence studies, that although prevalence rates differ, the hierarchy of

violence types—where psychological/emotional violence is most commonly reported while sexual violence is least prevalent—is consistent across almost all studies.

Further, in their synthesis of data on sexual and physical forms of teen dating violence, Wincentak et al. (2017) revealed a broad range of estimates, reviewing 101 studies with samples consisting of teens age 13–18. For sexual dating violence (31 studies included), prevalence rates varied from less than 1% to 54% (the meta-analysis indicates a rate of 9%). For victimization of physical teen dating violence, Wincentak et al. estimated a 20% overall prevalence rate, irrespective of gender.

In 2017, the STIR project presented prevalence rates from each of the involved countries (Barter et al. 2017). Given the challenges of comparing prevalence rates, it is arguably most productive in this dissertation to highlight the Norwegian numbers, since Sweden and Norway are comparable countries.¹⁵ In Norway, 42.9% of participating youth reported that they had experienced at least one type of IPV, once or on several occasions. By type, digital violence was most prevalent (reported by 29.1% of the Norwegian sample), psychological violence was second most prevalent (25.9%), sexual violence third (18.8%), and physical violence the least prevalent (12.8%) (Hellevik & Överlien 2016).

Even though prevalence rates vary, it has been indisputably confirmed that many young people report different forms of IPV victimization within their own intimate relationships. Thus, the body of quantitative evidence establishes youth IPV as a social problem and simultaneously challenges our previous understanding of IPV as primarily an adult problem (Barter 2011).

Factors Associated with Youth IPV

Many scholars have examined factors that are associated with being a victim of youth IPV. There have been studies focusing on previous experiences, such as child sexual abuse, and how it is linked to IPV victimization, as well as how youth IPV affects future victimization.

In Denmark, Karsberg et al. (2019a) found that child sexual abuse was by far the strongest predictor of adolescent dating violence. Relatedly, in

¹⁵ Both Norway and Sweden have a history of advocating for gender equality and addressing IPV as a social problem. In the Global Gender Gap report for 2020, which measures equality in the areas of economics, politics, education, and health, Norway finished in second place while Sweden finished in fourth (World Economic Forum, 2020).

a study that focused on providing a conceptual model of possible paths predicting teen dating violence (TDV) victimization and drew on prospective and retrospective longitudinal data from a community sample, Maas et al. (2010) showed how childhood risk and protective factors interplay with early teen externalizing and internalizing behaviors. This model exposes complex and reciprocal links between various factors that affect a child's life and possible TDV victimization. Thus, predicting TDV victimization is not an easy task. Overall, to present causal pathways seems challenging; however, understanding associated factors also provides important knowledge.

A convincing number of studies show an association between experiencing parental IPV/domestic violence and being a victim of IPV within a romantic relationship (e.g. Hellevik & Överlien 2016; Ruel et al. 2017). Explanations of this link are usually underpinned by theoretical assumptions provided by e.g. social learning theory (Bandura 1977, see e.g. Ahonen & Loeber 2016), exploring the “violent cycle”: why violence in the family is associated with experiences of violence later on. Relatedly, it has been shown that the strongest predictors of adult IPV victimization and perpetration include earlier forms of exposure and peer approval of dating violence in adolescence (Herrenkohl & Jung 2016).

Many scholars have focused on IPV victimization and other risk behaviors (e.g. Couturiaux et al. 2021). For girls, Vézina and Hébert (2007) found a number of factors to be associated with IPV, including not living in an intact family, being a school dropout, and having an older partner. It has also been shown that IPV victimization is associated with increased alcohol and cigarette use, depression, anxiety, fewer close friends, suicidal ideation, and self-reported low academic achievement (Leen et al. 2013; Foshee et al. 2013; Nahapetyan et al. 2014; Hellevik & Överlien 2016; Van Ouytsel, Ponnet, & Walrave, 2017; Ihongbe & Masho 2018; Couturiaux et al. 2021). Study II shows, however, that self-reported low academic achievement does not seem to affect the risk of being subjected to IPV, thus potentially challenging this association.

Youth Who Are Especially Vulnerable

Some youth have been recognized as especially vulnerable, including pregnant teenagers and teenage mothers (Brown, Brady, & Letherby 2011; Edirne et al. 2010; Wood & Barter 2015). LGBT (lesbian, gay, bisexual and trans) youth have also been pointed out as deserving extra attention, since their vulnerability may be extra problematic (Pentaraki

2018; Överlien 2020) and more extensive; LGBT youth are found to report significantly higher rates of all types of victimization and perpetration experiences, compared to heterosexual youth (Dank et al. 2014; Reuter, Sharp, and Temple 2015).

Adolescent girls in detention facilities have also been pointed out as warranting greater attention, since prevalence rates of dating violence victimization one year prior to incarceration have been found to be high (King, Hatcher, & Bride 2015). In their study of this issue, King, Hatcher & Bride (2015) found that 34% of respondents reported having been hit, slapped, or physically hurt by a boyfriend or girlfriend, which, as the authors point out, triples the occurrence of relationship violence self-reported in the general population of their peer group.

The Generational World of Young People and IPV Victimization

Many scholars have observed that youth IPV differs from adult IPV in numerous ways (Mulford & Giordano 2008; Cutter-Wilson & Richmond 2011; Murray & Azzinaro 2019), and, therefore, needs to be investigated specifically. Murray and Azzinaro (2019) conceptualize teen dating violence as an “old disease in a new world.” They say that there are key differences between adolescent and adult victims of IPV: adolescent victims have unique features that affect their victimization, including their life experiences, anatomy, attitudes, and use of technology (Murray & Azzinaro 2019; cf. Hamby & Turner 2012). Picking up on this notion of an “old disease in a new world,” research that has looked at the “world” of young people in relation to IPV victimization will be addressed below¹⁶.

To focus first on young people’s presumed unique inexperience of intimate relationships, a number of scholars have suggested that this inexperience may affect the ability of young people to identify an abusive relationship at all (Wekerle & Wolf 1999; Mulford & Giordano 2008; Gadd et al. 2013; Toscano 2014; Gadd et al. 2015; Överlien, Hellevik, & Korkmaz 2019; Davies 2019). Here, researchers have identified the idea of the “ideal partner” as well as the additional challenge posed by unequal power relations within the relationships (e.g. if the partner is older). For example, Toscano (2014) shows how college students with

¹⁶See Korkmaz (2021) for a more extensive overview and discussion.

histories of high school dating violence felt they could gain popularity by dating older, rebellious, popular boys.

As regards power, Wekerle and Wolf (1999) offer the contrasting view that “male and female adolescent dating partners have relatively equal power and there may not be a clear demarcation of victim and perpetrator roles along gender lines during adolescence” (p. 440). Mulford and Giordano (2008) argue along the same lines, suggesting that adolescent romantic relationships, in contrast to adult romantic relationships, are characterized by equal power, since adolescent girls are not typically dependent on romantic partners financially, and are less likely to have children with an abusive partner. Thus, views on power relations in young people’s intimate relationships diverge.

Parents may be seen as another unique feature that affect young people’s victimization by IPV. The parental role in youth IPV has been examined extensively within the field of developmental research, suggesting that such violence has its origin in childhood externalizing behavior, and that parents play an important role in the development and maintenance of such behavior (Morris, Mrug, & Windle 2015; Livingston et al. 2018). Protective factors have been addressed, including “maternal warmth” and “sensitivity” (Livingston et al. 2018) and “positive parenting practices” (Garrido & Taussig 2013).

Study III of this dissertation addresses the role of parents, recognizing that they may have the opportunity as well as the responsibility to respond in a way that protects their children from IPV exposure (cf. Weisz, Black & Hawley 2017; Preble, Black, & Weisz 2018). This also places the focus on communication between parents and young people, an issue that Corona et al. (2016) investigate in their study on maternal caregivers’ strategies for discussing dating violence with their adolescent children. Corona et al. show that “healthier” messages about risky dating behaviors (e.g. the meaning of love, identifying red flags) increase parent-youth communication. Nevertheless, youth with experiences of dating violence have been found to report lower levels of communication with their parents overall, as well as more problematic communication (Om-bayo, Black, & Preble 2018).

It is also relevant to bring up research about IPV and the social setting of school, since school is where most young people spend their days. Schools play an important role in safeguarding youth wellbeing by challenging the normalization of IPV, as well as by addressing the instigation of violence and offering support to victims (Barter 2014). Teachers, too,

can support victimized youth. Nevertheless, Storer, Casey, and Herrenkohl (2017) show that it is important that youth perceive teachers, rather than fellow students, as having more expertise to respond effectively. Without this trust, youth may not reach out for help.

For young people, friends and peers are arguably an important part of their social world (cf. Mulford & Giordano 2008). Research has addressed the role of friends in IPV from different perspectives. Firstly, friends have been acknowledged as a possible resource for help, since they may more often be present to witness the interactions in a relationship and thus have more opportunity to intervene than adults (Landor et al. 2017). Also, it has been shown that young people are more likely to disclose dating violence or romantic relationship problems to friends than to other people (Weisz et al. 2007; Black et al. 2008; cf. Richard & Branch 2012). Correspondingly, many prevention programs involve an active response from friends and peers (Weisz & Black 2009). Nevertheless, as a number of scholars point out, friends' perceptions of relationships and abusive behavior may influence what is considered acceptable dating behavior and what is not. For example, having friends who are involved in violent relationships has been found to be one important predictor of dating violence (Arriaga & Foshee 2004). Thus, the attitudes of the circle of friends towards IPV seem to be relevant. Lastly, as Barter (2004) importantly points out, peer networks can also be involved in violence perpetration, as a means to extend control and surveillance.

In regards to young people's social worlds, it is necessary to address the digital world as well, as a number of studies have done. Use of technology and digital media by young people has been investigated in relation to IPV, for example in studies examining violence perpetrated "online" (Reed, Tolman, & Ward 2016; Barter et al. 2017; Hellevik 2019a;2019b). Here, one finding is that new technology offers new ways of perpetrating violence, where controlling behaviors and surveillance are common features (Barter et al. 2017). The phenomenon of "sexting" (sending and receiving sexual images and text messages) has also been associated with youth IPV (Wood et al. 2015; Bianchi et al. 2018; Kernsmith, Victor, & Smith-Darden 2018).

The Nordic Body of Knowledge on Youth IPV: Research in Our Neighboring Countries

In recent years, the body of research on youth IPV in the Nordic countries has begun to expand. Notably, this body consists chiefly of research conducted in Denmark and Norway, but includes increasing contributions from Finland and Sweden. Research published in English from Iceland seems to be lacking.

The following section focuses on the Nordic body of knowledge on youth IPV. This is based on the assumption that cultural factors affect IPV research, making it relevant to describe separately the research carried out in nearby countries in order to contextualize the present study even more. Some of this research has already been presented above when relevant (e.g. the Norwegian sub-study of the STIR project) but it will be mentioned briefly again here.

In Denmark, a number of studies have been conducted on violence in young people's intimate relationships. Over a decade ago, Schütt, Frederiksen & Helweg-Larsen (2009) conducted a mixed methods study on "kærestevold." Drawing upon a sample of 2,125 Danish young people age 16–24, the authors found that 10% of the girls and 4% of the boys had been subjected to physical or sexual violence in the past year by a partner ("kæreste"). In the same study, the authors also used focus groups to capture youth attitudes towards IPV, finding that the Danish youth saw IPV as something taboo. Also in Denmark, studies on younger youth have been conducted by Karsberg et al. (2018), who have found that a large proportion of Danish seventh-grade students (mean age 13.3) experience adolescent dating violence (ADV). Karsberg also investigated adolescent dating violence in her PhD thesis (Karsberg 2019) and the contributing role of child maltreatment in several studies, and found that child sexual abuse was by far the strongest predictor of ADV (Karsberg et al. 2019a). Further, the results of a study that used a latent class analytic approach to identify subgroups of ADV victims suggest potential benefits to targeting subgroups of adolescents, as opposed to universal prevention strategies (Karsberg et al. 2019b).

In Norway, the understanding of youth IPV has expanded considerably in recent years. Norway was part of the STIR project,¹⁷ resulting in a number of studies (e.g. Hellevik et al. 2015; Hellevik & Överlien 2016; Hellevik 2019b), as well as a dissertation (Hellevik 2019a).

¹⁷ See the Method section for a more detailed description of the STIR project.

In one study of Norwegian youth that drew upon data collected within the STIR project and focused on the prevalence of and associated factors to teenage IPV, 42.9% of participants reported experiencing some form of IPV. Factors significantly associated with such victimization were female gender, older partners, domestic violence, bullying victimization, low self-evaluated academic achievements, and sending sexual messages via digital media. The data from Norway also suggest that girls are significantly more negatively impacted by the victimization than are boys (Hellevik & Överlien 2016).

In another study drawing upon data from the Norwegian sub-study within the STIR project, Överlien (2018) analyzed interviews with three girls who were victims of IPV. Using Stark's concept of coercive control (Stark 2006; 2007; 2009), Överlien shows the dynamics of youth IPV and adult IPV to be more similar than different. Further, she argues that violence perpetrated online should be defined as a sub-category of psychological violence, rather than a new type of violence.

A study combining interview data from the Norwegian sub-study of the STIR project and the present Swedish study—*Youth Intimate Partner Violence: Prevalence, Contexts, and Youth Voices*—focused on the dynamics of youth IPV in same-sex relationships. One of only a few qualitative studies that have specifically looked at violence between two young people of same sex, this study showed that participants experience responses from their immediate social network that reflect heteronormativity and homophobia, making the young person feel like a burden (Överlien 2020).

In another study combining the two sets of data, Överlien, Hellevik and Korkmaz (2019) drew upon interviews with 33 young women from Norway and Sweden who had all experienced some form of IPV in a heterosexual relationship. The study specifically asked what meanings were attributed to abuse and violence, and what role digital media played. The analysis reveals six overarching themes: control, humiliation, fear, sexual coercion, secrecy, and resistance. Furthermore, the study applies Johnson's typology of violence to suggest that this violence can be understood as patriarchal terrorism.

Moving on to Iceland, violent behavior among adolescents has been investigated, showing that boys were more likely to use violence than girls (OR 5.6) (Gudlaugsdottir et al. 2004). It is not clear, however, whether the context was that of an intimate relationship or not.

In Finland, the project “Contested Consent: Social and Digital Borders and Orders of Intimacy in Young People’s Romantic Engagements” was launched in 2019, aiming to investigate the question of sexual consent and the limits of acceptable behavior in young people’s intimate encounters (Honkatukia et al. <https://projects.tuni.fi/suostumus/in-english/>). Prior to this project, Isotalo (2019; forthcoming) examined youth IPV through recorded offences in Finland, drawing upon police reports of assaults from 2013 in which a young woman was suspected of being a victim of physical abuse perpetrated by a current or former boyfriend. Both studies reveal that violence reported to the police is severe, commonly describing repeated assaults, varying forms of physical violence, as well as control exercised by the boyfriends.

In sum, a growing body of work has made important knowledge available about violence in young people’s romantic intimate relationships. Diverging methodologies as well as cultural factors, however, mean that applying the research results across different contexts is a challenge. What is indisputably clear is that youth IPV is a social problem with a gendered dimension that needs to be investigated specifically and requires mixed methods to be fully unpacked.

Theoretical Framework.

This section focuses on the theoretical framework employed in this dissertation. The empirical data collected throughout this research project has been examined in the light of several different theoretical perspectives and concepts that are presented in the different sub-studies.

Here, some of this theory will be elaborated further, starting by clarifying the standpoint of this thesis within the field of dating violence/youth IPV. The view adopted in this thesis of youth and young people will also be discussed. It is fair to say that the theoretical framework overall places the focus on youth as a social category, but the thesis also takes into consideration how youth interacts with gender (especially) and sexuality. The thesis also situates youth and IPV in social as well as societal settings: settings which are assumed to affect young people's everyday life and IPV victimization (Finkelhor 2007).

Understanding Youth Intimate Partner Violence

Almost two decades ago, Chung (2005) pointed out that her literature review on dating violence “revealed a surprising absence of engagement with feminist theory” (p. 446), and that dating violence was commonly explained by theories that underline the meaning of childhood experiences, such as Bandura's (1976) *Social Learning Theory* and John Bowlby's (1969) *Attachment Theory*.

The research field on dating violence/youth IPV has expanded since then. As discussed above, however, it is still possible to detect two different standpoints: one where the violence is seen as reciprocal, involving both girls and boys on equal terms; and one where it is seen as a gendered problem and girls' victimization is shown to be more substantial. As pointed out earlier, Baker and Stein (2016) even suggest a shift from a feminist framing of teen dating violence, including an analysis of gender, power, and structural inequalities, towards a more conservative focus,

where the gendered dimension is not acknowledged. Thus, the field is multifaced and draws upon different theoretical stances.

This makes it fair to ask: what is the point of departure for this thesis? To some extent, this thesis is aligned with and may be characterized as feminist work on gender violence (Skinner, Hester, & Malos 2005). Gender is in analytic focus. However, the thesis primarily follows an approach that argues for the need to focus on intimate partner violence (IPV) and youth conditions specifically. As Murray and Azzinaro phrase it, teen dating violence can be seen as an “old disease in a new world.” In other words, even though the violent acts are assumed to be comparable to “adult IPV,” young people are presumed to live in a “generationed” (Alanen 2012) society, which affects their victimization (Finkelhor 2007).

Proceeding from this starting point, the overall theoretical framework of the thesis places the focus on youth as a social category, making it possible to dissect how young people experience IPV and how youth interplays above all with gender but also with sexuality. It thus establishes young people as a heterogeneous group, acknowledging the way that age and gender categories are complexly intertwined (Thorne 1987; Oakley 1995; Alanen 2012).

Understanding Youth

This thesis departs from the social studies of childhood and youth (James, Jenks, and Prout 1998), which, as a discipline, offers a unified focus on children. This perspective has been described as a paradigm shift that placed children in the analytic foreground as social actors (Alanen 2012). Within this perspective on children and childhoods, children are viewed neither as passive objects nor as extensions of adults, but as active subjects, and childhood is viewed as defined by social practices (Alanen 1988; James, Jenks, and Prout 1998).

Here, this theoretical stance is used to underline how the study informants, although referred to as “youth,” are still positioned as children in the eyes of their parents, their teachers, and to some extent society.¹⁸ It offers a productive way to explore how the “old disease” of IPV affects

¹⁸ In Sweden, you are legally a child until the day you turn 18. If children are still in high school, however, parents are obliged to care and provide for them until they turn 19.

children and young people, and how their experiences of IPV victimization may differ from those of adults (Finkelhor 2007) due to their position as children.

Also as part of this theoretical stance, children are assumed to possess agency and the capability to engage in social processes. Children and young people live their everyday life, however, in a society which is “generationed.” That is, they conform to a generational order through which the social world is organized in terms of generational distinction (Alanen 2012). Within this generational order, children’s and young people’s agency is influenced by generational structure (Leonard 2015)¹⁹. This can be compared to Jones’ argument in her book *Youth* (2011), where she emphasizes that the notion of youth needs to be understood as affected by social contexts and structures. Jones further states that she has “not succumbed to the prevailing political correctness of stressing young people’s agency but instead questioned the extent to which they can, as individual or collectives, be held responsible for their actions” (p. 172). Thus, the agency of young people is problematized, as it can be seen as intertwined and held back by social structures.

I will use the term “youth,” therefore, not just to refer to the young people who participated in my research, but also as a description of a time that is characterized by specific cultural and social conditions (Furlong, Woodman, & Wyn 2011). This means that “youth” is a socially constructed concept, drawing upon societal understandings of youth and influenced by processes of globalization and market forces as well as digital development (Nayak & Kehily 2013; Hammarén & Hellman 2016). I will use the term as a fluid concept, remaining aware of how young people may position themselves as children but also assert independence, depending on the given situation. Furthermore, following Jones (2011), I will also understand young people’s agency as being entangled with social contexts and societal structures that undermine it.

Regarding agency and its meaning, Leonard (2015) argues that childhood sociology scholars have used the concept of agency without acknowledging that it takes place in relational processes: without acknowl-

¹⁹ The concept of “generation” has come under some criticism, mainly directed at how it cannot capture the whole age span from birth to 18 years (see Leonard 2015 for a detailed outline of this critique). Leonard argues that this criticism highlights the need for a framework that allows for acknowledging age differences within the broad positioning of childhood as a generational location.

edging how agency relates to structures. Therefore, to explore these relational processes and the links between macro childhood and children's everyday lives, Leonard introduces the concept of *generagency*. "Gener-" addresses the relational aspect between different generations: both children and adults are part of a wider social order based on generations that affects everyday life. The "-agency" part of the term recognizes children as active agents who actively construct their everyday lives, while still emphasizing the importance of locating children's agency within the positioning of childhood relative to adulthood. Hence, the concept of *generagency* acknowledges children's structural position *and* their agency. It uses existing concepts such as generation, structure, and agency, but brings them together within a framework for highlighting connections between the three.

Leonard's concept of *generagency* is further articulated through two more notions: *inter-generagency* and *intra-generagency*. *Inter-generagency* is the idea that adults and children do not live in separate worlds but share one world: that childhood and adulthood are performed in relation to one another. It suggests that there are boundaries between the position of the child and the position of the adult, but that these positions are not fixed but fluent, constantly shifting and changing. Thus, the social categories of childhood and adulthood are fixed but still dynamic and multi-dimensional.

Intra-generagency is the idea that children's everyday lives are heterogeneous within the structural location of childhood: children are positioned differently in the social order depending upon structural variables, such as gender, and how these additional variables intersect with childhood. The core point, Leonard says, is that these variables interact socially and practically with generations and must be acknowledged.

Overall, using this framework makes it possible to look at the rich variety of dynamic relationships both between adults and children and within children's peer relationships. Furthermore, I would argue, the concept of *intra-generagency* corresponds with an intersectional analysis of children's experiences, but offers a consistent focus on how structure and agency become activated within relationships influenced by generational positioning.

Here, therefore, intersectionality constitutes an additional analytic tool, more specifically a structural notion that positions individuals and their experiences of domestic violence and abuse in different ways (Donovan & Hester 2015). Overall, an intersectional perspective offers an

understanding of people as shaped by the interaction of different social positions (gender, class, sexuality, ethnicity, age, and so forth) (Crenshaw 1991), categories that should be viewed not as predetermined, but rather as performed and reproduced—we all “do” gender, etc. (West & Zimmerman 1987; Butler 1990; Staunæs 2003). Through this intersectional lens, including “age” as a social category (Krekula, Närvänen, & Näsman 2005) understood as young people’s generational belonging (Alanen 2012), youth-specific factors of IPV come into focus.

Following Thorne’s (1987) argument from over 30 years ago, in the very first number of the journal *Gender and Society*, age and gender as social categories are assumed to be complexly intertwined. Thorne was one of the first to address the fact that research concerning children had often neglected gender as an analytic category, and that feminist scholars often had not reflected upon their assumptions about age.

Since Thorne’s argument for re-visioning children, many studies have analyzed the intersection between age and gender (e.g. Eriksson 2003; Sundhall 2012). This study also aims to do so, by adopting an intersectional approach where the intersects between age, gender and, to some extent, sexuality are in focus.

Furthermore, in regards to how structures affect agency, this study draws upon the notion of discourses brought forward by the feminist poststructuralist perspective (Weedon 1987), allowing for a focus on societal norms in regard to IPV victimization. Here, the subject—the young person—is viewed as a thinking, feeling, and social agent who can reflect upon discursive relations, i.e. social practices that constitute knowledge. Within the poststructuralist perspective, however, the view taken of the subject can vary.

Foucault and Butler are both prominent poststructuralist theorists, but Foucault, especially, is often criticized for having a deterministic view of the subject. The subject, according to Foucault, is not given much agency;²⁰ power is foremost exercised through discourses that offer subject positions to take. However, in Foucauldian terms, the concept of “power” includes a reciprocal relationship with resistance: where power is exercised there is always a portion of resistance (Foucault 1982). Butler takes Foucault’s notion further and also draws upon Freud when she stresses a psychic dimension to the construction of the subject. Butler

²⁰ Even if, in his later work, he does pay more attention to subject agency and moves to a less deterministic view.

recognizes the subject as possessing some agency, even though it is enmeshed within power structures; our psychic dimension is influenced by the power exercised by societal norms and driven by our desire to oblige them (Butler 1997; Sahli 2002).

Taking a less deterministic view of the subject, Hollway (1984) questions the notion of discourses as mechanically reproduced, arguing that discourses depend on subjects to be reproduced; discourses can be challenged and reformatted when subjects choose different positions, and thus discourses that are in contrast can also challenge each other. Hollway discusses the notion of discourse dependency by claiming that subjects invest, are favored, if they choose certain discourse positions. This investment does not need to be the result of a rational or conscious choice, but it is a reason and a driving force for the subject to take a specific position.

Butler's notion that we are driven by desire can be linked to Hollway's notion of investment: the subject is given some agency, while desire and investments can be driving forces, attracting the subject to take certain positions. For example, a young woman is given the opportunity to dissociate herself from societal norms on femininity, but meanwhile, her existence as a young woman requires her to follow norms and choose positions in relation to discourses on *what a young woman is*. Nonetheless, the notion of *a young woman* is changeable and renegotiated through changing and challenging discourses.

Thus, the generativity of youth is viewed as being affected by discursive structures about, for example, femininity, men's violence against women and intimate partner violence, as well as childhood and adulthood. In other words, the young subject's agency is assumed to be impeded by norms surrounding e.g. how you "should" act as a woman, childhood, or the understanding of who is a potential victim of IPV.

This theoretical stance offers a consistent focus on youth as subjects who live under certain conditions which affect their agency.

Overall, this theoretical approach is linked to highlighting social and societal aspects of youth IPV. It underpins the research project as a whole, as well as the specific concepts that are used, such as youth intimate partner violence. Theorizing young people's experiences in this way

acknowledges that although the violent acts themselves might be the same, youth-specific factors make youth victimization different from adult experiences of IPV. The emphasis is on the need to make youth victimization explicit by broadening the notion of who can be a victim of IPV (cf. Christie 1986; Gottzén & Korkmaz 2013). The importance of a contextualized understanding of IPV and youth agency also comes to the fore.

A Contextualized Understanding of IPV and Youth Agency

Thus far, the view of youth agency as affected by societal discourses has been presented in general terms. This section will focus specifically on youth agency in the midst of an abusive relationship and bring other theoretical concepts into play.

First, IPV is seen here as a social phenomenon which occurs not in a vacuum but embedded in a social context. It is assumed that people in that social context may be able to intervene, and so addressing their responses is important (Hydén 2015; Hydén, Gadd, & Wade 2016). Furthermore, young people are assumed to have a youth-specific social context, of which parents, teachers, and other people commonly present in young people's lives are a part.

The notion of responses, moreover, is interconnected with the concept of *resilience*. Briefly, resilience refers to the phenomenon of overcoming stress or adversity (Rutter 2001). This thesis uses Ungar's (2012) broadened and contextualized approach, termed "social ecological resilience," which adds ecological factors to the understanding of resilience—i.e., it acknowledges the role of the social and societal context. Bottrell (2009) makes a further contribution, arguing for including "resistance" in the conceptualization of resilience and stating that "specific contexts of adversity may include and require resistance" (p. 323). Adopting Bottrell's suggestion to include resistance in how resilience is interpreted, this thesis also draws upon Wade's (1997) broad definition of resistance as

any mental or behavioural act through which a person attempts to expose, withstand, repel, stop, prevent, abstain from, strive against, impede, refuse to comply with, or oppose any form of vi-

olence or oppression (including any type of disrespect), or the conditions that make such acts possible [as well as] any attempt to imagine or establish a life based on respect and equality, on behalf of one's self or others, including any effort to redress the harm caused by violence or other forms of oppression (p. 25).

Resistance can hence be identified in several ways. Here, the concept of resistance is used to capture the behaviors of young people and their responses when subjected to IPV: i.e. their agency.

Building on this contextual approach of responses, resilience, and resistance, the thesis also uses the notion of *paradoxical resilience* (Callaghan & Alexander 2015). Paradoxical resilience is arguably linked to resistance; the former term, however, specifically highlights and refers to behaviors that might seem dysfunctional but in fact represent highly located, creative, and agentic coping mechanisms. These strategies need to be understood in a specific context and from the young person's perspective. In this thesis, the focus is on behaviors described by young people that might be viewed as dysfunctional, but within a specific context may also be understood as strategies adopted to avoid further harm: i.e. as expressions of "paradoxical resilience."²¹

In sum, this theoretical framework allows for an in-depth analysis of the data set. It establishes young people as independent agentic subjects while also acknowledging the influence and rule of societal discourses.

²¹ The concept of "paradoxical resilience: can be compared to Ungar's (2004; 2015) concept of "hidden resilience," as well as his arguments that maladaptive coping can be accompanied by a type of resilience. In sum, these notions address coping behaviours that might be overlooked from an outside perspective. The difference between hidden resilience and maladaptive coping, Ungar (2015) explains, depends "on the discursive power of an individual or family to convince others that they are doing the best they can with the resources they have available" (p. 8). In this thesis, in study III, the concept of paradoxical resilience is harnessed to focus on a specific context—the abusive relationship—without further discussion of discursive power systems.

In a recent article, Mahdiani and Ungar (2021) also discuss the "dark side of resilience," which additionally can be compared to the concept of paradoxical resilience. When addressing the dark side of resilience, the authors propose a new reading of resilience research, and note that negative aspects of resilience are common. For instance, the notion of resilience can mask vulnerability brought by structural inequalities, also implying that all adaptation under stress is optimal. Overall, the "dark side of resilience" shows that it is necessary to acknowledge both the social and societal context and the boundaries they bring, rather than wrongly deploying resilience as an excuse to assign to individuals who lack power the responsibility to change their lives.

Methods.

This dissertation employs a mixed methods approach to fully investigate youth intimate partner violence (IPV) in Sweden. It uses interviews with youth victims of IPV, as well as a survey of Swedish high school students to reach its various research aims. Furthermore, to contextualize the Swedish project, it also uses a research overview of studies conducted in Europe. Below, the methods used are described more in detail, including ethical considerations, methodological conundrums, and the question of the study's trustworthiness. The importance of applying a contextual approach when asking questions about IPV will also be discussed. Lastly, a rationale for mixed methods will be presented, along with a brief accounting of the study's epistemology and ontology claim, including a reflection on reflexivity.

First, however, it is reasonable to describe briefly the way that mixed methods were employed in this dissertation. Put simply, mixed methods research includes aspects of both quantitative and qualitative approaches in a study of inquiry (Creswell 2008). The approach can be used to answer research questions in a more complete way, where the qualitative data is allowed to further illustrate findings of quantitative data (Bryman 2008).

Usually, a distinction between concurrent and sequential mixed methods is made (Johnson, Onwuegbuzie, & Turner 2007), where the former means that studies are conducted during the same time period, while the latter implies that one study precedes and inform another.

Here, this distinction is not that obvious. The project follows the STIR study and was thus informed by it. Within the project, an initial research overview was conducted that informed the following three studies. Thereafter, studies III and IV were conducted (drawing upon interviews and analyzed qualitatively), where study III partly informed study IV. Lastly, study II (drawing upon survey data) was carried out, building

on the interview findings. Hence, the mixed methods approach employed follows a sequential design, but also has concurrent elements.

Study Design

The research project on youth IPV in Sweden titled *Youth Intimate Partner Violence: Prevalence, Contexts, and Youth Voices* started in September 2016 after receiving approval from the ethical review board in Stockholm in May of the same year. The project was funded by the Swedish Crime Victim Authority and led by professor Carolina Överlien. Its forerunner was the extensive five-country collaborated study “Safeguarding Teenagers’ Intimate Relationships,” (STIR), carried out in 2014 and 2015 by researchers in England, Bulgaria, Cyprus, Italy, and Norway. Drawing upon previous empirical findings (Barter 2009; Barter et al. 2009), this study looked more closely at teenage IPV, including the role of digital media.

As stated, the present thesis employs a number of different methods, including a research overview (Study I), a survey (Study II), and interviews (Study III and IV), to provide a knowledge base about youth IPV in Sweden. The data gathered was analyzed both qualitatively and quantitatively, drawing upon the theoretical framework presented above.

This section describes the study methods; but see also the summaries of each individual study for a more comprehensive description. The research overview will be touched on briefly, while the interviews and survey will be outlined more in detail, including ethical considerations, methodological conundrums, and an integrated discussion on the study’s trustworthiness. First, however, the question of using children as research participants will be discussed.

Conducting Studies with Children about Violence Victimization

When conducting studies with children, researchers should be conscious of a number of ethical concerns. Spratt (2017) points out four ethical issues: involvement of children, consent and choice, confidentiality, and possible harm or distress. These issues, amongst others, were discussed at every step of this research project, and will be touched upon below as well.

Overall, the starting point for the ethical discussions is the view that it is key to include children and youth as research *participants* rather than

research *subjects*, a shift that has been noted and encouraged by many scholars (e.g. Cree, Kay, & Tisdall 2002; Spratt 2017; Holt & Överlien 2017). This project follows the lead of researchers who argue that it is necessary to involve children as informants, even if the research is on an arguably sensitive topic (Graham & Fitzgerald 2010; Spratt 2017). Graham and Fitzgerald (2010) argue that involving children as research participants can give a voice to their views and experiences, which potentially can inform policy decisions. Hence, research with children as informants can lead to policy outcomes based on the experiences of children themselves. The benefits of this approach may be obvious, but it also raises the question of possible harm or distress, and the related question of *when* it is motivated to undertake research involving children: questions arguably even more relevant when investigating a sensitive subject such as youth IPV. How can we make sure that participation does not cause harm? Is it even possible to ensure that no harm is caused? Perhaps not, although measures can be taken to reduce the risk. Pursuing the problem further, however, we might ask whether it is ever motivated to *not* involve children as research participants. Arguably, young people who have been subjected to IPV are a group with experiences that are potentially traumatic, and talking about these experiences in a research interview might cause distress. Together, however, these experiences also offer a picture of a phenomenon that is relatively unresearched, at least in Sweden. Is the ethical course to refrain from undertaking research to explore this phenomenon, or is it to undertake such research in order to gain necessary knowledge about this social problem? Here, the balance of risks versus benefits becomes relevant. As Ellsberg and Heise (2002) put it, in their article on ethics in domestic violence research, “risks [of research] are potentially large, but so too are the risks of ignorance, silence, and inaction” (p. 1603). Relatedly, Spratt (2017) points out that research on child sexual abuse has successfully reduced its incidence, which would not have been possible if scholars had not been able to take action and involve children as research participants. Hence, research on sensitive subjects is necessary to raise awareness, to be able to design prevention programs, etc. Furthermore, when we do conduct such studies—for example, when we ask young people to share stories about IPV exposure—we must, as Ellsberg and Heise (2002) point out, “honour that risk by using the findings for social change” (p. 1603).

Participation can also be beneficial to individual informants (Graham & Fitzgerald 2010), something I noted in this study while conducting the

interviews. At the end of the interviews, I asked informants questions about the participation experience and what had motivated them to participate. Overall, they identified two clear motivations for participating: first, a social conscience motivation; and second, the chance to talk freely about their experiences and to be listened to. The social conscience motivation should be understood as related both to the disappointment that young people expressed about how their social networks responded to their victimization (Korkmaz & Överlien 2020) and to their thoughts on prevention and a desire to highlight youth IPV as a social problem. As for the second motivation, for some of the informants, the interview gave them their first opportunity to verbalize some of their experiences, which speaks to the fact that participation in itself can be empowering and of therapeutic value (Rossetto 2014). Thus, from an ethical point of view, as well as from the perspective of enhancing the validity of the study, it is clear that youth voices are needed to fully explore violence in young people's romantic relationships, and they thus make up a vital part of the knowledge gathered. Arguably, it is impossible to investigate and take the measure of this topic *without* including young people's own voices and experiences.

On the subject of consent, in Sweden, research participants who are at least 15 and who understand the research objectives can give their informed consent without parental involvement (SFS 2003:460). Since all informants in this project were 15 or older, no parents had to approve their participation. The fact that some of the informants were legally children, however, raised specific ethical questions, especially in relation to the interviews. Researchers are not obligated to notify social services if they have concerns about a child's well-being, as they are not one of the professional groups mandated to do so by the Social Services Act (SoL 2001:453). The relevant part of the act, Chapter 14, Section 1, does, however, state that anyone who is concerned about a child *should* report their concerns to social services. Also relevant in this context is the Act concerning the Ethical Review of Research Involving Humans (SFS 2003:460), which states that people's welfare is to be given precedence over the needs of society and science (§8). Considering these two paragraphs, and feeling that a lack of action would be ethically indefensible, it was decided at an early stage that the researchers in this project would act upon any ongoing situation and ensure the child would receive needed help and support by contacting child services, placing the child's well-being first and acknowledging when there were reasons to step away

from the research objectives (Resnik 1998). Importantly, the emphasis was on “ongoing” potentially harmful situations, since by the nature of the study, all of the informants were expected to reveal violent experiences of a concerning nature. In the event, no case arose that led to contacting social services, but the issue did come up during a few interviews. For example, during one interview with a 17-year-old girl, some concerns arose about her current well-being. The girl had not told anyone else about her experiences of violence and she seemed generally distressed about her life situation. I started to ask about her support network, focusing more on whether she knew where to seek help if necessary, than on the interview questions. The girl revealed that she was in contact with a psychologist and had an appointment scheduled for the following Tuesday, and I therefore felt comfortable in deciding not to take further action.

In sum, this study is based on the view that it is vital to include children and young people in research that concerns them, but ensuring their well-being takes precedence, even when doing so affects the results of the study. Furthermore, in addition to using young people as informants, it is also important to include them in the research process. Therefore, a *youth advisory group* was used, following a model used in previous research projects (Barter et al. 2009; Barter et al. 2015), which will be described below.

The Youth Advisory Group

Before collecting the survey and interview data, a youth advisory group was set up. The group consisted of five girls age 17. I met with this group in the fall of 2016 and outlined the research project for them. They were then asked to comment on the questionnaire and the interview guide, ensuring the wording and terms used were understandable and appropriate for their age group. They provided indispensable comments, validating the research instruments. They also gave tips about where to post information when recruiting participants for the interview study.

The Overview

Retrieving research conducted in Europe while excluding research from other parts of the world was easier said than done. This is simply because research articles are not tagged by continent or country in the databases. Nevertheless, with the help of an inventive librarian, a way to (basically)

include only European research in the search results was found (see the summary of study I for a detailed description of the solution).

The Survey Study

This dissertation includes one study drawing upon survey data. The survey was administered during 2017 and 2018, mostly by me, but two members of the research project were also involved in gathering the data. Below, the survey study will be outlined in detail.

Sample

All high schools (n=31) in one Swedish county were invited to participate, as a way to recruit high school students (age 15-19)²² as study participants. Of the invited schools, nine²³ chose to allow the researcher to visit and provide information about the study. The participating schools had differing profiles, and included schools that offered vocational programs as well schools that offered higher education preparatory programs. Some schools were located rurally, while others had an urban catchment area. The level of participation varied among schools. In some, all students had the opportunity to participate; in others, it depended on teacher willingness. In total, 1,004 high school students were invited to participate in the study, with a response rate of 95.2% (see study II for a more comprehensive description of the county as well as the sample).

Ethical Considerations

As a first step in the administration of the survey, once a school had decided to participate, I contacted the school counselor beforehand to ensure that he or she was notified about the study and available on the day of the school visit. This gave the counselor an opportunity to ask additional questions and also ensured that the students participating had

²² This age range was set due to findings from previous studies (e.g. Machado et al. 2010) that imply that IPV is a concern foremost among older teenagers, as well as for pragmatic reasons: this is the age range of high school students in Sweden.

²³ The 22 schools that declined to participate did so for different reasons. Most schools mentioned not having time; some simply declined or did not answer. Some implied that the research topic of research was “too sensitive.” These 22 schools have not been analyzed further, yet they do not appear to deviate to any noteworthy extent from the participating schools in regards to “school type” (where type refers to different type of programs, such as vocational programs [for example, Heating, Ventilation and Sanitation Engineering] vs. higher education preparatory programs [for example, Social Science].

someone they could talk to immediately after filling out the survey, if they felt the need to do so.

On the day of the school visit, the teacher started by introducing me (or one of the other researchers in the project) and stressing to students that participation in the study was not part of their ordinary school work and hence was voluntary as far as the school was concerned. I also stressed that participation was voluntary, and asked the students to respect one another and not to look at the person sitting next to them. As stated above, 1,004 questionnaires were handed out and 956 students choose to participate, indicating that the voluntary nature of participation was made clear.

Additionally, the students were provided with information about the research project at large, and were also assured that participants would remain anonymous and results could not be traced back to a specific school. As the survey was introduced, contact information to support agencies was given out, both orally as well as in writing on the cover letter of the survey. The students were given the opportunity to ask questions about both the study and the survey, which they did. For instance, one girl asked a question regarding the larger purpose of the study from a societal point of view. Some students asked about the wording of the survey questions, showing that it is beneficial for the validity of the study for researchers to be present and hand out surveys themselves, as a way of ensuring that informants understand the questions correctly. Overall, the young people participating seemed to find the questionnaire was easy to follow, possibly thanks to the input of the youth advisors. Respondents who finished the survey early, or who chose not to participate, were invited to take a pop culture quiz while the others finished, as a way to both keep them occupied and not make it obvious who needed more time to fill out the survey (since needing more time could indicate having experience of IPV).

As mentioned, this study acknowledges that a survey does not take place in a vacuum and that things happen in a room where young people participate in research. Arguably, however, it is easier to detect whether someone feels distressed or becomes upset during an interview than during a survey. Yet, in one classroom, just after I had introduced the study and questionnaire, a girl ran out crying. According to her friends, she had experienced violence in her previous relationship, and probably got upset for that reason. Even though my instinct as a social worker was to go after her, since the teacher made no move to do so, instead I asked

the teacher to talk to her so I could stay and hand out the questionnaires, offering a first example of the notion of *the social worker* vs. *the researcher* role, something that will be elaborated on further in regards to the interviews. Once the students had finished the survey, I went to the school counselor to tell her what had happened, in case the girl stopped by.

Apparently, this girl had certain experiences that made her react in the way that she did. However, she did not participate in the survey and her experiences are hence not part of the data set. This brings up a limitation of this sub-study: the fact that sampling young people through the school system has its flaws. If I had not been present in the classroom, I would not have known that this particular girl chose not to participate in this way. Further, sampling through schools excludes both school dropouts as well as students who are home sick. It also excludes socially troubled youth in secure units, etc. This is important to bear in mind when interpreting the findings.

The Interview Studies

This dissertation includes two studies drawing upon interview data. The first interview was conducted in November 2016 and subsequent interviews were conducted in 2017 and the spring of 2018. Below, the interview studies will be outlined in detail.

The Sample

Studies III and IV both draw upon the interview data, which consists of teller-focused (Hydén 2014) in-depth interviews. Study participants in the two studies were 18 young people, aged 17–23 at the time of the interview, who had experienced IPV as teenagers. Fifteen of the informants were young women who had been subjected to violence in a heterosexual relationship. One was a young woman who had been abused in a same-sex relationship. Two of the informants were young men, both of whom had been abused by another man.

The informants came from different parts of Sweden and were recruited in different ways. Informational letters were sent to agencies that target youth (e.g. Youth Guidance Centres) throughout Sweden. Information about the study was also posted on social media, shared at presentations etc., as a way to reach young people who had not sought professional help (see appendix). The term “intimate relationship” was defined broadly: the only criterion was that the relationship needed to have been

romantic in some form. The information disseminated was gender-neutral, addressed to any young person who had experienced IPV, irrespective of gender or gender identity.

Implementation and Analysis

I conducted 17 of the 18 interviews.²⁴ They took place in different settings, such as public libraries and school study rooms, and lasted from 45 minutes to over 2.5 hours. Two informants were interviewed via video calls, at their request.

An interview guide was developed, employing a support tool during the interviews rather than a checklist of questions.²⁵ Open-ended questions were asked to stimulate narratives.

A narrative can be defined in numerous ways that are more or less strict, but is here broadly defined as a distinguishable unit with consequential linking of events or ideas (Riessman 2008; Salmon & Riessman 2011). During the interviews, the informants were asked to describe their abusive relationships and the worst thing they had been subjected to.

The interviews were transcribed verbatim, respecting the accounts without restructuring or changing them. Narrative analysis was used to analyze the interviews. First and foremost, a thematic approach was used, where analytic interest is in the content of speech, and language is viewed as a resource rather than a topic of investigation (Riessman 2005; 2008). In other words, focus was mainly on *what* was said, rather than *how*. Further, in this thesis, narratives are assumed to be constructed in a given social context with specific cultural resources, and also in interaction with the present audience (e.g. the researcher, the listener, the society at large) (Riessman 2008; Wells 2011). Hence, *why* was also in scope to some extent.

Arguably, a narrative approach fits well with social work research, since it can give a voice to marginalized and unheard groups, exploring social problems in depth from the perspective of the affected (Riessman & Quinney 2005; Wells 2011). A narrative approach thus makes it possible to unveil young people's experiences and understandings of IPV, as well as their social and societal context.

²⁴ One interview was conducted by the project leader.

²⁵ The interview guide is attached in the appendix. Note, however, that it was used as a support tool, and so the questions during the interviews were seldom phrased exactly as written.

Two of the sub-studies presented in this thesis employed narrative analysis. This analysis was theory-guided, and the two studies used different sets of theoretical concepts, although they had in common that they took note of narratives and included a focus on young people's agency as well as on which actors were present in their stories. The two studies also contextualize youth experiences of IPV in different ways. Study III focused on social setting—i.e. the young informant's social network; the social arenas they spend time in—while study IV focused on the societal, digging into how participants drew upon societal norms in their narratives.

My Role as a Researcher and Ethical Considerations

Most people would agree that intimate partner violence (IPV) is a sensitive topic. Conducting research on IPV, therefore, is a delicate task that requires experience and professional expertise to minimize discomfort or other violations of informants' personal integrity (Hydén 2014). In the case of youth IPV specifically, the task may be even more delicate. Here, I was able to call on my experience as a volunteer at a young women's shelter, my professional experience as a social worker at an adult women's shelter and at social/child services, and my prior experience of conducting research on youth IPV (Korkmaz 2012, my master thesis; Gottzén & Korkmaz 2013). Although IPV is indeed a sensitive topic, these experiences helped me to feel at ease when asking questions about violence exposure and thereby stick to what the study intended to investigate, and also, I hope, contributed to a more pleasant interview environment. The interviews were not the first time I had met young people who had been subjected to IPV, nor the first time I had had to ask questions about this kind of violence, something that was probably valuable in my interactions with informants.

Young people who have been subjected to IPV can be considered a "hard to reach group" (Abrams 2010) in terms of research projects recruitment. Both practical and ethical obstacles need to be overcome when finding potential participants. Given that informant safety was our first priority, and drawing upon the World Health Organization's ethical and safety recommendations for research on domestic violence against women (WHO 1999), we set the additional criterion for participants that their abusive relationships needed to have ended. Eighteen young people wanted to participate, to tell and share their stories about past experiences of IPV, and I had the opportunity to travel across the country to

meet with them. I have outlined the basic makeup of this sample above, but it deserves a bit more attention.

Research ethics dictate that the recruitment for this research project required an active informant. The informant had to read the information about the project, and then decide whether to participate or not. The recruitment could not be the other way around; the researcher could not be the active one. This meant that the informant needed to be in such a mind-set that a research interview was possible. Arguably, this could skew the sample toward young people whose well-being was fairly high and tend to exclude those who suffered from mental health issues, were institutionalized, or did not have sufficient mastery of Swedish to absorb the information about the project. Thus, the sample consists of rather resourceful, stable young people, in good enough shape to sit down with a stranger for over an hour to talk about their experiences. This was illustrated in many ways. In one instance, for example, before I even had the chance to bring up the location of the interview, two 18-year old informants themselves had arranged a setting (a school study room). I was a bit baffled by this initiative (I am the researcher and the adult; I should reserve a room) but at the same time a bit touched. To me, their initiative signaled an obvious drive to participate, as well as how resourceful young people can be. Importantly, however, young people who, for various reasons, as in most research, are not able to participate also need to be acknowledged. Their voices are not heard.

The interviews began by going through some formalities. The research objectives were stated; informants were promised confidentiality,²⁶ both for safety reasons and to ensure high-quality data; and they were asked to give their permission to record the interview (information about storage was given) and to sign a consent form. Consent, however, was also viewed as an ongoing process (Cater & Överlien 2014; Överlien 2015; Spratt 2017). I stressed that participation was voluntary, making it clear that informants had the right to “withdraw” or “opt out” of the study or simply decline to answer a specific question. I then did my best to set the informant at ease by asking relatively neutral questions (for example, about school and recreational activities) before moving on to questions about violence exposure. My emphasis was on trying to read the young person, to sense their state of mind and adjust accordingly. Some informants seemed eager to start telling their story as soon as I pressed record,

²⁶ If the young person was under 18, the guideline to notify social services if concern for wellbeing arose was mentioned.

while others needed more time to get started. I sought to remain attentive to participants' well-being throughout the interviews and not push them to share more than they felt comfortable with. During one interview, for example, a girl told me about an abusive relationship and then said in passing that she had also been subjected to violence in another relationship. Before I asked her about that second relationship, I first made sure that it was okay that I did so, and gave her some time to think about it. She seemed to appreciate that I asked her; that I opened the door for her to say yes or no. Another girl, however, seemed a bit annoyed that I asked her several times if it was okay for me to ask certain questions. She seemed to feel that I was interrupting her story. This reinforces the importance of trying to sense the informant's state of mind and adjust accordingly.

Another note about interview location is relevant here. As stated, two of the interviews were conducted online, using the FaceTime application. This was at the initiative of the two female informants, so I agreed, but I was a bit skeptical at first. I was worried that I would not be able to sense the informants' emotional state and that this would affect the interview. However, my worries subsided rather quickly. The informants were in environments where they seemed comfortable and safe. One of them even held her dog in her lap while answering my questions. The interviews went well. This, too, points up the importance of adapting to informants' wishes and needs.

During the interviews, I was very attentive to the terms the informants used when describing their experiences. I did not, for example, use the term "rape" unless the informant used it first. This is an obvious requirement for the study's trustworthiness. But it may be even more important from an ethical point of view. The informants were at different stages in their process of telling someone about the violence they had experienced, and not all of them had received professional help. Some of them were fairly comfortable describing their experiences as "violence" or "rape." But this did not apply to all of them. Some informants described experiences that I would have defined as violent, but did not use that language. I therefore had to choose my own words carefully, as it is not the researcher's task to help informants "label" their experiences—for example, as rape.

Situations like these highlight again the challenge of balancing the researcher role with the social worker role. Although I mostly find my pro-

essional experience beneficial, it can also raise some ethical conundrums. During one interview, for example, the informant described experiences of selling sex, framing it as more or less a self-destructive behavior. The informant could not really make sense of these actions, and also talked about self-blame. Research exists on selling sex as a form of self-injury (e.g. Jonsson, Svedin, & Hydén 2015), and if I had met the informant as a social worker, I would probably have tried to help them put their experiences in that context, and also sought to help them change their view on self-blame. As a researcher, however, it is not my job to do so, but rather to ask questions and to provide information about support agencies if informants choose to seek professional help.

A Contextual Approach to Questions about IPV: The Importance of How, to Whom and When

A number of aspects need to be taken into account when conducting research on youth IPV. This section elaborates further on some of them.

The Importance of How and to Whom

For many years, there has been an ongoing discussion among IPV scholars (i.e. Hydén 1999; Schwartz 2000; DeKeseredy & Schwartz 2011; Bjørnholt & Hjemdal 2018) on the importance of *how* questions regarding IPV are asked in interviews as well as surveys. The challenge is that questions about violent experiences must categorize the event with a label consistent with the labels used by the respondent (Schwartz 2000). If the definitions and labels are too explicit or narrow, there is a risk that many informants may not recognize their experiences as violence (DeKeseredy & Schwartz 2011). Thus, it is important to find the definitions and labels used by the informants themselves and use them (Schwartz 2000). This applies to research on IPV regardless of the age of the informants, but might be even more relevant for young informants (Överlien 2015).

In this study, the youth advisory group was used to ensure that labels and wording were appropriate for their age group. The research team also made sure that the definition of *partner* was widened, since the concept can connote a level of relationship commitment that may not be recognized by young people (Överlien 2015). These measures were taken to ensure that the questions were understood correctly and thus the study investigated what was intended.

As this thesis shows, young people may not recognize themselves as potential victims of IPV, since the societal notion of an IPV victim is an

adult married woman in a heterosexual relationship (cf. Gottzén & Korkmaz 2013). Further, they may find it challenging to define violent acts as such (see study IV; Överlien, Hellevik, & Korkmaz 2019), due to beliefs that you might have to “put up with” certain things in an intimate relationship. Thus, asking too-explicit questions in surveys and interviews, without acknowledging the societal setting, may not reveal the extent or dynamics of youth IPV. The researcher must therefore be sure of to *how* to ask questions about IPV to young people, without labeling experiences (for example as rape), instead weighing how to investigate experiences that could well be defined as violence but are not recognized as such by the informant. This requires a deeper understanding of how societal norms affect the perception of IPV, as well as to whom the questions are directed.

The Importance of When

It is important to acknowledge societal norms when researching violence, but it is also important to address how such norms are renegotiated and evolve over time. Thus, the way to ask questions about violence is, and needs to be, affected by societal developments.

Sexual violence specifically is a topic that evokes emotion and is of general interest, and so it frequently receives a great deal of attention in the public debate (e.g. #MeToo²⁷). P. Freund noted that “a court ought not be affected by the weather of the day, but will be by the climate of the era”; similarly, changing societal views on sexual violence are of importance in regard to how researchers conduct research on such violence. Thus, *when* questions on sexual violence are asked plays an important role.

This can be illustrated by a brief look back at the development of, and criticism directed at, sexual assault research. In the 1999 study “Bad Dates or Emotional Trauma? The Aftermath of Campus Sexual Assault,” the American scholars Schwartz and Leggett altered their survey and tightened up several questions in response to criticisms that had been made of Koss’s Sexual Experience Survey (SES) (Schwartz & Leggett 1999). Gilbert (1991) was one of the leading critics, finding that the SES questions were too loosely worded and declaring that “under the veil of social science, rigorous research methods are employed to measure a problem defined so broadly that it forms a vessel into which almost any

²⁷ In brief, #MeToo was a social media movement that drew attention to experiences of sexual abuse and harassment.

human difficulty can be poured” (p. 63). Further, he framed the extension of sexual assault as a “phantom epidemic,” and argued that the estimates of sexual assault were calculated by feminist researchers and thus were advocacy numbers which attempted to persuade the public that the problem was significantly larger than commonly recognized.

Following criticism of this kind, Schwartz and Leggett (1999) altered the most criticized question in the SES survey, which was, “Have you had sexual intercourse when you didn’t want to because a man gave you alcohol or drugs?” Instead, they asked their informants: “Have you engaged in sexual intercourse when you didn’t want to but were so intoxicated or under the influence of alcohol or drugs that you could not stop it or object?” Schwartz and Leggett argued that the new wording made it “clear that the reason the woman had sex with the man was because she was physically or mentally unable to resist” (Schwartz & Leggett 1999, p. 261). In that time and place, this response to criticism—altering the question—can be seen as a way of not letting the prevalence of sexual violence be overshadowed by men arguing that the numbers were only advocacy numbers, drawing upon questions so broad that any woman could report such experiences. Importantly, however, Schwartz (2000) points out that the ensuing debate occurred in an absence of facts; all the sides were simply guessing what woman heard when they read the questions above, or similar ones.

Overall, looking back on this debate, one overarching lesson is clear (besides the fact that wording is key): a contextual approach is needed. Arguably, Schwartz and Leggett’s wording of the question in their 1999 study implies that, if not under the influence of alcohol or drugs, a woman would stop or object. In light of societal developments in Sweden (the introduction of sexual consent legislation, the #MeToo movement etc.) this question seems outdated. Additionally, what we have learned by harnessing the concept of paradoxical resilience (Callaghan & Alexander 2015) in study III—namely, that young people may “agree” to sex as a way of protecting themselves from further harm—also contradicts the notion that a response to sexual violence must include an objection.

Even today, however, one might argue that sexual violence is permeated by societal norms on sex: assumptions about how victims of sexual violence “should” act (cf. Christie 2001); that sexual violence is the “worst thing” a woman can be subjected to (Uhnoo 2011; Khan et al. 2018); or that labeling an experience as sexual assault carries social risks,

such as failure to maintain a certain identity (Khan et al. 2018). The research setting needs to incorporate an approach which acknowledges societal context, including norms like these which permeate beliefs about sexual violence. We should point out, for example, that this study was conducted during the (second) peak of the #MeToo movement. During the fall of 2017, the hashtag was used by many victims worldwide to be part of the movement, including many young people. In Sweden, for example, school pupils raised their voices against sexual harassment in school,²⁸ which one of my interview informants brought up as an example of “a growing sisterhood.”

Sobiesiak et al. (2020) have investigated whether the #MeToo social movement influenced patterns of IPV cases presented for emergency care. The authors found a significant post-#MeToo rise, especially in youth cases.

Regarding this thesis, I cannot establish whether the #MeToo movement affected prevalence rates in our Swedish sample²⁹ or the interviews we conducted. It may have made some informants speak differently about their experiences, but that is impossible to know. More important, in line with the theoretical framework of the thesis, is simply to acknowledge the #MeToo movement as part of the societal setting within which this study has been both conducted and interpreted.

We should also not underestimate the role and mindset of the researcher asking questions about sexual violence. Researchers are also influenced by societal norms on sex, including the idea that sexual violence is among the worst things a woman can be subjected to. Hence, the research project needs to include an ongoing reflexive process in which the researcher challenges his or her preconceptions about sexual violence, particularly sexual violence among youth.

²⁸ See, for example, <https://www.svt.se/nyheter/inrikes/tystiklassen-nu-gor-eleverna-uppror-mot-sexuella-trakasserier-i-skolan>

²⁹ Nevertheless, statistical analyses do not suggest that date of participation (“before and “after” #MeToo) affected prevalence rates.

A Rationale for Mixed Methods, and Epistemology and Ontology Claims

It is clear that youth IPV is a societal and social problem that is important to combat (Barter et al. 2017). The overall aim of this research project is to contribute useful knowledge to that endeavor. The question is how such knowledge should be produced, and what kind of methods are most suitable. Methods that provide quantitative data may be useful for getting an overview of how extensive a problem is, thereby providing valuable information that is needed, for example, to argue for action by policy-makers. In other words, quantitative data may be necessary to fully establish the “status” of an issue as a social problem. But quantitative studies arguably also have limitations in terms of abundantly producing the knowledge needed, and this, in contrast, is the strength of qualitative studies (Johnson & Onwuegbuzie 2004). This underlines the need for mixed methods designs, especially since the research field on violence in young people’s romantic relationships generally lacks qualitative studies of young people who have experienced such violence (Jackson 1999; Korkmaz 2018).

Because youth IPV is a relatively unresearched phenomenon in Sweden today, this project aims to provide a knowledge base through a mixed methods approach that draws both quantitative and qualitative data. This approach does have some shortcomings, however.

Johnson and Onwuegbuzie (2004) list several weaknesses of mixed methods research that boil down to how competent the researcher is at carrying out and combining qualitative and quantitative approaches, and at handling the tension between the two. Hesse-Biber (2015) also points out that mixed methods research requires striking a balance between the chosen methods, as well as reflexive awareness on the part of the researcher.

Johnson and Onwuegbuzie (2004) further suggest that another weakness of the mixed methods approach is that it is time-consuming. This is arguably linked to the challenge of balancing methods so as not to “favor” any one over another, and not allowing any shortcuts which potentially could affect the validity of the research. Researchers in this project, for example, visited schools to hand out surveys personally in the classrooms, instead of sending the questionnaires to the schools and relegating the task and responsibility to the teachers. This was indeed time-consuming,

but it also afforded us control over the situation as well as the opportunity to answer any questions about wording, the purpose of the study, etc. Overall, it allowed us to be sure that participating pupils received correct information and understood the research questions in the way we intended.

Turning to the strengths of mixed methods, which Johnson and Onwuegbuzie (2004) also enumerate, it is clear that this is the longer list. Importantly, they point out, a mixed methods approach can add insights and understanding that might be missed if only a single method is used, and qualitative and quantitative inquiry used together produce more complete knowledge, which is necessary to inform theory and practice. A mixed methods approach thus appears well-suited to make contributions to the knowledge gap on youth IPV in Sweden. Nonetheless, this approach also raises some philosophical conundrums, which are discussed below.

Johnson and Onwuegbuzie (2004) present mixed methods research as a third research paradigm: an alternative way to combine quantitative and qualitative research, where pragmatism makes an “attractive philosophical partner” (Johnson & Onwuegbuzie 2004, p. 14). Further, they discuss a “pragmatic method” for solving traditional philosophical dualisms and for making methodological choices. They also acknowledge how pragmatism recognizes the existence and importance of the natural or physical world, as well as the emergent social and psychological world that includes language, culture, human institutions, and subjective thoughts (*ibid.*).

As discussed, the interviews conducted in this project focused on narratives. We took it as a point of departure that these interviews took place in a specific social context and were co-constructed with the interviewer, whose social position thus becomes important to acknowledge. Reflexivity, in other words, is unquestionably needed. The narratives are also constructed with specific cultural resources, including dominating discourses, in interaction with the present audience (e.g. the researcher, the listeners, the readers, and the society). There is a limited focus on intention and language, but the main focus is on *what* is said, rather than *how*.

The thesis also focuses on the overall social categories of youth and gender –categories that are assumed to be socially constructed and context-dependent; we “do” gender—(West & Zimmerman 1987; Butler 2006) as well as youth and other generational positions (Jones 2011;

Alanen 2012), in relation to normative conceptions of what it means to be e.g. a young woman.

To some extent, this approach can be seen as departing from a post-structuralist perspective. Here, one philosophical question arises: how would this theoretical assumption work in relation to collecting data through a survey? Can you “do” gender by ticking a box? Does a survey take place in a specific social context, where the interaction is taking place? This study will argue that it does. Consider this example from one of the participating high schools:

In May 2017, at a relatively small high school in Sweden, 70 teenage boys gathered in one large room to participate in the survey. The school counselor had a bit of a challenge making the boys quiet down, but when they had, I introduced the study and the formal research participation setting and handed out the questionnaires. The survey includes a question on pornography usage where the participants are asked to estimate how often they watch pornography, which made some of the boys make comments and laugh. Some of the boys finished the survey in just a few minutes, and it did not take long before they started to get impatient. It was notable how this affected the boys who were still answering the questions.

This is a brief illustration of how important it is to consider context even when conducting survey research. This example is an exception, however, since most young people seemed to acknowledge the importance of participating seriously and respecting their peers.

Another philosophical question, arising from the notion of the world as socially constructed, is how to acknowledge that the young people participating in the study have been subjected to (in many cases) physical, very “real” violence. This violence cannot be dismissed as solely socially constructed. This stance places this study within a moderate social constructionism approach, where concepts are viewed as constructed yet corresponding to something real in the world (Andrews 2012). Within this approach, Berger and Luckmann (1991) focus on the social construction of knowledge, offering the example of the *hunter* and how knowledge about him is learned in the course of socialization and internalized within individual consciousness of the objectivated structures of the social world. What it means to hunt, and to be a hunter, is learned through

language as objective truth in the course of socialization and thus internalized as subjective reality in an epistemological sense.

Berger and Luckmann (1991) make no ontological claims, so it seems fair to look at Hammersley's (1992) notion of subtle realism within the stance of moderate social constructionism. This notion admits the existence of an independent reality: a world that exists independently of our perception of it. Hammersley denies, however, that reality is accessible or possible to study, instead arguing that a social phenomenon will always be represented based on the perspective of the researcher.

In regards to the question of how to not dismiss the bodily experience of violence, this study follows theorists who have acknowledged that the gendered body cannot be reduced to something discursively constructed (e.g. Grahm & Lykke 2015; Bradley 2013). Instead, the body is seen as real, but affected by gendered socially constructed assumptions (Bartky 1997; Cahill 2000; Young 2005). In her essay collection on female body experience, Young (2005) draws upon Merleau-Ponty's theorizing of the subject as embodied and connects it more explicitly to how the body lives out its positions in social structures. More specifically, Young focuses on how socially constructed feminine habits behave in male-dominated society, and how these habits affect the agency of such bodies.³⁰

Cahill (2000) also underlines the social construction of the female body, focusing on the role which rape (or the treatment of rape) plays in its production; rape itself holds a host of bodily and sexually specific meanings, underpinning how the female body is in a constant state of danger. Cahill follows up on Bartky's (1997) criticism of Foucault's treatment of the body as if it were one thing, as if the bodily experiences of men and women did not differ, pointing out that a female body lives under different circumstances than does a male one. This notion can arguably be linked to Berger and Luckmann's (1991) claim that experiences of the self always hover in a balance "between being and having a body" (p. 68).

In this study, following on from Donovan and Hester's (2015) notion of domestic violence, violence in an intimate relationship is understood as both discursive and as experienced materially and bodily by the young informants. The fact that many of the informants are still children, legally speaking, is also acknowledged: in other words, *which* body is being subjected to violence is assumed to matter.

³⁰ Cahill (2000) notes that Young does not provide sufficient acknowledgement of the differences which occur among feminine bodies.

In conclusion, this study draws on the pragmatic stance, emphasizing that surveys as well as interviews are conducted within specific cultural and social settings. In regard to the bodily experience of being subjected to violence, however, the study will bring to bear the moderate social constructionism approach, acknowledging how knowledge of IPV is produced in the course of socialization and internalization (Berger & Luckmann 1991).

Reflection on Reflexivity

In relation to the production of needed knowledge on youth IPV, it may be useful to present Haraway's (1988) notion of "situated knowledge." In *Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective* (1988), Haraway argues for a reflexive feminist objectivity that "allow[s] us to become answerable for what we learn how to see" (p. 583). She goes on to stress the importance of feminist objectivity, which she claims means "situated knowledge." Feminist objectivity and situated knowledge thus means, and is tied to an epistemological assumption, that knowledge production must be seen through a lens that makes the researcher's position visible. The work on this project did not take place in a vacuum, and societal position of the researchers will have informed the research questions and choices of methods, etc., and also influence the collecting (cf. Riessman 2008) and interpretation of the data (cf. Best 2005). In other words, rather than posing a threat to credibility, researcher subjectivity can be conceptualized as a resource for knowledge production, which affects the knowledge produced (Braun & Clarke 2020).

When highlighting mixed methods research as a third paradigm, Johnson and Onwuegbuzie (2004) state: "Obviously, the conduct of fully objective and value-free research is a myth, even though the regulatory ideal of objectivity can be a useful one" (p. 16). This also sheds light on reflexivity, similarly to Hesse-Biber (2015), who injects a feminist perspective into the field of mixed methods. Hesse-Biber suggests that a feminist perspective can enrich the praxis of mixed methods, adding to the validity of the process by stressing the importance of reflexivity. Hesse-Biber argues that reflexivity is an important tool for navigating a research project across the "mixed methods landscape" (p. 25) and finds that in general, many mixed methods projects leave out reflexivity with regard to the context of discovery. She goes on to suggest that a feminist researcher will

be aware of how specific women's experiences differ due to their divergent positions in a social structure, locating gender at intersections of other positions such as race, class, and sexuality. These intersections are important to acknowledge when interpreting data, as well as when practicing reflexivity (Hesse-Biber 2015; cf. Donovan & Hester 2015). Hence, both reflexivity and employing an intersectional analysis are important when conducting research using a mixed methods design.

Summary of the Studies.

This section summarizes the four studies composing the dissertation, highlighting the methods used and the main findings.

Study I: Research on Teenage Intimate Partner Violence within a European Context: Findings from the Literature

In recent decades, a growing body of research has confirmed teenage intimate partner violence as a public health issue and a societal problem that is important to combat. Most research on teenage intimate partner violence has been conducted in North America, but in the last few years the phenomenon has received increased attention in Europe. This study offers an overview of European research on TIPV, aiming to identify the main themes and findings from this research.

A search of databases (Web of Science, ASP, Criminal Justice Abstracts, CINAHL, Sociological Abstracts, Social Services Abstracts, Scopus, PsycINFO, JSTOR, IBSS) was conducted for peer-reviewed scientific journals. The search was twofold. First, it used key search terms such as “dating violence” and other concepts specific to violence in youth relationships. To retrieve research conducted in Europe while excluding research from other parts of the world, the youth-specific violence terms were used in combination with each country or nationality (e.g. “Sweden” OR “Swedish”) in Europe (referring to the member states of the Council of Europe). For the second search, more general violence-related key search terms were used, such as “partner violence,” in conjunction with youth terms (e.g. “adolescents,” “teenagers,” and “boys/girls”). This search was then also combined with every country or nationality in Europe (e.g. “partner violence” AND “teenagers” AND “Sweden” OR “Swedish”). The search was set to scan titles and abstracts, looking for research conducted in Europe during the timeframe 2006–January 2017. Reference lists from the retrieved literature were also scanned in order to max-

imize the collection of available studies. In addition, European researchers who publish frequently were contacted via email, or lists of their published work were gathered from their websites.

The articles obtained were read to establish whether they met the following criteria: 1) the full text of the study must be published in English; 2) the study must draw upon a sample of young people in Europe; and 3) the study must draw upon a sample with a mean age of 19 or lower. Forty-four articles were found to meet these criteria and were included in the overview. A thematic synthesis was then used to categorize the articles, identifying main themes.

The themes identified were: victimization and perpetration of violence; risk factors; gender differences; perpetrator characteristics, adverse consequences, and tolerance. Further, the results showed challenges in regards to terminology used, as well a lack of qualitative studies that included young people subjected to IPV as informants. Finally, it was concluded that gender is a key variable to explore in research on TIPV, with the potential to expose societal power structures across Europe.

In summary, the main contribution of study I is twofold. Firstly, the specific focus on research conducted in Europe offers a fairly unique overview of knowledge gathered within European countries. Secondly, the topics of focus, the challenges shown, and the conclusion that gender is a key variable to explore, all help to outline the knowledge base about youth IPV, also indicating gaps and possible future research aims. These results thus informed and contextualized the subsequent studies in this dissertation.

*Study II: Youth Intimate Partner Violence among Swedish Teenagers: Prevalence, Characteristics, Associated Factors and Arenas of Violence*³¹

Internationally, it has been established that many youth experience violence within their romantic intimate relationships (youth intimate partner violence, youth IPV). In Sweden, however, despite a well-developed

³¹ Study II draws upon survey data which was gathered during 2017 and 2018, predominantly by me, but two members of the research project were also involved in gathering the data. I had the main responsibility for analyzing the data and writing the article, author two gave overall input

research field on domestic violence and violence against children, knowledge about the prevalence of youth IPV remains lacking. Therefore, this study presents prevalence rates of youth IPV victimization in a sample of Swedish youth, as well as associated factors to such victimization. Arenas of violence—i.e. the settings where the violence takes place—are also addressed.

This study was granted permission to use the same survey instrument as the STIR study³² (Barter et al. 2015). The STIR questionnaire was translated into Swedish and some questions were added, including questions about where the violence took place. As a first step in the study, the translated questionnaire was reviewed by a youth advisory group, which was asked to comment on the wording and terms used.

Once the survey was “approved” by the youth advisors, all high schools (n=31) in one specific county in Sweden were invited to participate, as a way to recruit high school students (age 15–19) for the study. The county shows a variation of demographic and socioeconomic composition, and has both rural and urban areas.

Of the invited schools, nine allowed the researchers to visit to provide information about the study. The participating schools had differing profiles, including schools that offered vocational programs as well as schools that offered higher education preparatory programs. Some schools were located rurally, while others had an urban catchment area. The level of participation varied among schools. In some schools, all students had the opportunity to participate. In others, mainly the larger schools, it depended on teacher willingness. In total, 1,004 high school students were invited to participate in the study. Of these, 956 chose to participate, giving a response rate of 95.2%.

The modifications to the STIR questionnaire resulted in a survey consisting of eight different sections and a total of 114 items, of which 15 examined the experience of violence specifically. The first section included a “gateway” question that asked the respondent if they had any experiences with intimate relationships. If not, they were directed to the last section. The “violence items” involved questions regarding different types of violence, divided into different sections in the survey (violence perpetrated online, violence perpetrated face-to-face, sexual violence).

and made minor contributions to the text, and author three contributed first and foremost with methodological support in respect to the quantitative analyses.

³² I would like to thank Dr. Christine Barter, principal investigator in the STIR study, for allowing us to use the questionnaire developed in the STIR project.

The questionnaire used Likert scales, where respondents indicated if something had happened “never,” “once,” “a few times,” or “often.” Questions about where the violence took place (e.g. at school, at home) were included after the sections about violence perpetrated in person. Background questions about with whom the respondent resided, whether or not they felt they were generally doing well in school, the ages of their partners, experiences with being bullied, experiences of domestic violence, and whether they and their parents were born in Sweden or abroad, were also included.

All statistical analyses were performed using SPSS (version 26). As in the STIR study, the violence items were categorized into four overall types of violence: psychological (five items), psychological perpetrated online (six items), physical (two items), and sexual (four items). Severe sexual violence was singled out and consisted of two items regarding penetration. For every form of violence, experiences of each type were calculated, presenting “general experience.” Prevalence rates were also calculated for each type of violence and reported in numbers and percentages and with Chi-square results when appropriate. An index for each type was also made (“never” =1, “once”=2, “a few times”=3, and “often”=4). Within each IPV index, cut-off points were set to mark *isolated experience* as well as *multiple experience*. Regarding isolated experience, the cut-off point was set at the number of items in each form of IPV respectively + 1 (excluding respondents who answered “never” to each item), through the number of items x 2. A score in the lower range would indicate that a respondent first and foremost had experienced isolated experiences of IPV, while a higher score would indicate that a respondent had experienced multiple incidents.

Places where the violence took place are termed *arenas of violence*, and presented for the categories “physical violence” and “psychological violence perpetrated face-to-face,” “sexual violence,” and “severe sexual violence.” For each form of violence, the number of reported incidents in each arena was calculate and presented as a percentage.

A multiple logistic regression analysis consisting of a model for each type of violence was used to estimate associations between individual background factors and IPV victimization. Seven independent variables were included in the analysis, and a simple linear regression for each variable was initially performed with each type of violence as the dependent variable, showing crude odds ratios.

In total, 59.7% (n=526) of study respondents reported having experienced some form of IPV. When broken down by type of violence, 40.2% reported experiences of psychological violence face-to-face; 49.6% psychological violence online; 16.7% physical violence; 29% sexual violence; and 18.1% severe sexual violence (i.e. sexual violence including penetration).

The experiences of violence reported were also analyzed to develop a more detailed picture of the prevalence rates, presenting isolated experiences as well as multiple experiences. The results suggest gender differences: girls reported significantly higher rates of victimization for multiple experiences of violence. This gender difference holds especially true in relation to sexual violence and severe sexual violence, where girls reported notably higher rates of victimization, both for isolated and multiple experiences.

Markers for IPV victimization (e.g. generally having older partners; experiences of domestic violence) are also presented. However, even though viable markers for victimization are suggested, the study challenges the belief that “only at-risk youth experience IPV,” since self-assessed low academic achievement does not seem to affect the risk of being subjected to IPV. This finding makes it reasonable to question academic success as a protective factor in relation to youth IPV victimization. Moreover, it is shown that youth IPV happens in arenas to which adults have access.

In conclusion, it is critical that youth IPV be considered a social problem in Sweden, deserving of specific attention and interventions. Youth IPV does not happen behind closed doors, a circumstance which offers a unique opportunity for the adult world to respond and help youth exposed to IPV.

In summary, the main contribution of Study II is, firstly, that it presents IPV prevalence rates in a sample of Swedish youth. It contributes to a relatively small knowledge base on youth IPV in a Swedish context, implying that many young people in Sweden are subjected to violence in their own romantic relationships. Secondly, it also puts youth IPV in a social setting where arenas of violence are addressed, importantly showing that youth IPV first and foremost takes place in arenas to which

adults have access. Thirdly, Study II also shows the importance of unpacking the characteristics of prevalence rates to more fully reveal e.g. gender differences in relation to IPV victimization.

*Study III: Responding to Youth Intimate Partner Violence: The Meaning of Age-specific Factors and Interconnections with Resilience*³³

The body of knowledge on youth IPV shows that it is an extensive societal and social problem, that some groups may be more at risk for youth IPV than others, and that IPV can bring severe consequences. Not all survivors suffer adverse consequences, however, making it important to expand the notion of IPV victimization during youth and reminding us of the complexity of this time of life and the many different ways of understanding victimization. Therefore, this study emphasizes the social sphere of youth IPV and contributes to a focus shift from consequences and risks to responses, resilience, and resistance. It asks how IPV-exposed youth describe their responses and those of their social networks to violence, and how these responses might be interconnected with resilience. By exploring the concepts of “resistance” (Wade 1997) and “paradoxical resilience,” (Callaghan & Alexander 2015) youth responses in the context of an abusive relationship are highlighted. The empirical data comes from the 18 in-depth, “teller focused” interviews (Hydén 2014) with victimized youth (aged 17–23) in Sweden.

Study III employed a reflexive thematic analysis (Braun & Clarke 2006; 2020) to identify patterns in the data. This type of thematic analysis can also be described as a “hybrid approach,” since it combines a thematic analysis with narrative analysis (Braun & Clarke 2020). Narratives in responses were noted and categorized into broader themes, reflecting a variety of responses from three different groups of actors. These responses were then analyzed with respect to three concepts that made up this study’s “analytical toolbox”: resilience (Ungar 2012; Bottrell 2009), resistance (Wade 1997), and “paradoxical resilience” (Callaghan & Alexander 2015)

This analysis surfaced responses from three different types of actors: parents (of both the parents and their partners), schools (i.e. school personnel), and the young people themselves, all described from the youth perspective.

³³ Study III draws upon interview data, where I conducted 17 of the 18 interviews. I had the main responsibility for analyzing the data and writing the article, and author two gave overall input and made minor contributions to the text.

Overall, the data show that youth IPV is a social act and that responses arguably can promote resilience, but also enable abuse to continue. A variety of responses were found, some of a more active kind and others that can best be described as a lack of response.

Factors that are specific to youth—*youth-specific factors*—such as dependence on parents, attendance at school, inexperience of intimate relationships, are shown to have an important bearing on responses. Parents, for example, may become an external factor of resilience, as they have an obligation to ensure their children’s wellbeing. Thereby, the way in which parents respond to youth IPV can arguably influence resilience.

The data also allow for the interpretation of behavioral acts undertaken by the informants as an expression of “paradoxical resilience.” The young people described behaviors that may be seen as a destructive way of handling a situation—e.g. “agreeing” to have sex—but can also be viewed as strategies to avoid further harm.

In conclusion, the study found it is essential to acknowledge youth-specific factors in relation to both responses and resilience, and to admit behavioral acts as resistance and expressions of “paradoxical resilience.”

The main contribution of Study III is that it adds a contextual understanding to youth IPV, one that also incorporates the dynamics of an abusive relationship. It provides a nuanced view of young people’s behavioral acts and stresses the agency of young people in abusive relationships.

Furthermore, this study addresses the need to include youth’s own voices in research concerning them, in the recognition that young people are themselves agents and can provide knowledge needed to combat youth IPV.

Study IV: Youth Intimate Partner Violence: Barriers and Bridges during the Ending Process

A substantial body of existing research offers valuable knowledge about how victims of intimate partner violence (IPV) manage to leave abusive partners. To date, however, such studies have focused on adult women. This study focuses on abusive youth relationships and how they end, adopting an intersectional approach to place analytic focus on youth, gender, and sexuality as societal positions. The data consist of in-depth

“teller-focused” interviews (Hydén 2014) with 18 IPV victims aged 17–23 in Sweden.

The study employed a theory-driven analysis drawing upon Bronfenbrenner’s (1977) socioecological approach. As part of the analysis, *narratives of endings* were noted and structured at a societal, social, and individual level. Through an intersectional lens, the significance and interplay of youth, gender and sexuality (Crenshaw 1991; Krekula et al. 2005; Donovan & Hester 2015) were acknowledged on all three levels.

The narratives of endings, wherein the informants described various kinds of endings, had in common that “the end” was seldom singled out as a specific event or situation, but was more like a process, termed in the study the *ending process*.

The *ending process* is described, including concerns that may hinder or help a young person in ending an abusive relationship—here characterized as “barriers” and “bridges,” respectively. These barriers and bridges are also presented and discussed on three different but overlapping levels—the societal, the social, and the individual—as a way to study this phenomenon using a broad ecological approach.

The study shows how societal norms, social arenas, and individual aspects affect young people’s victimization as well as their ending processes. On the societal level, the study shows that the discourse around IPV does not offer subject positions for a young person, a barrier that may be even more prominent for young people in same-sex relationships. In regards to the social sphere, the fact that many of the informants said they attended the same school, or even belonged to the same class, as their abusive partners, was identified as a barrier to successfully and fully ending the relationship, since it makes avoiding the abusive partner close to impossible. Social media was also identified as a barrier for similar reasons. Parents were found to play an important role, which may be either as a barrier or as a bridge. On the individual level, a number of sub-themes surfaced that manifest how societal norms (e.g. on gender) constitute individual barriers and bridges. The barriers identified were *being “good enough” to be a girlfriend* and *caring for the partner*, while one bridge was *reaching “a turning point”: the importance of self-confidence*.

In conclusion, this study shows that gendered norms seem to be key in understanding IPV among young women, as it appears they present a challenge to ending an abusive relationship or even identifying sexually violent acts as violence. Further, it is important to acknowledge violence in youth’s intimate relationships and to consider the whole of a young

person's experience of IPV. Researchers, practitioners, and policy-makers need to be sensitive to how different societal positions interact and affect young people's victimization and their possibilities to end their abusive relationships.

In summary, the main contribution of Study IV is a contextual approach to youth IPV, where societal, social, as well as individual aspects are addressed. It shows the importance of dissecting the youth position and acknowledging its intersection and interplay with other societal positions and norms. Overarching, and most importantly, it shows that the *ending process* arguably is different for young people than for adults, since youth-specific factors exist that create unique barriers and bridges for young people seeking to end abusive relationships.

Discussion.

Murray and Azzinaro (2019) conceptualize young people's experiences of intimate partner violence (IPV) as an "old disease in a new world," arguing that youth victimization is characterized by unique features. At the same time, IPV is an old, familiar societal disease.

This thesis provides further support for this concept. Using a mixed methods approach, four sub-studies offer a deeper contextual and dynamical understanding of youth IPV: its prevalence and where, when, and how it takes place.

As stated in the introduction, youth IPV in Sweden can be defined as a social problem that has fallen through the cracks, possibly due to a variety of beliefs that undermine it: beliefs for example, that young people do not have serious relationships, or that violence between young people in relationships is just "love bickering." This thesis, by drawing upon youth experiences of IPV, questions such beliefs. The data presented show that youth IPV is a social problem that deserves attention in Sweden. In other words, it contests the notion that "only adults are victims of IPV" with a broader understanding of who can be a victim of such violence (Barter 2011; cf. Christie 1986).

The thesis consists of four sub-studies which contribute to a base of knowledge on youth IPV in Sweden. Study I gives an overview of existing research in Europe that points out trends and challenges within the field, providing a frame of reference for the Swedish study. The overview concludes that an intersectionality approach is needed when researching on violence among youth, and that gender, especially, is a key variable to explore in research on youth IPV.

Study II presents IPV prevalence rates in a sample of Swedish young people. It shows that over the half of the sample reported experiences of some form of IPV, and that girls experience more repeated IPV compared

to boys. Furthermore, it places youth IPV in a physical context, suggesting that it takes place in different arenas such as the parents' house, the partner's house, and at school.

Study III illustrates the dynamics of IPV victimization, establishing it as a social phenomenon and underlining the agency of young people in the midst of an abusive relationship. It shows varying responses (e.g. lack of response) from three different actors: parents, the school, as well as the youth themselves, all from the young person's perspective. Overall, the data show that youth-specific factors (e.g. parental dependency, attending school) have a meaningful bearing on responses as well as resilience.

Lastly, study IV shows how young people's abusive relationships come to an end. It shows that the *ending process* for youth may be different than for adults, since youth-specific factors create unique barriers (e.g. the desire to be a girlfriend) and bridges (e.g. parental responsibilities) for young people seeking to end abusive relationships.

Overall, youth IPV has been examined using a rather extensive theoretical framework. Some of the theoretical analytical points will be elaborated further here, but I will mainly concentrate on discussing youth IPV from a societal and social work point of view. I will close by outlining the way forward, focusing on challenges for the field of social work.

Youth Intimate Partner Violence in Sweden: The Discordance with Gender Equality and Children's Rights

In Sweden, both gender equality and children's rights are high on the political agenda. The current, self-proclaimed feminist government has adopted a gender equality policy that includes the notion of men's violence against women and calls for it must cease, and the "Swedish model" has received great international attention. Sweden has also ratified the Istanbul Convention, generally underscoring that men's violence against women is a high-priority question.

In regards to children's rights, in 1979, Sweden became the first country in the world to ban the corporal punishment of children. In 1990, Sweden ratified the Children's Rights Convention, and on January 1, 2020, the convention was incorporated into Swedish law. Sweden has also instituted relatively broad child welfare reforms centered on the social security of children and their parents. Overall, Sweden has some of

the strictest laws in the world against violence toward and abuse of children. It is fair to say, therefore, that there is a general societal intolerance of violence, and especially violence against children.

In spite of all this, as this thesis shows, youth intimate partner violence (IPV) is a concerning and rather extensive social problem in Sweden. Overall, the findings reported here suggest that many young people in Sweden are subjected to some type of violence within an intimate relationship, and that such violence can be severe and repeated.

As described, the notion of adult IPV as a social problem arguably collides with the general view of Sweden as a gender-equal country (Wendt 2012; Gottzén & Jonsson 2012; Nilsson & Lövkrona 2020). The discourse on gender equality leaves no room for IPV in Swedish adult relationships: if it occurs, it happens in hidden places, and does not involve “us” but “the others”—where the others, many times, are people from a different culture (Enander 2010; Wendt 2012; Gottzén & Jonsson 2012).

Wendt (2012) shows how adult IPV in Sweden is “a stain on the national shield” (p. 104): an anomaly of sorts that clashes with the notion of Sweden as gender-equal. It then becomes reasonable to ask: if adult IPV is a stain on the national shield, what is youth IPV?

In a sense, youth IPV clashes not only with the notion of Sweden as gender-equal, but also with the notion of Sweden as safe for children. It brings to the fore not only the failure of society at large to acknowledge and prevent violence that is occurring against young people it (cf. Linell 2017), but also, in a sense, the failure of parents to protect their children, or raise them not to perpetrate violence against a loved one. Thus, arguably, youth IPV defiles our national shield even more.

Young women have somewhat consistently been addressed as an extra-vulnerable group in government reports and policy (e.g. in Skr 2007/08:39; SOU 2015:55; Skr 2016/17:10). Even though youth IPV has been acknowledged as a societal problem rather recently,³⁴ previous patterns of linking the vulnerability and oppression of young women with “honor-related violence” (Uhnoo 2011; Honkatukia & Keskinen 2018), thus culturalizing such violence (de los Reyes 2003), or with the idea that the threat of sexual violence against women comes from unknown men in parks (Uhnoo 2011), are still concerning.

³⁴ For example, the National Council for Crime Prevention was tasked by the government in 2020 with investigating possible interventions against youth IPV in Sweden.

The results of this study suggest something different: that youth IPV should be acknowledged as a more general societal issue and social problem, not associated with any particular “culture”/ethnicity, risk behaviors (such as failing at school), or public arena, such as the outdoors (as indicated in study II).

To be sure, various factors may affect victimization, including cultural norms (Couture-Carron 2020); however, there seems to be no benefit in situating this social problem among the “others” or the “hidden.” As long as Swedish adults perceive youth IPV as something that would not happen to their children or pupils, in arenas where they themselves dwell, then this social problem will remain hidden and unchallenged (cf. Sorbring, Eriksson, & Överlien 2016).

A convincing body of research, however, as well as this study, reveals youth IPV to be a gendered problem. This study shows clearly gendered patterns of girls reporting more repeated violence victimization compared to boys, and also shows how gendered norms affect victimization. So even if it seems reasonable to construe youth IPV as a general social problem, drawing on the notion “anyone can be a victim,” the gender element cannot be ignored.

Relatedly, it seems important to look at adult attitudes toward young people and their relationships. As shown in study III, paradoxically, doing well in school can be an obstacle to receiving attention and support. Thus, young people’s capacity for academic success cannot be a reason why their victimization is not acknowledged. In other words, it is fair to see so-called “good girls,” i.e. girls who get good grades and look capable of managing their lives, as potential victims of IPV too.

Young People’s Agency in the Midst of an Abusive Relationship

In studies III and IV, the interview data convincingly show that the youth informants are agentic, even in the midst of an abusive relationship. Nonetheless, it is also possible to identify factors that may influence and restrain the agency of a young person experiencing IPV. These include *societal norms and responses* as well as *parental responsibilities*, which interplay with *young people’s right (and striving) for autonomy*. In line with Leonard (2015), this study found that these factors exist within a generational order and position of youth that set limits on young people’s agency.

In study III, the concept of youth-specific factors—such as dependence on parents, attendance at school, and inexperience of intimate relationships—is used to point out potential general differences between youth and adult IPV victimization. Adding the idea of agency-affecting factors can further illuminate how some of these youth-specific factors might affect a young person’s agency in the midst of an abusive relationship. To make the agency-affecting aspects clearer, I will use Leonard’s (2015) concept of *generagency* and its subdivisions of *inter-generagency* and *intra-generagency*.

First, to give a general picture of the generational position of youth, it is important to point out that in Sweden, as in many other countries, children and young people are positioned legally as needing specific protections, in contrast to adults. In Sweden, child welfare services (CWS) provide an extensive societal safety net for children and young people (the net weakens at age 18, but some aspects remain in place for a few more years). In recent years, binding regulations have made youth IPV an automatic trigger for a CWS investigation.

Parents are required to protect their children and care as well as provide for them until the year they turn 19 and graduate from high school. If the parents fail to do so, CWS is required to step in. Applying the concept of inter-generagency, these societal responses and parental responsibilities position young people as children who are taken care of and monitored by society as well as by parents. In other words, *boundaries for agency* are set.

The concept of inter-generagency also accentuates how the generational position of youth can be said to balance between two positions: the child position, where parental care and the societal safety net are central, and the adult position, where detachment from parents and autonomy are essential components. Simply put, in relation to youth IPV, on the one hand, young people involved in an abusive relationship may expect parents to respond, as shown in study III, but on the other, they may want to have autonomy and decide for themselves whom they have an intimate relationship with. Arguably, it is not an easy balance to strike, either for adults or for the young people themselves.

The concept of inter-generagency can be helpful when a young person is involved in a romantic relationship with a person of a different generation; if, for example, a teenage girl is in a relationship with a 30-year-old man (as was the case for one informant in this study). Arguably, these two partners belong to different generations, and the man, as an adult,

possesses more power. The youth-specific factor of inexperience of intimate relationships—in contrast to an adult’s greater experience—can affect the young person’s agency, as it may make it (even more) challenging for the young person to detect abuse as such (study IV; Toscano 2014; Överlien, Hellevik, & Korkmaz 2019).

Previous research has suggested that male and female adolescent dating partners have relatively equal power and that “there may not be a clear demarcation of victim and perpetrator roles along gender lines during adolescence” (Wekerle & Wolf 1999, p. 440). This equality, it has been argued, is a result of how adolescent romantic relationships differ from adult romantic relationships, in the sense that adolescent girls are not typically dependent on romantic partners financially, and are less likely to have children with a violent perpetrator, compared to adult women (Mulford & Giordano 2008).

Even though these studies recognize relevant differences between adolescent romantic relationship and adult ones, there still seem to be elements of unequal power relations in adolescent relationships. The concept of intra-generacy suggests that societal gender norms can still affect young victims of IPV and limit the agency of young women, in particular, especially in regards to sexual violence.

Throughout the research project, the gendered dimension of sexual violence victimization was clearly visible. Based on the survey data as well as the interview data, sexual violence seems to be a substantial problem, veiled in gendered norms. Once again, the concept of intra-generacy raises the possibility that these norms potentially affect the agency of young girls in specific ways.

Study III used the concept of paradoxical resilience to show that young women may “agree” to have sex as a way of protecting themselves from further harm. In abusive situations, they came to realize that going along with sex was a better option than refusing and risking being subjected to even more violence. Correspondingly, study IV, which described young people’s *ending process* for relationships, also identified the desire to be a girlfriend as a barrier to ending relationships. This barrier also depended upon gender normative ideas about sex. Many of the informants described how they “agreed” to have certain kinds of sex because they were influenced by expectations that women need to be “kinky” or risk being seen as “boring,” and replaced. Thus, using the concept of intra-generacy, it is possible to see how the agency of girls, in particular, can be smothered by powerful norms that add extra boundaries for agency, and

it is fair to say that there is a clear demarcation of victims along gender lines, even during adolescence.

Overall, this contextual approach of youth IPV, employing the concept of generagency and its articulation, illustrates how youth-specific factors also may limit and set boundaries for young people's agency in the midst of abusive relationships.

It is also important to note that young people do not have full decision-making power over their own lives (they have to go to school, they cannot support themselves financially, etc.) and they cannot engage in social processes fully on their own. Unequal power relations manifested as inexperience of relationships, unrealistic expectations about what you have to put up with in a relationship, and gendered norms are all part of the picture of how agentic young people are governed by their context, and therefore, arguably, it is fair to problematize the notion of agency in relation to youth IPV.

Implications for Social Work Practice and Concluding Remarks: The Way Ahead

The results presented here show that many Swedish youth experience violence within a romantic intimate relationship, and that such violence, many times, is repeated and severe. Over half of the sample (59.7%) in study II reported having experienced some form of IPV, suggesting that youth IPV is a social problem of great magnitude. Further, the results indicate a gendered dimension to youth IPV—compared to boys, girls report more repeated violence and also describe how gendered norms affect their victimization. Moreover, regarding the physical context of youth IPV, the results show that this social problem takes place in arenas where adults dwell. Hence, it is not possible for the adult world to dismiss youth IPV as something undetectable.

This study carries implications for society at large, for social workers, for policy makers, and for parents and other persons close to young people. It would seem evident that youth IPV needs to be acknowledged as a social problem. It is, however, arguably a problem of some complexity, as I will now discuss.

The Collide Between Societal Responses, Parental Responsibilities, and Young People's Right to Autonomy

As indicated earlier, there appear to be boundaries that set limits on young people's agency in the midst of an abusive relationship. These boundaries illustrate how youth IPV is a complex social problem where various notions collide.

As previously argued, in Sweden, it is fair to claim that children and young people under the age of 18 are cared for by society at large (i.e. by institutions such as social services and schools), as well as by their parents or legal guardians. It is not controversial to state that parents should be involved in their children's lives and that they have a responsibility to protect their children from violence and abuse. If they fail to do so, the social safety net will catch the children. Thus, arguably, a notion exists that children and young people need some protection. At the same time, however, children and young people are also viewed as having the right to their own lives.³⁵

When it comes to young people's romantic relationships, and violence and abuse between two young people, it seems that these two notions collide. There may be a clash between *societal responses* and *parental responsibilities*, and *young people's right to (and striving for) autonomy*. Arguably, it boils down to: when is it fair to intervene in a young person's relationship to prevent violence from happening? When is it fair to forbid a young person from being romantically involved with a specific person? And do parents and other adults really have access even when youth IPV is happening in close proximity? Here, the digital sphere of youth IPV deserves attention, since it affects how and when adults can respond. Violence perpetrated online may fly under radar of parents and teachers.

This collision is arguably even more accentuated if we focus on the presumed response by social services. Recent studies have made the adolescent abuse victim position within the social services more pronounced (e.g. Linell 2017). Nevertheless, this position seems first and foremost to include adolescents who are victims of abuse perpetrated by a family member.

Since 2014, CWS has had the explicit responsibility to assess the need for help and interventions by persons under 18 who have been subjected

³⁵ This was made even more clear when the Children's Rights Convention was incorporated into Swedish law on January 1, 2020.

to violence and abuse by their partners (SOSFS 2014:4).³⁶ The assessment is supposed to be carried out as part of a CWS investigation (SOSFS 2014:4, 5:2/6:1). This kind of investigation is a rather extensive intervention in someone's life, often involving many different people and institutions (e.g. the school), but it is presumed to be motivated if there are reasons to believe that a child may need any form of support or protection (Wiklund 2006). However, in regards to youth IPV, this kind of intervention arguably gets a bit complex.

Anecdotally, social workers have said that young victims of IPV often wait until they turn 18 and become legally concerned as "adults" before they seek help, perhaps to prevent their parents from gaining information about their relationships. This sheds light on the complexity that youth IPV brings to the social services: young people in abusive relationships may be anxious to remain their autonomy and not involve their parents, but still find themselves in need of support and help. Adding to the complexity, the young victims might still live at home with their parents, who are left out of the help-seeking process.

Overall, the clash between societal responses, parental responsibilities, and young people's right to (and striving for) autonomy appears complex, and further exploration is needed to elaborate the youth victim position while acknowledging the tension between these three notions.

The School's Role in Relation to Youth Intimate Partner Violence

Turning from the responsibility of social services to another societal institution, this dissertation also highlights *the school* in relation to youth intimate partner violence. Here, I want to discuss the school's role, in part because it is an arena where young people spend most of their days, but also because, importantly, both the interview data and survey data reveal how young people experience IPV in their school setting.

In Sweden, there are examples of evaluated universal prevention programs that have been introduced in elementary and upper-secondary schools (e.g. Mentors in Violence Prevention [MVP]; Eriksson et al. 2018). General knowledge about how teachers and other school personnel understand and tackle youth IPV on a daily basis, however, is lacking. Previous research has pointed out that schools can play an important role

³⁶ To the best of my knowledge, it is still unknown to what extent social services handle cases of youth IPV, and what social service responses may consist of.

in safeguarding the wellbeing of young people by challenging the normalization of IPV and by addressing the instigation of violence and supporting victims (Barter 2014).

This thesis further underlines the fact that schools deserve to be involved in the societal response to youth IPV, since the results show that youth IPV happens on school grounds, arguably making it a school matter. The important role of the school is also noted by the informants themselves.

Finally, during our interviews, we asked informants what they thought was necessary to prevent youth IPV from happening. In findings that aligned with Hellevik et al. (2015)'s study, almost all our informants said that the schools need to engage in daily preventive work by talking about "healthy relationships" as well as warning signs of IPV. Once again, for emphasis, since *the school* is an arena of youth IPV, it is reasonable to argue that it should also be an arena of youth IPV awareness and prevention.

Nevertheless, the role the school may play is rather complex. It will have to exist in relation to parental responsibilities and the potential clash with young people's right to autonomy, as well as in relation to CWS.

Adding to the complexity, the school may also have a responsibility towards both victim *and* perpetrator, since, as our findings show, the two might be enrolled in the same school or even the same class. This is indicative of the balance schools will have to strike among a range of different considerations in order to ensure the safety and well-being of all of their pupils. Since perceptions of youth IPV by school personnel are key in striking that balance, these perceptions should lie in the scope of future research.

The Way Ahead within the Field of Social Work Practice

Although this thesis brings to the fore a notion of youth IPV as a general but gendered social problem, conundrums still exist about how other social positions (e.g. class) or additional vulnerability (e.g. risk behaviors such as substance abuse) may interplay with and affect IPV victimization among young people. This seems especially relevant to point out in relation to how youth IPV is dealt with within the field of social work practice.

In Sweden, in this respect, young people under in-home and out-home care by social services seem to be a group in need of further study. One

striking example that indicates this need is the young people who are taken into care at one of the existing 22 secure units for young people in Sweden. These young people undergo the Adolescent Drug Abuse Diagnosis (ADAD) interview, which includes a question about partner violence and abuse. In a report from 2019 that drew on ADAD interviews conducted at enrollment with young people taken into care during 2018, 27% of female informants answered yes to the arguably explicit question of whether they had ever been “psychologically or emotionally abused by a partner” (SiS 2019). In other words, a rather large proportion of the young people entering care had previously been subjected to IPV. Yet IPV victimization within this group—who presumably have additional social problems since they have been taken into care—has not been a research focus for Swedish social work scholars.

Given that previous research has emphasized that dating violence among adolescent girls in detention facilities is troubling and warrants greater attention (King et al. 2015), it would appear important to conduct studies that make the voices of this group of young people in Sweden heard—not least since the secure units arguably represent CWS’ most extensive intervention.

Concluding Reflections

Through a study of young people’s testimonies of intimate partner violence (IPV) victimization, this thesis has shown the importance of expanding the discourse on men’s violence against women and IPV to include young victims as well as adults. A contribution towards widening the notion of who can be a victim of IPV (cf. Christie 1986; Gottzén & Korkmaz 2013) has thus been made.

As my final remark, I want to move beyond this abstract level of widening discourses and notions and revisit one of the interviews that really made an impression: an interview that truly pinpoints why our perception about IPV victims must change.

At the very end of my interview with 18-year-old Jennie, I asked her why she had e-mailed me wanting to participate in the interview study. She replied:

my friends have never talked about it or mentioned it [IPV], they have never asked like anything, it’s easy to hide it if you don’t have, like, bruises, that’s why I wanted to participate [in the study], to contribute to that it’s acknowledged that it, like, happens when

you're young too, because, many people think that it's only married couples with kids and that, where the mother is quiet, and that it only happens when the husband is drunk, or on drugs, but it doesn't.

This dissertation shows that IPV does happen “when you're young too.” Thus, it seems apparent that a wide-ranging response is called for: one that involves parents, schools, social workers, and policy makers alike. Only then will youth IPV as a social problem receive the attention it needs and deserves.

Svensk sammanfattning.

I Sverige har våld i ungdomars egna nära romantiska relationer börjat uppmärksammas allt mer som ett socialt problem. Detta är även gällande i Europa där ett forskningsfält börjar växa fram. I Sverige saknas dock större studier som specifikt fokuserat på detta fenomen, och det europeiska forskningsfältet har inte heller överblickats särskilt. I denna kunskapslucka placeras denna avhandling som övergripande syftar till att studera svenska ungdomars erfarenheter av våld i en nära relation med europeisk forskning som utgångs- och referenspunkt. Mer specifikt syftar avhandlingen till att se över det europeiska forskningsfältet om våld mellan ungdomar i nära relationer, att undersöka hur vanligt förekommande våld i en egen nära relation är bland svenska gymnasieelever, samt att utforska hur denna utsatthet kan ta sig uttryck. För att uppnå detta syfte har fyra delstudier genomförts inom ramen för avhandlingen. Syftet för respektive studie var som följer:

- Att tematiskt analysera europeisk forskning om våld mellan ungdomar för att beskriva befintlig kunskap och kunskapsluckor (studie I)
- Att i ett urval av svenska gymnasieelever utforska prevalensen av våldsutsatthet, vilken karaktär utsattheten har och på vilka arenor den äger rum (studie II)
- Att utforska hur ett urval av våldsutsatta ungdomar beskriver sin utsatthet, i relation till responser, motstånd, resiliens samt paradoxal resiliens (studie III)
- Att utforska hur ett urval av våldsutsatta ungdomar beskriver hur deras våldsamma relationer kom att ta slut (studie IV)

Avhandlingen har beröringspunkter med det svenska våldsfältet där fokus har legat på våld i vuxnas nära relationer och ungas generella våldsutsatthet, men framför allt till det internationella forskningsfältet om dating violence och teen/youth intimate partner violence.

Avhandlingen använder sig av ett teoretiskt ramverk som inkluderar flertalet teorier och begrepp. Det teoretiska ramverket riktar övergripande fokus mot ungas agens och mot sociala och samhälleliga aspekter av våld i ungas nära relationer, med hjälp av framför allt barndomssociologi och Leonards (2015) begrepp generagency. Vidare inkluderas även teoretiska begrepp, så som responser (Hydén et al. 2016) och resiliens (Bottrell 2009; Ungar 2015) vilka används för att analysera ungas handlingar inom ramen för en våldsamt relation.

Avhandlingen har använts sig av flera olika metoder och datamaterial, vilka redogörs för i respektive studie nedan. Genomgående i projektet har etiska aspekter beaktats, med tonvikt på att låta de unga informanterna komma till tals så långt det var möjligt. Forskarna i projektet har genomfört all datainsamling och därmed haft möjlighet att värna om informanternas välmående, och själva förmedla information om studien och svara på eventuella frågor.

Studie I

Forskningsfältet om våld i ungas nära relationer tog sin framfart i Nordamerika, där den största delen av befintlig forskning har genomförts. Under de senaste åren har dock fenomenet uppmärksammats allt mer bland europeiska forskare. Mot denna bakgrund fokuserade studie I specifikt på europeisk forskning om våld i ungas romantiska nära relationer, för att överblicka det europeiska forskningsfältet och identifiera förekommande teman samt betydande resultat.

Databaser (Web of Science, ASP, Criminal Justice Abstracts, CINAHL, Sociological Abstracts, Social Services Abstracts, Scopus, PsycINFO, JSTOR, IBSS) söktes igenom för att identifiera vetenskapligt granskade artiklar om våld i ungas nära relationer. Två typer av sökningar genomfördes. I den första sökningen användes nyckelord som "dating violence" och andra termer som är specifika för våld mellan unga. För att endast få ett sökresultat med forskning genomförd i Europa och samtidigt exkludera forskning från andra delar av världen, kombinerades den ungdomsspecifika termen med varje land och nationalitet (t ex "Sweden" OR "Swedish" i Europa (i enlighet med Europarådets medlemsstater). I den andra sökningen användes mer generella våldstermer, som till exempel "partner violence" kombinerat med ungdomstermer, exempelvis "teenagers", "boys/girls". Denna sökning kombinerades också med varje europeiskt land och nationalitet. Båda sökningarna var inställda på att scanna titlar och abstracts för forskning genomförd i Europa från 2006

till januari 2017. Referenslistor från erhållna artiklar gicks också igenom för att säkerställa att inga relevanta studier missades. Artiklarna gicks därefter igenom för att se om de uppfyllde följande inklusionskriterier: 1. Studien var publicerad på engelska; 2. Studien utgick ifrån ett urval av unga boende i Europa; 3. Studien utgick ifrån ett urval där medelåldern var 19 år eller lägre. Fyrtiofyra artiklar uppfyllde dessa kriterier och inkluderades i översikten. Dessa strukturerades därefter tematiskt, för att identifiera de huvudsakliga forskningsresultaten.

De identifierade temana var: prevalens av utsatthet och utövande av våld; riskfaktorer; könsskillnader; utövaregenskaper; negativa konsekvenser och tolerans. Vidare påvisade översikten utmaningar och avsaknad av konsensus beträffande terminologi och definition, samt en avsaknad av studier som använder sig av kvalitativa metoder med unga utsatta som informanter. Slutsatsen drogs att kön är en nyckelvariabel att utforska i forskning om våld i ungas nära relationer.

Sammantaget ger studie I en första översikt av den forskning om ungas våldsutsatthet i nära relationer som har genomförts i Europa. Av denna går det att urskilja vad forskning hittills fokuserat på, eventuella kunskapsluckor samt vilka utmaningar som möjligen väntar. Dessa resultat har utgjort bakgrunden till de följande studierna i denna avhandling.

Studie II

I Sverige finns det ett relativt omfattande forskningsfält om våld i nära relationer bland vuxna samt föräldrars våld mot barn. Däremot saknas fördjupad kunskap om hur vanligt våld i ungas egna romantiska relationer är. Studie II undersökte därför förekomsten av denna typ av våld i ett urval av svenska gymnasieelever, faktorer som är associerad med sådan utsatthet, samt var sådant våld äger rum. Data inhämtades via en enkät som distribuerades under åren 2017–2018 vid skolbesök genomförda av forskare i projektet.

Studie II använde sig av motsvarande enkät som låg till grund för den så kallade STIR-studien (Barter et al. 2015). Enkäten har dock anpassats i det att den översattes till svenska samt att ett par frågor lades till som rörde var våldet ägde rum. Som ett första steg i studien granskades enkäten av en ungdomsexpertgrupp (fem 17-åringar) som uppmanades att kommentera på utformningen och frågornas formuleringar. Efter denna process erbjöds samtliga gymnasieskolor (n=31) i ett svenskt län till att delta i studien i avsikt att nå potentiella respondenter (gymnasieelever, 15–19 år) till studien. Det aktuella länet innefattar kommuner och skolor

med varierande demografiska sammansättningar och socioekonomiska förutsättningar och det förekommer skolor både på landsbygd och större städer.

Totalt nio skolor valde att delta, och tillät därmed projektmedarbetare att göra skolbesök för att informera om studien och erbjuda eleverna att delta. Bland skolorna ingick både sådana som erbjöd mer yrkesförberedande program och skolor som framför allt har program som är högskoleförberedande. Skolorna hade också olika upptagningsområden, både landsbygdsområden och större städer. Deltagandenivån varierade mellan skolorna. I vissa skolor fick samtliga elever chansen att delta i studien. I andra, framför allt de skolor med ett större antal elever, berodde möjlighet till deltagande på enskilda lärare. Totalt blev 1004 elever erbjudna att delta i studien. Av dessa valde 956 att delta, vilket motsvarar ett deltagande på 95,2 %.

Enkäten består av totalt åtta olika delar, med totalt 114 items varav 15 undersökte erfarenheter av våld specifikt. Alla statistiska analyser genomfördes med SPSS (version 26). De items som handlade om våld kategoriserades i fyra olika typer av våld: psykiskt våld (fem items); psykologiskt våld online (sex items); fysiskt våld (två items); och sexuellt våld (fyra items). För respektive våldstyp kategoriserades generell respektive upprepad våldsutsatthet och varje våldstyp indexerades för användning i de multivariata analyserna (se artikel II för vidare information om tillvägagångssätt).

För att få fram på vilka arenor våldet äger rum, beräknades antalet rapporterade incidenter per arena. En multipel regressionsanalys genomfördes för varje våldstyp (en modell per våldstyp) för att undersöka sambandet mellan individuella bakgrundsfaktorer och våldsutsatthet.

Totalt 59,7 % (n=526) av informanterna rapporterade att de hade blivit utsatt för någon typ av våld: 40,2 % rapporterade erfarenheter av psykologiskt våld; 49,6 % psykologiskt våld online; 16,7 % fysiskt våld; 29 % sexuellt våld; och 18,1 % grovt sexuellt våld.

De fördjupade analyserna av enskilda erfarenheter kontra erfarenheter av mer upprepad karaktär påvisade könsskillnader: En signifikant högre andel flickor jämfört med pojkar rapporterade upprepad utsatthet. Denna könsskillnad är extra framträdande i relation till det sexuella våldet, där en påtagligt högre andel flickor rapporterade utsatthet, både vid enskilda och upprepade och upprepade erfarenheter av sådant våld.

Markörer för våldsutsatthet presenterades också, bland annat att ha upplevt våld i hemmet och äldre partners. Studien fann inget samband mellan självrapporterade dåliga skolresultat och våldsutsatthet. Därmed utmanas tanken om skolframgång som en skyddsfaktor för våld i ungas nära relationer. Vidare påvisas att unga utsätts för våld i arenor som vuxna har tillgång till, så som det egna hemmet och skolan.

Sammantaget visar studie II att våld i ungas nära relationer knappast kan betraktas som ett residualt fenomen utan att man snare kan dra slutsatsen att det är ett frekvent förekommande socialt problem i Sverige.

Studie III

Studie III utgick ifrån 18 "berättarfokuserade" (Hydén 2014) intervjuer med ungdomar (17–23 år vid intervjutillfället) som blivit utsatta för någon typ av våld av någon de haft en romantisk relation med. Under intervjun ombads ungdomarna berätta om den relation de klassat som våldsam, och om, till exempel, "den värsta gång [partnern] var våldsam". Fokus i studien låg på att analysera ungdomarnas berättelser med hjälp av ett teoretiskt ramverk som innefattar begreppen responser (Hydén et al. 2016), resiliens (Bottrell 2009; Ungar 2015) motstånd (Wade 1997), och paradoxal resiliens (Callaghan & Alexander 2015).

En tematisk analys genomfördes där narrativ om responser markerades och kategoriserades in i teman (Braun & Clarke 2006; 2020). Analysen påvisade responser från tre olika typer av aktörer: föräldrar (både egna och den våldsamma partners), skolan (skolpersonal så som rektorer och lärare), och de unga själva, samtliga beskrivna från ungdomens perspektiv.

Sammantaget visar resultaten att våld i ungas egna romantiska relationer är en social företeelse och att responser kan påverka ungdomarnas förmåga att påvisa resiliens, men också möjliggöra att våldet fortgår. Ett flertal responser påvisades i materialet, några av mer aktiv karaktär medan andra bäst kan beskrivas som en avsaknad av respons.

I studien framkommer att dessa responser till delar är betingade av faktorer som är specifika för ungdomar, hädanefter kallade ungdomsspecifika faktorer. Exempel på sådana ungdomsspecifika faktorer är att vara beroende av föräldrar, att gå i skolan samt att inte ha tidigare erfarenhet av relationer. Föräldrar, till exempel, kan bli en extern faktor som påverkar resiliens, då de är ansvariga att se till sitt barns välmående. Därmed kan hur en förälder responderar på sin ungdoms våldsutsatthet också få betydelse vad gäller den unges möjlighet att uppvisa resiliens.

Under intervjuerna beskrev ungdomarna handlingar som kan tolkas som ett uttryck för paradoxal resiliens. Unga berättade om beteenden som till det yttre kan ses som destruktiva sätt att hantera en situation, till exempel att "gå med på" att ha sex, men som vid en närmare analys kan identifieras som strategier att undvika ytterligare fara, till exempel att bli utsatt för ytterligare fysiskt våld.

Sammantaget påvisar studie III att det är viktigt att beakta ungdomspecifika faktorer i relation till både responser och resiliens, och att tillåta att tolka handlingar som motstånd och uttryck för paradoxal resiliens. Detta medför en mer nyanserad bild av ungas beteenden och understryker ungas agens i våldsamma relationer.

Studie IV

Studie IV utgick ifrån 18 "berättarfokuserade" (Hydén 2014) intervjuer med ungdomar (17–23 år vid intervjutillfället) som blivit utsatta för någon typ av våld av person de haft en romantisk relation med. Under intervjun ombads ungdomarna berätta om den relation de klassat som våldsamt, och om, till exempel, "den värsta gång [partnern] var våldsamt". Denna studie fokuserade särskilt hur unga berättade att deras våldsamma relationer kom att ta slut. Utifrån ett intersektionellt perspektiv belyses betydelsen av och samspelet mellan de samhälleliga positionerna ungdom, kön och sexualitet (Crenshaw 1991; Krekula et al. 2005; Donovan and Hester 2015) för de ungas avslut av de våldsamma relationerna. En teoridrivna analys med utgångspunkt i Bronfenbrenners (1977) socioekologiska modell strukturerade de ungas narrativ om avslut på tre olika nivåer: en samhällelig; en social; och en individuell.

Narrativ om avslut, där informanterna beskrev olika typer av avslut, hade gemensamt att avslutet sällan beskrevs som ett specifikt tillfälle eller situation, utan snarare mer som en process. Denna process kallas i studien för avslutsprocess (the ending process).

Avslutsprocessen beskrivs innehålla "barriärer" och "broar", där barriärer syftar till aspekter som kan hindra en ungdom att avsluta en våldsamt relation, medan broar hänvisar till aspekter som istället kan hjälpa. Barriärer och broar är presenterade och diskuteras på de tre olika nivåerna. Studien påvisar hur samhälleliga normer, sociala arenor och individuella aspekter beskrivs påverka ungas utsatthet och också deras avslutsprocess.

På en samhällelig nivå framträder att diskursen om våld i nära relationer inte inkluderar unga, vilket då utgör en barriär. Denna barriär kan vara ännu mer framträdande för unga i samkönade relationer.

På den sociala nivån identifieras att de unga fortfarande går i samma skola eller även samma klass som sin förövare som en barriär, eftersom det kan medföra att det blir än svårare att ta avstånd från den destruktiva relationen. Sociala medier identifieras också som en barriär av liknade skäl. Föräldrar framstår att ha en betydande roll, och kan vara både barriärer och broar, i många fall beroende på hur de responderar.

På den individuella nivån framträdde ett antal underteman som påvisar hur samhällliga normer, rörande till exempel kön, utgör individuella barriärer och broar. Barriärerna som identifierades var tanken om det eftersträvansvärda i att vara "bra" nog för att vara någons flickvän, och en tanke om ett omsorgsarbete som flickvänner ska ta hand om, medan en bro var att nå en "vändpunkt": där vikten av att ha ett grundläggande självförtroende framträder som avgörande för att ta steget till att avsluta relationen.

Sammantaget visar studien att könsnormer är viktiga för förståelsen av våld i nära relationer bland unga kvinnor, då de förefaller bidra till att försvåra att avsluta en våldsam relation eller identifiera sexuellt våld som sådant.

Övergripande indikerar den här avhandlingen att många svenska ungdomar utsätts för våld i en egen romantisk relation, och att sådant våld många gånger är upprepat och allvarligt. Resultaten visar på en könad dimension av våld i ungas nära relationer, där flickor i jämförelse med pojkar rapporterar mer upprepat våld och också beskriver hur könade normer påverkar deras utsatthet. I relation till den fysiska kontexten av våld i ungas nära relationer visar avhandlingen att våldet äger rum på arenor till vilka vuxna har tillträde och således med det vuxna mandatet har möjlighet att resondera på våldet. Därmed är det inte möjligt för vuxenvärlden att avfärda våld i ungas nära relationer som något omöjligt att upptäcka.

Sammantaget visar avhandlingen att våld i en nära relation även kan hända (och att det inte är ovanligt att det händer) när man är ung. Vidare pekar avhandling mot att det saknas skäl att dra slutsatsen att våldet i sig skulle skilja sig nämnvärt ifrån det våld vuxna utsätts för. Däremot lever unga under andra villkor som behöver beaktas. Utifrån det verkar det

uppenbart att en vid respons behövs, en respons som involverar föräldrar, skolan, socialarbetare och politiker, för att ge våld i ungas nära relationer som ett socialt problem den uppmärksamhet det förtjänar.

References.

Literature.

- Abrams, L. S. (2010) Sampling 'Hard to Reach' populations in qualitative research. The case of incarcerated youth. *Qualitative Social Work* (9):536.
- Aghtaie, N., Larkins, C., Barter, C., Stanley, N., Wood, M. & Överlien, C. (2018) Interpersonal violence and abuse in young people's relationships in five European countries: online and offline normalisation of heteronormativity, *Journal of Gender-Based Violence*, 2(2)
- Alanen, L. (1988). Rethinking childhood. *Acta sociologica*, 31(1), 53-67.
- Alanen, L. (2012). Moving towards a relational sociology of childhood. Teoksessa R. Braches-Chyrek, C. Röhner, A. Schaarschuch & H. Sünker (eds.) *Kindheiten. Gesellschaften-Interdisziplinäre Zugänge zur Kindheitsforschung*. Opladen: Barbara Budrich, 21-44.
- Andrews, T. (2012). What is social constructionism? *Grounded theory review*, 11(1).
- Arriaga, X. B. & Foshee, V. A. (2004) Adolescent Dating Violence Do Adolescents Follow in Their Friends', or Their Parents', Footsteps? *Journal of Interpersonal Violence*, Vol. 19 No. 2, p.162-184
- Baker, C. & Stein, N. (2016) 'Obscuring Gender-Based Violence: Marriage Promotion and Teen Dating Violence Research.' *Journal of Women, Politics & Policy*, 37,1, 87-109
- Barter, C. (2009) 'In the Name of Love: Partner Abuse and Violence in Teenage.' *The British Journal of Social Work*, 30, 2, pp. 211-233
- Barter (2011) 'Domestic violence: not just an adult problem.' *Criminal Justice Matters*, 85,1, 22-23
- Barter, C., McCarry, M., Berridge, D. & Evans, K. (2009) *Partner exploitation and violence in teenage intimate relationships*. London: NSPCC
- Barter, C. (2014) Responding to sexual violence in girls' intimate relationships: the role of schools In Ellis, J. & Thiara, R.K. (red.) (2014). *Preventing violence against women and girls: educational work with children and young people*. Bristol: Polity Press
- Barter, C. & Lombard, N. (2019) 'Thinking and doing' Children's and young people's understandings and experiences of intimate partner violence and abuse (IPVA). In Lombard, N (ed.) *The Routledge Handbook of Gender and Violence* London: Routledge
- Barter, C., Stanley, N., Wood, M., Aghtaie, N. et al. (2015). *Safeguarding Teenage Intimate Relationships (STIR): Connecting online and offline contexts and risks. Research Report*.

- Barter, C. & Stanley, N. (2016) 'Inter-personal violence and abuse in adolescent intimate relationships: mental health impact and implications for practice.' *International Review of Psychiatry*, 28,5, 485-503
- Barter, C., Stanley, N., Wood, M., Lanau, A., Aghaie, N., Larkins, C., & Øverlien, C. (2017) Young people's online and face-to-face experiences of interpersonal violence and abuse and their subjective impact across five European countries. *Psychology of Violence* 7(3), 375
- Bartky, S.L. (1997) "Foucault, Femininity and the Modernization of Patriarchal Power". In Conboy, K., Medina, N., and Stanbury, S. (eds.) *Writing on the body: Female embodiment and feminist theory* New York: Columbia University Press
- Berg, L. (2005) "Om hon somnade skulle inte jag vilja ha sex" - unga män samtalar om gränsen mellan fredligt "sex" och våldtäkt. *Social Medicinsk Tidskrift* nr 6. s, 536-547.
- Berger, P. & Luckmann, T. (1991) *The Social Construction of Reality A Treatise in the Sociology of Knowledge* Penguin Books
- Berggren, K., Gottzén, L., & Bornäs, H. (2020). Queering desistance: Chrononormativity, afterwardsness and young men's sexual intimate partner violence. *Criminology & Criminal Justice* 20(5), 604-616
- Bianchi, D., Morelli, M., Nappa, M. R., Baiocco, R., & Chirumbolo, A. (2018). A bad romance: Sexting motivations and teen dating violence. *Journal of interpersonal violence*
- Bjørnholt, M. & Hjemdal, O.K. (2018) Measuring violence, mainstreaming gender: does adding harm make a difference? *Journal of Gender-Based Violence* 2(3) 465-479
- Black, B. M., Tolman, R. M., Callahan, M., Saunders, D. G., & Weisz, A. N. (2008). When will adolescents tell someone about dating violence victimization?. *Violence against women*, 14(7), 741-758.
- Blom, H. (2015). *Violence exposure among Swedish youth* (Doctoral dissertation, Umeå University).
- Bloom, T. L., Captari, L. E., French, B. H., Hook, J. N., & Ryan, K. (2018). Planting the TREE: A faith-based program for teen dating violence prevention. *Spirituality in Clinical Practice*, 5(3), 212.
- Boethius, S. & Åkerström, M. (2020) Revealing hidden realities: disclosing domestic abuse to informal others. *Nordic Journal of Criminology*, 21.2: 186-202.
- Bottrell, D. (2009) Understanding 'Marginal' Perspectives. Towards a Social Theory of Resilience *Qualitative Social Work* Vol. 8(3) p. 321-339
- Bowen, E., Holdsworth, E., Leen, E., Sorbring, E, Helsing, B., Jaans, S. & Awouters, V. (2013) 'Northern European Adolescent Attitudes Toward Dating Violence.' *Violence and Victims*, 28, 4

- Bowen, E., Walker, K., Mawer, M., Holdsworth, E., Sorbring, E., Helsing, B., Bolin, A., Leen, E., Held, P., Awouters, V. & Jans, S. (2014) "It's like you're actually playing as yourself": Development and preliminary evaluation of 'Green Acres High', a serious game-based primary intervention to combat adolescent dating violence.' *Psychosocial Intervention*, 23, 43-55
- Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3:2
- Braun, V., & Clarke, V. (2020). One size fits all? What counts as quality practice in (reflexive) thematic analysis?. *Qualitative Research in Psychology*, 1-25.
- Breiding, M., Basile, K. C., Smith, S. G., Black, M. C., & Mahendra, R. R. (2015). *Intimate partner violence surveillance: Uniform definitions and recommended data elements*. Version 2.0.
- Bronfenbrenner, U. (1977) Toward an Experimental Ecology of Human Development *American Psychologist*
- Brown, G., Brady, G. & Letherby, G. (2011) Young Mothers' Experiences of Power, Control and Violence Within Intimate and Familial Relationships. *Child Care in Practice*, 17, 4, pp. 359-374
- Bruno, L., Joelsson, T., Franzén, A. G., & Gottzén, L. (2020). Heroes and others: tensions and challenges in implementing Mentors in Violence Prevention in Swedish schools. *Journal of Gender-Based Violence*.
- Bryman, A. (2008). *Social research methods*. Oxford: Oxford University Press.
- Brå (2014) *Offences in close relationships. A national study*. English summary of Brå report No. 2014: 8
- Brå kortanalys (2018) 6/18 *Brott i nära relationer bland unga* Stockholm: Brå
- Brå (2019) *Grov kvinnofridskränkning Brottets hantering och utveckling i rättskedjan 1998–2017 Rapport 2019:8* Stockholm: Brå
- Burr, V. (2015) *Social Constructionism*. New York: Routledge
- Butler, J. (1990) *Gender trouble. Feminism and the subversion of identity*. London and New York: Routledge.
- Cahill, A. J. (2000). Foucault, rape, and the construction of the feminine body. *Hypatia*, 15(1), 43-63.
- Callaghan, J. E. M., and J. H. Alexander (2015) *UNDERSTANDING AGENCY AND RESISTANCE STRATEGIES (UNARS): Children's Experiences of Domestic Violence*. Northampton, UK: University of Northampton.
- Carlson, C.N. (2003) Invisible victims: Holding the educational system liable for teen dating violence at school. *Harvard Women's Law Journal* 26: 351-393.
- Carlsson, N. (2020). *Lärosätenas utbildningsbehov i frågor om mäns våld mot kvinnor och våld i nära relationer*. Slutrapport. Göteborg: Jämställdhetsmyndigheten
- Casey, E. A., Storer, H. L., & Herrenkohl, T. I. (2018). Mapping a continuum of adolescent helping and bystander behavior within the context of dating violence and bullying. *American journal of orthopsychiatry*, 88(3), 335.

- Cater, Å. K. (2014). Children's descriptions of participation processes in interventions for children exposed to intimate partner violence. *Child and Adolescent Social Work Journal*, 31(5), 455-473.
- Cater, Å. K., Andershed, A. K., & Andershed, H. (2014). Youth victimization in Sweden: Prevalence, characteristics and relation to mental health and behavioral problems in young adulthood. *Child abuse & neglect*, 38(8), 1290-1302.
- Cater, Å. & Överlien, C. (2014) Children exposed to domestic violence: a discussion about research ethics and researchers responsibilities, *Nordic Social Work Research*, 4(1) 67-69.
- Christie, N. (1986). *The ideal victim*. In *From crime policy to victim policy* (pp. 17-30). London: Palgrave Macmillan
- Chung, D. (2005) 'Violence, control, romance and gender equality: Young women and heterosexual relationships.' *Women's studies International forum*, 28
- Chung, D. (2007). Making meaning of relationships: Young women's experiences and understandings of dating violence. *Violence against women*, 13(12), 1274-1295.
- Corona, R., Gomes, M. M., Pope, M., Shaffer, C., & Yaros, A. (2016). Love shouldn't hurt: What do African American maternal caregivers tell their daughters about dating violence?. *The Journal of Early Adolescence*, 36(4), 465-489.
- Couture-Carron, A. (2020). Shame, family honor, and dating abuse: lessons from an exploratory study of South Asian Muslims. *Violence against women*, 26(15-16), 2004-2023.
- Couturiaux, D. V., Young, H., Anthony, R. E., Page, N., Lowthian, E., Melendez-Torres, G. J., & Moore, G. F. (2021). Risk Behaviours Associated with Dating and Relationship Violence among 11–16 Year Olds in Wales: Results from the 2019 Student Health and Wellbeing Survey. *International journal of environmental research and public health*, 18(3), 1192.
- Cree, V. E., Kay, H., & Tisdall, K. (2002). Research with children: sharing the dilemmas. *Child & family social work*, 7(1), 47-56.
- Crenshaw, K. W. (1991) Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color *Stanford Law Review*, Vol. 43, No. 6
- Creswell, J. (2008). Editorial: mapping the field of mixed methods research. *Journal of Mixed Methods Research*
- Cutbush, S., Williams, J. Miller, S., Gibbs, D. & Clinton-Sherrod, M. (2018) Longitudinal Patterns of Electronic Teen Dating Violence Among Middle School Students *Journal of Interpersonal Violence* 1–21

- Cutter-Wilson, E. & Richmond, T. (2011) 'Understanding teen dating violence: practical screening and intervention strategies for pediatric and adolescent healthcare providers.' *Current opinion in pediatrics*, 23(4), 379.
- Danielsson, I., Blom, H., Nilses, C., Heimer, G. & Högberg, U. (2009) 'Gendered patterns of high violence exposure among Swedish youth.' *Acta Obstetrica et Gynecologica* 88, 528–535.
- Dank, M., Lachman, P., Zweig, J. M., & Yahner, J. (2014). Dating violence experiences of lesbian, gay, bisexual, and transgender youth. *Journal of youth and adolescence*, 43(5), 846-857.
- Davies, C. T. (2019). This is abuse?: Young women's perspectives of what's 'OK' and 'not OK' in their intimate relationships. *Journal of family violence*, 34(5), 479-491.
- Debnam, K. J., & Kumodzi, T. (2019). Adolescent perceptions of an interactive mobile application to respond to teen dating violence. *Journal of interpersonal violence*
- DeKeseredy, W. S., & Schwartz, M. D. (2011). Theoretical and definitional issues in violence against women. *Sourcebook on violence against women*, 2, 3-22.
- De La Rue, L., Polanin, J. R., Espelage, D. L., & Pigott, T. D. (2017). A meta-analysis of school-based interventions aimed to prevent or reduce violence in teen dating relationships. *Review of Educational Research*, 87(1), 7-34.
- de los Reyes, P. (2003) *Patriarkala enklaver eller ingenmansland? Våld, hot och kontroll mot unga kvinnor i Sverige*. Norrköping: Integrationsverket.
- De Puy, J., Hamby, S. & Lindemuth, C. (2014) 'Teen dating violence in French-speaking Switzerland: Attitudes and experiences.' *International Journal of Conflict and Violence* 8, 2.
- Donovan, C. & Hester, M. (2015) *Domestic Violence and sexuality. What's love got to do with it?* Policy Press: Bristol
- Dirne, T., Can, M., Kulusari, A., Yildizhan, R., Adali, E. & Akdag, B. (2010) 'Trends, characteristics, and outcomes of adolescent pregnancy in eastern Turkey.' *International Journal of Gynecology and Obstetrics*, 110, 105-108
- Ellsberg, M., & Heise, L. (2002). Bearing witness: ethics in domestic violence research. *The Lancet*, 359(9317), 1599-1604.
- Enander, V. (2008). *Women leaving violent men: crossroads of emotion, cognition and action*. Göteborg: Department of Social Work
- Enander, V. (2010) "A fool to keep staying": Battered women labeling themselves stupid as an expression of gendered shame. *Violence Against Women* 16(1): 5-31.
- Enander, V., & Holmberg, C. (2008). Why does she leave? The leaving process (es) of battered women. *Health care for women international*, 29(3), 200-226.
- Eriksson, M. (2003). *I skuggan av Pappa: familjerätten och hanteringen av fäders våld* (Doctoral dissertation, Gondolin).

- Eriksson, M., Gottzén, L., Andersson Bruck, K., Franzén, A., & Lindberg, D. (2018). *Utvärdering av Mentorerna i våldsprevention: Slutrapport.*, Västerås: Mälardalens högskola.
- Fernández-González, L., O’Leary, D. K. and Muñoz-Rivas, M. J. (2013) ‘We Are Not Joking: Need for Controls in Reports of Dating Violence.’ *Journal of Interpersonal Violence*, 28, 3, 602-620
- Fernet, M., Hébert, G., Brodeur, & Théorêt, V. (2019) “‘When You’re in a Relationship, You Say No, but Your Partner Insists’: Sexual Dating Violence and Ambiguity among Girls and Young Women.” *Journal of Interpersonal Violence* 1-24.
- Finkelhor, D. (2007) Developmental Victimology: The Comprehensive Study of Childhood Victimization. In, Davis, R.C., Lurigio, A.J., and Herman, S. (eds.), *Victims of crime* (3rd ed) Thousand Oaks: Sage Publications
- Foshee, V. A. (1996) Gender differences in adolescent dating abuse prevalence, types, and injuries *Health Education Research*, 11(3), 275-286
- Foshee, V. A., Bauman, K. E., Arriaga, X. B., Helms, R. W., Koch, G. G., & Linder, G. F. (1998). An evaluation of Safe Dates, an adolescent dating violence prevention program. *American journal of public health*, 88(1), 45-50.
- Foshee, V. A., Reyes, H. L. M., Gottfredson, N. C., Chang, L. Y., & Ennett, S. T. (2013). A longitudinal examination of psychological, behavioral, academic, and relationship consequences of dating abuse victimization among a primarily rural sample of adolescents. *Journal of Adolescent Health*, 53(6), 723-729.
- Foucault, M. (1982) The subject and power. *Critical inquiry* 8(4): 777-795.
- Foucault, M. (2002) *Sexualitetens historia del I. Viljan att veta*. Göteborg: Daidalos (svensk översättning, original 1976).
- Fox, C. L., Hale, R. & Gadd, D. (2014) ‘Domestic abuse prevention education: listening to the views of young people.’ *Sex Education*, 14, 1, 28-41
- Furlong, A., Woodman, D. & Wyn, J. (2011) ‘Changing times, changing perspectives: Reconciling ‘transition’ and ‘cultural’ perspectives on youth and young adulthood.’ *Journal of Sociology*, 47, 355
- Gadd, D., Fox, C. L., Corr, M-L., Alger, S. & Butler, I. (2015) *Young Men and Domestic Abuse* New York: Routledge
- Gadd, D., Fox, C. L., Corr, M. L., Butler, I., & Bragg, J. (2013). *From Boys to Men: Overview and Recommendations*. Economic and Social Research Council.
- Gadd, D., Fox, C. L. & Hale, R. (2014) ‘Preliminary steps towards a more preventative approach to eliminating violence against women in Europe.’ *European Journal of Criminology*, 11,4, 464-480
- Gagné, M. H., Lavoie, F., & Hébert, M. (2005). Victimization during childhood and revictimization in dating relationships in adolescent girls. *Child abuse & neglect*, 29(10), 1155-1172.

- Garrido, E. F., & Taussig, H. N. (2013). Do parenting practices and prosocial peers moderate the association between intimate partner violence exposure and teen dating violence?. *Psychology of violence*, 3(4), 354.
- Garthe, R. C., Gorman-Smith, D., Gregory, J., & E. Schoeny, M. (2018). Neighborhood concentrated disadvantage and dating violence among urban adolescents: the mediating role of neighborhood social processes. *American journal of community psychology*, 61(3-4), 310-320.
- Gilbert, N. (1991). The phantom epidemic of sexual assault. *Public Interest*, 103, 54-65.
- Gillum, T. L., & DiFulvio, G. (2012). "There's So Much at Stake" Sexual Minority Youth Discuss Dating Violence. *Violence Against Women*, 18(7), 725-745.
- Gottzén, L. & Jonsson, R. (2012) Goda män och Andra män. In Gottzén, L. & Jonsson, R. (eds.) *Andra män. Maskulinitet, normskapande och jämställdhet* Malmö: Gleerups Utbildning AB
- Gottzén, L. & Korkmaz, S. (2013) *Killars våld mot tjejer i nära relationer: Familjers och vänners responser* Stockholm: Ungdomsstyrelsen
- Graham, A., & Fitzgerald, R. (2010). Children's participation in research: Some possibilities and constraints in the current Australian research environment. *Journal of Sociology*, 46(2), 133-147.
- Gudlaugsdottir, G. R., Vilhjalmsón, R., Kristjansdóttir, G., Jacobsen, R., & Meyrowitsch, D. (2004). Violent behaviour among adolescents in Iceland: a national survey. *International Journal of Epidemiology*, 33(5), 1046-1051.
- Hagemann-White, C., Kelly, E., & Römkens, R. (2010). *Feasibility study to assess the possibilities, opportunities and needs to standardise national legislation on violence against women, violence against children and sexual orientation violence*. EU
- Haglund, K., Belknap, R. A., Edwards, L. M., Tassara, M., Hoven, J. V., & Woda, A. (2019). The Influence of Masculinity on Male Latino Adolescents' Perceptions Regarding Dating Relationships and Dating Violence. *Violence against women*, 25(9), 1039-1052.
- Haglund, K., Belknap, R. A., & Garcia, J. T. (2012). Mexican American female adolescents' perceptions of relationships and dating violence. *Journal of Nursing Scholarship*, 44(3), 215-222.
- Hamby, S., Nix, K., De Puy, J. & Monnier, S. (2012) 'Adapting Dating Violence Prevention to Francophone Switzerland: A Story of Intra-Western Cultural Differences.' *Violence and Victims*, 27, 1
- Hammarén, N. & Hellman, A. (2016) Gästredaktörerna har ordet! Barndom, ungdom, kultur och lärande. *Educare vetenskapliga skrifter*. Malmö: Malmö högskola
- Hansén, C. (forthcoming) *Gender-Atypical Violence: Male Victims of Intimate Partner Violence in Heterosexual Relationships* (dissertation title, work-in-progress).

- Hellevik, P. (2019a) *The Dark Side of Intimacy - Exploring Teenage Intimate Partner Violence and Abuse in an Individualized and Digitalized Society*. Oslo: Oslo 07-Media. (Disseration)
- Hellevik, P. (2019b) Teenagers' personal accounts of experiences with digital intimate partner violence and abuse *Computers in Human Behavior*
- Hellevik, P., Överlien, C., Barter, C., Wood, M., Aghaie, N., Larkins, C., & Stanley, N. (2015). Traversing the Generational Gap: Young People's Views on Intervention and Prevention of Teenage Intimate Partner Violence. In Stanley, N. & Humphreys, C. (Eds.) *Domestic Violence and Protecting Children: New Thinking and Approaches* (pp. 34-48). London and Philadelphia: Jessica Kingsley Publishers.
- Hellevik, P. & Överlien, C. (2016) 'Teenage intimate partner violence: Factors associated with victimization among Norwegian youths.' *Scandinavian Journal of Public Health*, 1-7
- Herrenkohl, T. I. & Jung, H. (2016) Effects of child abuse, adolescent violence, peer approval and proviolence attitudes on intimate partner violence in adulthood *Criminal Behaviour and Mental Health* 26: 304-314
- Hollway, W. (1984) Gender difference and the production of subjectivity. In Henriques, J. Hollway, W., Urwin, C. Wenn, C. & Walkerdine, V (eds.) *Changing the Subject*. London and New York: Methuen.
- Holmberg, C., & Stjernqvist, U. (2007). Samkönat partnervåld. Vad är det och vilket stöd behövs? *Tidskrift för genusvetenskap*, (4), sid.48.
- Honkatukia, P. (2001). Rough sex? Understandings of rape in Finnish police reports. *Journal of Scandinavian Studies in Criminology and Crime Prevention* No 1, 15-30
- Honkatukia, P., & Keskinen, S. (2018). The social control of young women's clothing and bodies: A perspective of differences on racialization and sexualization. *Ethnicities*, 18(1), 142-161.
- Hydén, M. (1999). The world of the fearful: Battered women's narratives of leaving abusive husbands. *Feminism & Psychology*, 9(4), 449-469.
- Hydén, M. (2005). 'I must have been an idiot to let it go on': Agency and positioning in battered women's narratives of leaving. *Feminism & Psychology*, 15(2), 169-188.
- Hydén, M. (2008) *Kvinnomisshandel inom äktenskapet. Mellan det omöjliga och det möjliga*. Stockholm: Liber Utbildning
- Hydén, M. (2014). The teller-focused interview: Interviewing as a relational practice. *Qualitative social work*, 13(6), 795-812.
- Hydén, M. (2015). What social networks do in the aftermath of domestic violence. *British journal of criminology*, 55(6), 1040-1057.
- Hydén, M., Gadd, D., & Wade, A. (2016) Introduction to Response Based Approaches to the Study of Interpersonal Violence." In Hydén, M, Gadd, D.,

- and Wade, A. (eds.) *Response Based Approaches to the Study of Interpersonal Violence*, London: Palgrave Macmillan
- Ihongbe, T. O., & Masho, S. W. (2018). Gender differences in the association between synthetic cannabinoid use and teen dating violence victimization. *Violence and gender*, 5(2), 103-109.
- Isotalo, A. (2019). Seurustelusuhdeväkivalta tyttöjen pahoinpitelyistä tehdyissä rikosilmoituksissa. [Intimate partner violence in police reports against girls.] *The Finnish Journal of Youth Research 'Nuorisotutkimus'* 37 (3-4), 54-68.
- Isotalo, A. (forthcoming). Epäiltyinä entinen poikaystävä. Nuoriin naisiin kohdistunut parisuhdeväkivalta pahoinpitelyistä tehdyissä rikosilmoituksissa. [Ex-boyfriends as suspects. Post-separation violence against young women in police reports on assaults.] *Oikeus [Justice]* 49 (3)
- Jackson, S. M. (1999) 'Issues in the dating violence research. A review of the literature.' *Aggression and Violent Behavior*, 4, 2, pp. 233-247
- James, A., Jenks, C. & Prout, A. (1998) *Theorizing childhood*. Cambridge: Polity Press
- Janson, S., Jernbro, C. & Långberg, B. (2011) *Kroppslig bestraffning och annan kränkning av barn i Sverige – en nationell kartläggning 2011* Stockholm: Stiftelsen Allmänna Barnhuset
- Jeffner, S. (1997) "*Liksom våldtäkt - typ*" *Om betydelsen av kön och heterosexualitet för ungdomars förståelse av våldtäkt* (diss.) Sociologiska institutionen, Uppsala universitet
- Jernbro, C., & Janson, S. (2017). *Våld mot barn 2016. En nationell kartläggning [Violence against children 2016. A national survey]*. Stockholm: Stiftelsen Allmänna Barnhuset, 2017
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, 1(2), 112-133.
- Joly, L. E., & Connolly, J. (2016). Dating violence among high-risk young women: a systematic review using quantitative and qualitative methods. *Behavioral Sciences*, 6(1), 7.
- Jones, G. (2011) *Youth*. Polity Press
- Jonsson, L. S., Svedin, C. G., & Hydén, M. (2015). Young women selling sex online—narratives on regulating feelings. *Adolescent health, medicine and therapeutics*, 6, 17.
- Jämställdhetsmyndigheten [The Swedish Gender Equality Agency] (2020:9) *Långsiktigt arbete för kunskap och samverkan* Göteborg: Jämställdhetsmyndigheten

- Kanin, E. J. (1957). Male aggression in dating-courtship relations. *American journal of Sociology*, 63(2), 197-204.
- Karlsson, M. E., Calvert, M., Rodriguez, J. H., Weston, R., & Temple, J. R. (2018). Changes in acceptance of dating violence and physical dating violence victimization in a longitudinal study with teens. *Child abuse & neglect*, 86, 123-135.
- Karsberg, S. (2019). *Adolescent Dating Violence and the Contributing role of Child Maltreatment* (Doctoral dissertation, Syddansk Universitet. Det Sundhedsvidenskabelige Fakultet).
- Karsberg, S., Bramsen, R. H., Lasgaard, M., & Elklit, A. (2018). Prevalence and characteristics of three subtypes of dating violence among Danish seventh-grade students. *Scandinavian journal of child and adolescent psychiatry and psychology*, 6(1), 16-27.
- Karsberg, S., Bramsen, R. H., Lasgaard, M., & Elklit, A. (2019a). The association between distinct categories of child abuse experiences and dating violence in early adolescence. *Journal of family violence*, 34(3), 165-176.
- Karsberg, S., Charak, R., Lasgaard, M., Bramsen, R. H., Hansen, N. B., & Elklit, A. (2019b). Patterns of childhood abuse and dating violence victimization among early adolescents from Denmark: A latent class approach. *Psychology of violence*, 9(5), 574.
- Kelly, L., Burton, S., & Regan, L. (1996). Beyond victim or survivor: Sexual violence, identity and feminist theory and practice. In *Sexualizing the social* (pp. 77-101). Palgrave Macmillan, London.
- Kernsmith, P. D., Victor, B. G., & Smith-Darden, J. P. (2018). Online, offline, and over the line: Coercive sexting among adolescent dating partners. *Youth & Society*, 50(7), 891-904.
- Khan, S. R., Hirsch, J. S., Wambold, A., & Mellins, C. A. (2018). 'I Didn't Want To Be That Girl': The Social Risks of Labeling, Telling, and Reporting Sexual Assault. *Sociological Science*, 5, 432-460.
- King, D. M., Hatcher, S. S., & Bride, B. (2015). An exploration of risk factors associated with dating violence: examining the predictability of adolescent female dating violence perpetration. *Journal of Human Behavior in the Social Environment*, 25(8), 907-922.
- King, D. M., Hatcher, S. S., & Bride, B. (2017). Adolescent predictors of female dating violence perpetration. *Vulnerable Children and Youth Studies*, 12(1), 17-32.
- Klein, J. (2006). An invisible problem: Everyday violence against girls in schools. *Theoretical Criminology*, 10(2), 147-177.
- Korkmaz, S. (2018) Research on Teenage Intimate Partner Violence within a European Context: Findings from the literature. In Holt, S. Överlien, C. & Devaney, J. (eds.) *Responding to Domestic Violence. Emerging Challenges for Policy*,

- Practice and Research in Europe*. London & Philadelphia: Jessica Kingsley Publishers
- Korkmaz, S. (2021) Youth intimate partner violence. In Devaney, J., Bradbury-Jones, C., Macy, R. J., Øverlien, C., & Holt, S. (Eds.). *The Routledge International Handbook of Domestic Violence and Abuse*. Oxon & New York: Routledge.
- Korkmaz, S. & Överlien, C. (2020) Responses to youth intimate partner violence: the meaning of youth-specific factors and interconnections with resilience *Journal of Youth Studies* 23(3), 371-387.
- Kramer, A. (2019) Framing the Debate: The Status of US Sex Education Policy and the Dual Narratives of Abstinence-Only Versus Comprehensive Sex Education Policy, *American Journal of Sexuality Education*, 14:4, 490-513,
- Krekula, C., Närvänen, A. L., & Näsman, E. (2005). Ålder i intersektionell analys. *Kvinnovetenskaplig tidskrift*, (2-3), p. 81-94
- Källström, Å., Hellfeldt, K., Howell, K. H., Miller-Graff, L. E., & Graham-Bermann, S. A. (2020). Young adults victimized as children or adolescents: Relationships between perpetrator patterns, poly-victimization, and mental health problems. *Journal of interpersonal violence*, 35(11-12), 2335-2357.
- Källström, Å. & Jonhed A. (2019) Våld i ungas kärleksrelationer. In Johansson, B. & Källström, Å (eds.) *Barns och ungas utsatthet: Våld och kränkningar i barns och ungas relationer*. Lund: Studentlitteratur
- Landor, A. M., Hurt, T. R., Futris, T., Barton, A. W., McElroy, S. E., & Sheats, K. (2017). Relationship contexts as sources of socialization: An exploration of intimate partner violence experiences of economically disadvantaged African American adolescents. *Journal of child and family studies*, 26(5), 1274-1284.
- Landstedt, E. & Gillander Gådin, K. (2011) 'Experiences of violence among adolescents: gender patterns in types, perpetrators and associated psychological distress' *International Journal of Public Health*, 56, 4, 419-427.
- Leen, E., Sorbring, E., Mawer, M., Holdsworth, E., Helsing, B. & Bowen, E. (2013) 'Prevalence, dynamic risk factors and the efficacy of primary interventions for adolescent dating violence: An international review.' *Aggression and Violent Behavior*, 18, 159-174
- Leonard, M. (2015). *The sociology of children, childhood and generation*. London: Sage
- Linell, H. (2017). *Child protection through an abuse-focused lens: Adolescent victimization and Swedish social services responses* (Doctoral dissertation, Department of Social Work, Stockholm University).
- Livingston, J. A., Eiden, R. D., Lessard, J., Casey, M., Henrie, J., & Leonard, K. E. (2018). Etiology of teen dating violence among adolescent children of alcoholics. *Journal of youth and adolescence*, 47(3), 515-533.

- Logan, T. K., R. Walker, & J. Cole. (2015). "Silenced Suffering: The Need for a Better Understanding of Partner Sexual Violence." *Trauma, Violence & Abuse* 16 (2): 111-135.
- Lucero, J. L., Weisz, A. N., Smith-Darden, J. & Lucero, S. M (2014) Exploring Gender Differences: Socially Interactive Technology Use/Abuse Among Dating Teens *Journal of Women and Social Work* 2014, Vol. 29(4) 478-491
- Lundberg, L., & Bergmark, Å. (2018). Self-perceived competence and willingness to ask about intimate partner violence among Swedish social workers. *European Journal of Social Work*, 1-12.
- Lundberg, L., & Stranz, H. (2019). A matter of choice—professionals' views on the incorporation of practical work with intimate partner violence into Swedish personal social services. *Nordic Journal of Social Research*, 10(1), 48-65.
- Lundgren, E., Heimer, G., Westerstrand, J. & Kalliokoski, A-M. (2001) *Slagen dam. Mäns våld mot kvinnor i jämställda Sverige – en omfångsundersökning* Umeå: Åströms tryckeri AB
- Lundgren, S. (2004) *Utsatt "i förbifarten". Hur fokus förskjuts i svensk forskning om våld mot unga kvinnor*. Uppsala: Avdelningen för samhällsvetenskaplig genusforskning, Uppsala universitet.
- Lykke, N. (2009) *Genusforskning – en guide till feministisk teori, metodologi och skrift* Stockholm: Liber AB
- Lysova, V. A. & Douglas, E. M (2008) 'Intimate Partner Violence Among Male and Female Russian University Students.' *Journal of Interpersonal Violence*, 23, 11, 1579-1599
- Lövestad, S., & Krantz, G. (2012). Men's and women's exposure and perpetration of partner violence: an epidemiological study from Sweden. *BMC Public Health*, 12(1), 1-10.
- Maas, C. D., Fleming, C. B., Herrenkohl, T. I., & Catalano, R. F. (2010). Childhood predictors of teen dating violence victimization. *Violence and Victims*, 25(2), 131.
- Mahdiani, H., & Ungar, M. (2021). The Dark Side of Resilience. *Adversity and Resilience Science*, 1-9.
- Morris, A. M., Mrug, S., & Windle, M. (2015). From family violence to dating violence: Testing a dual pathway model. *Journal of youth and adolescence*, 44(9), 1819-1835.
- Mulford, C., & Giordano, P.C. (2008) Teen Dating Violence: A Closer Look at Adolescent Romantic Relationships. *National Institute of Justice Journal* 261(1):31-40
- Muñoz-Rivas, M. J., Graña, J. L. O'Leary, D. K & González, M. P. (2007) 'Aggression in Adolescent Dating Relationships: Prevalence, Justification, and Health Consequences.' *Journal of Adolescent Health*, 40, 298 -304

- Murray, A. & Azzinaro, I. (2019) Teen Dating Violence: Old Disease in a New World. *Clinical Pediatric Emergency Medicine*, 20(1), 25-37.
- Nahapetyan, L., Orpinas, P., Song, X., & Holland, K. (2014). Longitudinal association of suicidal ideation and physical dating violence among high school students. *Journal of youth and adolescence*, 43(4), 629-640.
- Nayak, A., & Kehily, M. J. (2013). *Gender, youth and culture: Young masculinities and femininities*. Macmillan International Higher Education.
- NCK (2014) *Våld och hälsa. En befolkningsundersökning om kvinnors och mäns våldsatthet samt kopplingen till hälsa*. Danagård: LITHO
- Nilsson, G., & Lövkrona, I. (2020). *Våldets kön: Kulturella föreställningar, funktioner och konsekvenser*. Lund: Studentlitteratur AB.
- Nocentini, A., Menesini, E., Pastorelli, C., Connolly, J., Pepler, D. & Craig, W. (2011) 'Physical Dating Aggression in Adolescence. Cultural and Gender Invariance.' *European Psychologist*, 16, 4, 278-287
- Oakley, A. (1994). Women and children first and last: Parallels and differences between children's and women's studies. In (ed.) Mayall, B *Children's childhoods: Observed and experienced*, 9, 13-32. Sussex: Falmer Press
- Ombayo, B., Black, B., & Preble, K. M. (2019). Adolescent-Parent Communication Among Youth Who Have and Have Not Experienced Dating Violence. *Child and Adolescent Social Work Journal*, 36(4), 381-390.
- Ovesen, N. (2020). Transgressing boundaries: Seeking help against intimate partner violence in lesbian and queer relationships. In *Bodily interventions and intimate labour*. Manchester University Press.
- Palm, A., Danielsson, I., Skalkidou, A., Olofsson, N., & Högberg, U. (2016). Violence victimisation—a watershed for young women's mental and physical health. *The European Journal of Public Health*, 26(5), 861-867.
- Pentarakaki, M. (2018) 'Fear of Double Disclosure and Other Barriers to Help Seeking: An Intersectional Approach to Address the Needs of LGBT Teenagers Experiencing Teenage Relationship Abuse.' In Holt, S. Överlien, C. & Devaney, J. (eds.) *Responding to Domestic Violence. Emerging Challenges for Policy, Practice and Research in Europe*. London & Philadelphia: Jessica Kingsley Publishers
- Permanyer, I., & Gomez-Casillas, A. (2020). Is the 'Nordic Paradox' an illusion? Measuring intimate partner violence against women in Europe. *International journal of public health*, 65(7), 1169-1179.
- Preble, K. M., Black, B. M., & Weisz, A. N. (2018). Teens' and parents' perceived levels of helpfulness: An examination of suggested "things to say" to youth experiencing Teen Dating Violence. *Children and youth services review*, 85, 326-332.
- Ravi, K. E., Black, B. M., Mitschke, D. B., & Pearson, K. (2019). A pilot study of a teen dating violence prevention program with Karen refugees. *Violence against women*, 25(7), 792-816.

- Reed, L. A., Tolman, R. M., & Ward, L. M. (2016). Snooping and sexting: Digital media as a context for dating aggression and abuse among college students. *Violence Against Women*, 22(13), 1556-1576.
- Resnik, D. (1998) *The Ethics of Science: An Introduction* London: Routledge
- Reuter, T. R., Sharp, C., & Temple, J. R. (2015). An exploratory study of teen dating violence in sexual minority youth. *Partner Abuse*, 6(1), 8-28.
- Richards, T. N. & Branch, K. A. (2012) The Relationship Between Social Support and Adolescent Dating Violence: A Comparison Across Genders *Journal of Interpersonal Violence*
- Riessman, C.K. (2008) *Narrative Methods for the Human Sciences* Thousand Oaks, CA. Sage Publications
- Romito, P., Beltramini, L & Escribà-Agüir, V. (2013) 'Intimate Partner Violence and Mental Health Among Italian Adolescents: Gender Similarities and Differences.' *Violence Against Women*, 19, 1, 89-106
- Rossetto, K. R. (2014). Qualitative research interviews: Assessing the therapeutic value and challenges. *Journal of social and personal relationships*, 31(4), 482-489.
- Ruel, C., Lavoie, F., Hébert, M., & Blais, M. (2017). Gender's Role in Exposure to Interparental Violence, Acceptance of Violence, Self-Efficacy, and Physical Teen Dating Violence Among Quebec Adolescents. *Journal of interpersonal violence*
- Rutter, M. (2001) Psychosocial adversity: Risk, resilience and recovery. In Richmand, J. & Fraser, M. (Eds.) *The context of youth violence: Resilience, risk and protection* Westport, CT: Praeger
- Salih, S (2002) *Judith Butler*. London: Routledge.
- Salmon, P. and Riessman, K.C. (2011) Looking back on narrative research: an exchange, in M. Andrews, C. Squire and M. Tamboukou (eds.) *Doing Narrative Research*, New York: SAGE Publications.
- Schütt, N. M., Frederiksen, M. L., & Helweg-Larsen, K. (2008). *Unge og kæreste-vold i Danmark. En landsdækkende undersøgelse af omfang, karakter og følger af vold blandt*. København: Statens Institut for Folkesundhed
- Schwartz, M. D. (2000). Methodological issues in the use of survey data for measuring and characterizing violence against women. *Violence against women*, 6(8), 815-838.
- Schwartz, M. D., & Leggett, M. S. (1999). Bad dates or emotional trauma? The aftermath of campus sexual assault. *Violence against women*, 5(3), 251-271.
- Sebastián, J., Verdugo, A. & Ortiz, B. (2014) 'Jealousy and Violence in Dating Relationships: Gender-related Differences among a Spanish Sample.' *Spanish Journal of Psychology*, 17, 1-12
- Shaffer, C. S., Adjei, J., Viljoen, J. L., Douglas, K. S., & Saewyc, E. M. (2018). Ten-year trends in physical dating violence victimization among adolescent boys and girls in British Columbia, Canada. *Journal of interpersonal violence*

- SiS (2019). Ungdomar intagna på SiS särskilda ungdomshem under 2018. En tabellsammanställning av ADAD inskrivningsintervju. *Institutionsvård i fokus* NR 2
- Skinner, T., Hester, M. & Malos, E. (2005) Methodology, feminism and gender violence. In Skinner, T., Hester, M. & Malos, E. (eds) *Researching Gender Violence : Feminist Methodology in Action*. London: Willan Publishing
- Sobiesiak, A., Muldoon, K., Shipeolu, L., Heimerl, M., & Sampsel, K. (2020). MP45: What to do with# MeToo: pre and post presenting patterns of intimate partner violence. *Canadian Journal of Emergency Medicine*, 22(S1), S59-S59.
- Socialstyrelsen (2015) *Våld. Handbok om socialtjänstens och hälso- och sjukvårdens arbete med våld i nära relationer*. Stockholm: Socialstyrelsen
- Socialstyrelsen (2018) *Metodstöd för BBIC. Barns behov i centrum*. Stockholm: Socialstyrelsen
- Sorbring, E., Bolin, A., & Ryding, J. (2015). A Game-based Intervention—a technical tool for social workers to combat Adolescent Dating-Violence. *Advances in Social Work*, 16(1), 125-139.
- Sorbring, E., Eriksson, M., & Överlien, C. (2016) Våld och kränkningar i ungas parrelationer. In: Thomas Johansson & Emma Sorbring (eds.), *Barn- och ungdomsvetenskap: grundläggande perspektiv*. Stockholm: Liber
- Spratt, T. (2017). Ethical Considerations in Studies with Children. In Hopkins, B., Geangu, E. & Linkenauer, S. (eds.) *The Cambridge Encyclopedia of Child Development*, p. 59–62. Cambridge: Cambridge University Press.
- Stanley, N., Barter, C., Wood, M., Aghtaie, N., Larkins, C., Lanau, A. & Överlien, C. (2016) 'Pornography, Sexual Coercion and Abuse and Sexting in Young People's Intimate Relationships: A European Study.' *Journal of Interpersonal Violence*, 1-26
- Stanley, N., Ellis, J., Farrelly, N., Hollinghurst, S., and Downe, S. (2015) 'Preventing domestic abuse for children and young people: A review of school-based interventions.' *Children and Youth Services Review*, 59, 120-131
- Stanley, N., Ellis, J., Farrelly, N., Hollinghurst, S., Bailey, S. & Downe, S. (2016b) "'What matters to someone who matters to me": using media campaigns with young people to prevent interpersonal violence and abuse.' *Health Expectations* 1-7
- Stark, E. (2009) Rethinking coercive control. *Violence Against Women*, 15(12)
- Staunæs, D. (2003) Where have all the subjects gone? Bringing together the concepts of intersectionality and subjectification *Nordic Journal of Feminist and Gender Research* Nr. 2, volume11
- Steen, A-L. (2003) *Mäns våld mot kvinnor – Ett diskursivt slagfält. Reflektioner kring kunskapsläget*. Göteborg: DocuSys.
- Stonard, K. E., Bowen, E., Lawrence, T. R. & Price, S. A. (2014) 'The relevance of technology to the nature, prevalence and impact of Adolescent Dating

- Violence and Abuse: A research synthesis.' *Aggression and Violent Behavior*, 19, 390-417
- Stonard, K. E., Bowen, E., Walker, K. & Price, S. A. (2015) "They'll Always Find a Way to Get to You": Technology Use in Adolescent Romantic Relationships and Its Role in Dating Violence and Abuse.' *Journal of Interpersonal Violence*, 1-35
- Storer, H. L., Casey, E. A., & Herrenkohl, T. I. (2017). Developing "whole school" bystander interventions: The role of school-settings in influencing adolescents responses to dating violence and bullying. *Children and youth services review*, 74, 87-95.
- Sundhall, J. (2012) *Kan barn tala? En genusvetenskaplig undersökning av ålder i familjerättsliga utredningstexter* (Diss.). Göteborg: Göteborgs universitet.
- Thorne, B. (1987). Re-visioning women and social change: Where are the children? *Gender & Society*, 1(1), 85-109.
- Thunberg, S. (2020). *Victimization, Positioning, and Support: Young Victims' Experiences of Crime*. (Doctoral dissertation). Örebro: Örebro University.
- Toscano, S. E. (2014). "My situation wasn't that unique": The experience of teens in abusive relationships. *Journal of pediatric nursing*, 29(1), 65-73.
- Uhnoo, S. (2011) *Våldets regler. Ungdomars tal om våld och bråk*. Göteborg: Diadalos
- Ungar, M. (2004). *Nurturing Hidden Resilience in Troubled Youth*. Toronto: University of Toronto Press, Scholarly Publishing Division.
- Ungar, M. (2012). Social Ecologies and Their Contribution to Resilience. In Ungar, M. (ed.) *The Social Ecology of Resilience. A Handbook of Theory and Practice* New York: Springer.
- Ungar, M. (2015). Varied Patterns of Family Resilience in Challenging Contexts. *Journal of Marital and Family Therapy* 42: 19-31.
- Unlu, G. & Cakaloz, B. (2016) 'Effects of perpetrator identity on suicidality and nonsuicidal self-injury in sexually victimized female adolescents.' *Neuropsychiatric Disease and Treatment*, 12, 1489-1497
- Van Ouytsel, J., Ponnet, K. & Walrave, M. (2017) 'The association of adolescents' dating violence victimization, well-being and engagement in risk behaviors.' *Journal of Adolescence*, 55, 66-71
- Vézina, J. & Hébert, M. (2007) Risk factors for victimization in romantic relationships of young women: A review of empirical studies and implications for prevention. *Trauma Violence Abuse* 8:33-66.
- Viejo, C. (2014) 'Physical dating violence: towards a comprehensible view of the phenomenon.' *Journal for the Study of Education and Development*, 37, 4, 785-815

- Walby, S., Towers, J. & Francis, B. (2016) Is violent crime increasing or decreasing? A new methodology to measure repeat attacks making visible the significance of gender and domestic relations. *British Journal of Criminology*. 56(6): 1213-34
- Wallace, R (2015) Domestic Violence and Intimate Partner Violence: What's The Difference? In *Public Safety*
- Weedon, C. (1987) *Feminist Practice and Poststructuralist Theory*. Oxford: Blackwell.
- Weinehall, K. (1997). *Att växa upp i våldets närhet: ungdomars berättelser om våld i hemmet* (Doctoral dissertation, Pedagogiska institutionen, Umeå universitet).
- Weisz, A. N., Tolman, R. M., Callahan, M. R., Saunders, D. G., & Black, B. M. (2007) Informal Helpers' Responses When Adolescents Tell Them About Dating Violence or Romantic Relationship Problems. *Journal of Adolescence* 30 (5): 853-868.
- Weisz, A. N., Black, B. M., & Hawley, A. C. (2017). What Would They Do? Parents' Responses to Hypothetical Adolescent Dating Violence Situations. *Violence and victims*, 32(2), 311-325.
- Wekerle, C., & Wolfe, D. A. (1999). Dating violence in mid-adolescence: Theory, significance, and emerging prevention initiatives. *Clinical psychology review*, 19(4), 435-456
- Wells, K. (2011) *Narrative Inquiry* Oxford: Oxford University Press Inc.
- Wemrell, M., Stjernlöf, S., Aenishänslin, J., Lila, M., Gracia, E., & Ivert, A. K. (2019). Towards understanding the Nordic paradox: A review of qualitative interview studies on intimate partner violence against women (IPVAW) in Sweden. *Sociology Compass*, 13(6), e12699.
- Wemrell, M., Lila, M., Gracia, E., & Ivert, A. K. (2020). The Nordic Paradox and intimate partner violence against women (IPVAW) in Sweden: A background overview. *Sociology Compass*, 14(1), e12759.
- Wendt, M. (2012). RECREATING IGNORANCE? The Politisation of Feminist Research into Men's Violence against Women. *Australian feminist studies*, 27(71), 93-109.
- West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & society*, 1(2), 125-151.
- Wiklund, M., Malmgren-Olsson, E-B., Bengs, C. & Öhman A. (2010) "He Messed Me Up": Swedish Adolescent Girls' Experiences of Gender-Related Partner Violence and Its Consequences Over Time.' *Violence Against Women*, 16, 2
- Wiklund, S. (2006). *Den kommunala barnavården-om anmälningar, organisation och utfall* (Doctoral dissertation, Department of Social Work, Stockholm University).
- Wincentak, K., Connolly, J., & Card, N. (2017). Teen dating violence: A meta-analytic review of prevalence rates. *Psychology of Violence*, 7(2), 224.

- Wood, M. & Barter, C. (2015) 'Hopes and Fears: Teenage Mothers' Experiences of Intimate Partner Violence.' *Children & Society*, 29, 558-568
- Wood, M, Barter, C., & Berridge, D (2011) 'Standing On My Own Two Feet': *Disadvantaged Teenagers, Intimate Partner Violence and Coercive Control*. London: NSPCC
- Young, I.M (2005) *On Female Body Experience: "Throwing Like a Girl" and Other Essays* New York: Oxford University Press
- Överlien, C. (2010). Children exposed to domestic violence: Conclusions from the literature and challenges ahead. *Journal of social work*, 10(1), 80-97.
- Överlien, C. (2015). Våldsforskning om och med barn och ungdom. *Socialvetenskaplig tidskrift*, 3, 4.
- Överlien, C. (2018) Våld mellan ungdomar i nära relationer. Digitala medier och utövande av kontroll. *Socialvetenskaplig tidskrift* 25(1), 67-85
- Överlien, C., Hellevik, P., & Korkmaz, S. (2019) Young Women's Experiences of Intimate Partner Violence - Narratives of Control, Terror, and Resistance *Journal of Family Violence*

Guidelines, Preparatory Works etc.

Home Office. (2013) *Domestic Violence and Abuse*. Retrived from <https://www.gov.uk/guidance/domestic-violence-and-abuse>

SOSFS (2014:4) *Våld i nära relationer*. Socialstyrelsens författningssamling
SOU (2014:49) *Våld i nära relationer - en folkhälsofråga. Förslag för ett effektivare arbete. Betänkande av Nationella samordnaren mot våld i nära relationer*. Stockholm: Statens offentliga utredningar

SOU (2015:55) *Nationell strategi mot mäns våld mot kvinnor och hedersrelaterat våld och förtryck*. Stockholm: Statens offentliga utredningar

The Council of Europe, *Convention on preventing and combating violence against women and domestic violence*, Istanbul, Turkey, 2011

The United Nation, *Convention on the Rights of the Child (UNCRC)*

The quote on p. 52 is by Paul A. Freund (1908-1992), professor of law, Harvard law school.

BrB 1962:700: The Swedish Criminal Code

SoL 2001:453: The Social Services Act

SFS 1993:100: The Higher Education Ordinance

SFS 2003:460: The Ethical Review Act

Ju2020/03036/KRIM *Uppdrag att studera åtgärder mot våld i nära relationer bland unga* Justitiedepartementet

Prop. 2006/07:38 *Socialtjänstens stöd till våldsutsatta kvinnor*

Skr. 2007/08:39 *Handlingsplan för att bekämpa mäns våld mot kvinnor, hedersrelaterat våld och förtryck samt våld i samkönade relationer*

Skr. 2016/17:10 *Makt, mål och myndighet - feministisk politik för en jämställd framtid*

Appendix.

- The survey
- Flyer - the interview study
- Consent form - the interview study
- The interview guide



Undersökning om bråk och våld bland ungdomar

Vi heter Carolina Överlien, Hélène Lagerlöf och Sibel Korkmaz och vi är forskare vid Stockholms Universitet. Vi vill ta reda på hur det är att vara ung och ha problem med sin pojkvän/flickvän/partner/annan person man haft en romantisk relation med, problem som kan leda till bråk och våld. Våldet behöver inte vara fysiskt (t.ex. örfilar, slag etc.), du kan också varit utsatt för psykiskt våld (t.ex. att ofta bli nedtryckt eller hånad) eller sexuellt våld (t.ex. ha sex mot sin vilja). Vi är också intresserade av bråk och våld som sker via digitala medier, t.ex. att man blir hotad, trakasserad, eller ”stalkad” via mobiltelefon eller sociala medier (Instagram, Kik etc.). I den här enkäten frågar vi om några av de här sakerna har hänt dig.

Om några av sakerna vi nämner ovan har hänt dig, så kommer du också att få besvara frågor gällande om du har berättat om det för någon. Vi kommer då be dig kryssa för vem/vilka du berättat för, och sedan be dig kryssa för den **viktigaste** personen du berättade för och hur hen reagerade.

Det är helt **frivilligt** för dig att vara med i undersökningen och den ska besvaras anonymt. **Skriv alltså inte ut ditt namn någonstans i enkäten.** Om du fyller i enkäten så samtycker du till att vara med, men du har rätt att när som helst avbryta och behöver inte fylla i det du inte önskar svara på. Undersökningen har inget med din skola att göra, och ditt eventuella deltagande i den här undersökningen påverkar inte din relation med skolan.

Om du behöver någon att prata med efter att du fyllt i enkäten, så får du gärna ta kontakt med oss så hjälper vi dig att komma i kontakt med någon. Vi finns här en stund efter att du lämnat in enkäten. Du kan också kontakta skolsköterskan eller skolkuratoren. Numret till BRIS är 116111, dit kan du ringa anonymt för hjälp och stöd.

Hälsningar,

Carolina, Hélène och Sibel

Svar på frågorna genom att sätta ett kryss i rutan

Eller skriv svaret på linjen

Del 1: Om dig (OBS! Skriv inte ut ditt namn!)

1a) Är du:	<input type="checkbox"/> ¹ Tjej <input type="checkbox"/> ² Kille <input type="checkbox"/> ³ Jag definierar mig inte som tjej eller kille
1b) Hur gammal är du?	<input type="checkbox"/> ¹ 15 <input type="checkbox"/> ² 16 <input type="checkbox"/> ³ 17 <input type="checkbox"/> ⁴ 18 <input type="checkbox"/> ⁵ 19
1c) Vem bor du med?	<input type="checkbox"/> ¹ En förälder <input type="checkbox"/> ² Två föräldrar <input type="checkbox"/> ³ Familjehemsförälder/HVB-personal <input type="checkbox"/> ⁴ Andra (skriv vem)
1d) Tycker du att du presterar bra i skolan?	<input type="checkbox"/> ¹ Ja <input type="checkbox"/> ⁰ Nej <input type="checkbox"/> ⁹⁹ Vet inte

Del 2: Om dina relationer

2a) Har du NÅGON GÅNG varit ihop/på G med någon?	<input type="checkbox"/> ¹ Ja <input type="checkbox"/> ⁰ Nej
Om du SVARAT NEJ PÅ FRÅGAN eftersom du ALDRIG varit ihop med någon, så går du till del 8 på sidan 13. Om du svarat ja så fortsätter du med frågorna nedanför och kommande frågor	
2b) Har de(n) du har varit ihop med oftast varit ...?	<input type="checkbox"/> ¹ Mycket yngre än dig (mer än 2 år) <input type="checkbox"/> ² Lite yngre än dig (mellan 1 och 2 år) <input type="checkbox"/> ³ Samma ålder som dig <input type="checkbox"/> ⁴ Lite äldre än dig (1-2 år) <input type="checkbox"/> ⁵ Mycket äldre än dig (mer än 2 år)
2c) Var de(n) du var ihop med...? Du kan sätta flera kryss:	<input type="checkbox"/> ¹ Tjej/tjejer <input type="checkbox"/> ² Kille/killar <input type="checkbox"/> ³ Person/er som inte identifierar sig som tjej eller kille

På nästa sida hittar du del 3 ☺

Del 3: Den här delen handlar om hur du och den du är/de du har varit ihop med haft kontakt via mobiltelefon eller sociala medier (Inte om vad som har hänt face to face)

3a) Har DEN DU ÄR/DE DU HAR VARIT IHOP MED gjort detta mot dig via MOBILTELEFON ELLER SOCIALA MEDIER?	Aldrig	En gång	Några gånger	Ofta
Skällt ut dig eller skickat elaka meddelanden på mobiltelefon eller sociala medier.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Lagt ut elaka meddelanden om dig på sociala medier så att alla kan se.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Skickat hotfulla meddelanden till dig på mobiltelefon eller sociala medier.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Använt mobiltelefon, appar, eller sociala medier för att försöka kontrollera vem du är vän med eller var du är.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Hållit konstant uppsikt över vad du har gjort/vem du har träffat, t.ex. genom att skicka meddelanden eller hela tiden vara inne på dina sociala medier.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Använt mobiltelefon eller sociala medier för att hindra dina vänner att vilja vara med dig, till exempel genom att låtsats vara dig och skicka elaka meddelanden till dina vänner.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

Om du har kryssat för ALDRIG på ALLA ovanstående frågor så går du till fråga 3h på nästa sida, sida 4, annars fortsätter du med frågorna nedanför

3b) Hur kände du dig efter att detta hänt? Du kan sätta flera kryss:	<input type="checkbox"/> ¹ Nedstämd <input type="checkbox"/> ² Älskad <input type="checkbox"/> ³ Olycklig <input type="checkbox"/> ⁴ Kränkt <input type="checkbox"/> ⁵ Önskad <input type="checkbox"/> ⁶ Irriterad <input type="checkbox"/> ⁷ Beskyddad <input type="checkbox"/> ⁸ Kände inget alls	<input type="checkbox"/> ⁹ Rädd <input type="checkbox"/> ¹⁰ Generad <input type="checkbox"/> ¹¹ God självkänsla <input type="checkbox"/> ¹² Dålig självkänsla <input type="checkbox"/> ¹³ Arg <input type="checkbox"/> ¹⁴ Tyckte det var kul <input type="checkbox"/> ¹⁵ Chockad <input type="checkbox"/> ¹⁶ Annan känsla, ange:
3c) I hur många relationer hände detta?	<input type="checkbox"/> ¹ En <input type="checkbox"/> ³ Många (4 eller fler)	<input type="checkbox"/> ² Några få (2-3)
3d) Generellt sett, vad hände med detta beteende med tiden?	<input type="checkbox"/> ¹ Det slutade <input type="checkbox"/> ³ Det blev bättre	<input type="checkbox"/> ² Var oförändrat <input type="checkbox"/> ⁴ Det blev värre
3e) Berättade du för någon om det som hänt? Kryssa för alla som du berättade för eller kryssa i ”nej”:	<input type="checkbox"/> ¹ Nej <input type="checkbox"/> ² Mamma/styvmamma <input type="checkbox"/> ³ Pappa/styvpappa <input type="checkbox"/> ⁴ Syster <input type="checkbox"/> ⁵ Bror <input type="checkbox"/> ⁶ Annan person, ange vem:	<input type="checkbox"/> ⁶ Mor/farföräldrar <input type="checkbox"/> ⁷ Annan vuxen <input type="checkbox"/> ⁸ Lärare <input type="checkbox"/> ⁹ Vänner <input type="checkbox"/> ¹⁰ Skolkurator/Skolsköterska <input type="checkbox"/> ¹¹ Stödperson på chattlinje

<p>3f) Om du berättade för någon, vem var den viktigaste personen du berättade för?</p> <p>Kryssa för den person som du tycker är den viktigaste som du berättade för (sätt bara ett kryss):</p>	<input type="checkbox"/> ¹ Mamma/styvmamma <input type="checkbox"/> ² Pappa/styvpappa <input type="checkbox"/> ³ Syster <input type="checkbox"/> ⁴ Bror <input type="checkbox"/> ⁵ Ingen <input type="checkbox"/> ⁶ Annan person, ange vem:	<input type="checkbox"/> ⁷ Mor/farföräldrar <input type="checkbox"/> ⁸ Annan vuxen <input type="checkbox"/> ⁹ Lärare <input type="checkbox"/> ¹⁰ Vänner <input type="checkbox"/> ¹¹ Skolkurator/Skolsköterska <input type="checkbox"/> ¹² Stödperson på chattlinje
<p>3g) Hur reagerade den viktigaste personen?</p> <p>Kryssa för de(t) sätt som den viktigaste personen reagerade då du berättade (du kan sätta flera kryss):</p>	<p>Genom att...</p> <input type="checkbox"/> ¹ ge stöd <input type="checkbox"/> ² bli arg på den som gjorde det mot dig <input type="checkbox"/> ³ inte ta dig på allvar <input type="checkbox"/> ⁴ Annat, ange:	<input type="checkbox"/> ⁵ försöka förklara bort det som hänt <input type="checkbox"/> ⁶ ge dig skuld för det som hänt <input type="checkbox"/> ⁷ inte göra nånting <input type="checkbox"/> ⁸ Polisanmäla/kontakta socialtjänsten

3h) Har DU gjort följande mot någon du är/har varit ihop med, med hjälp av MOBILTELEFON ELLER SOCIALA MEDIER?	Aldrig	En gång	Några gånger	Ofta
Skällt ut hen på ett elakt sätt på mobiltelefon eller sociala medier.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Lagt ut elaka meddelanden om hen på sociala medier så att alla kan se.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Skickat hotfulla meddelanden på mobiltelefon eller sociala medier.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Använt mobiltelefon eller sociala medier för att försöka kontrollera vem hen är vän med eller vart hen är.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Hållit konstant uppsikt över vad hen har gjort/vem hen har träffat, t.ex. genom att skicka meddelanden eller hela tiden vara inne på hens sociala medier.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Använt mobiltelefon eller sociala medier för att hindra personens vänner att vilja vara med hen, till exempel genom att låtsats vara hen och skicka elaka meddelanden till hens vänner.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

Om du har kryssat av ALDRIG på ALLA dessa frågor går du till del 4 på nästa sida, annars fortsätter du svara på frågan nedanför

<p>3i) Varför gjorde du detta? Du kan sätta flera kryss (fler alternativ på nästa sida):</p>	<input type="checkbox"/> ¹ För att sära den du är/var ihop med <input type="checkbox"/> ² På grund av hur den du är/var ihop med betedde sig
---	---

	<input type="checkbox"/> ³ Svartsjuka <input type="checkbox"/> ⁴ För att imponera på andra <input type="checkbox"/> ⁵ Mina kompisar pressade mig till det <input type="checkbox"/> ⁶ För att få det jag ville <input type="checkbox"/> ⁷ Jag var arg <input type="checkbox"/> ⁸ För att förnedra <input type="checkbox"/> ⁹ På kul/skoj <input type="checkbox"/> ¹⁰ Alla gör det <input type="checkbox"/> ¹¹ Annat, ange:
3j) I hur många relationer hände detta?	<input type="checkbox"/> ¹ En <input type="checkbox"/> ² Några få (2-3) <input type="checkbox"/> ³ Många (4 eller fler)

Del 4: Den här delen handlar om hur du och den du är/har varit ihop med är/har varit mot varandra FACE TO FACE (inte med mobiltelefon eller sociala medier)

4a) Har DEN DU ÄR/DE DU HAR VARIT IHOP MED gjort något av detta mot dig FACE TO FACE?	Aldrig	En gång	Några gånger	Ofta
Skällt ut dig på ett elakt sätt	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Skrikit eller kallat dig för elaka saker	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Sagt elaka saker om ditt utseende/ din kropp	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Sagt elaka saker om dina vänner/din familj	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Hotat med att skada dig fysiskt	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

4b) Har DEN DU ÄR/DE DU HAR VARIT IHOP MED gjort något av detta mot dig FACE TO FACE?	Aldrig	En gång	Några gånger	Ofta
Puttat dig eller hållit fast dig eller slagit dig med öppen hand	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Slagit dig med knytnäven, tagit stryptag, gett dig stryk, sparkat dig, eller slagit dig med ett föremål (t.ex. ett skärp, köksredskap etc.)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

Om du har kryssat för ALDRIG på ALLA ovanstående frågor så går du till fråga 4j på sidan 7, annars fortsätter du med frågan nedanför

4c) Om du kryssat i att något av ovanstående har hänt, var hände det?	<input type="checkbox"/> ¹ Hemma hos dig <input type="checkbox"/> ² Hemma hos den du är/har varit ihop med <input type="checkbox"/> ³ I skolan <input type="checkbox"/> ⁴ I en föreningslokal/på en fritidsaktivitet
Du kan sätta flera kryss (fler alternativ finns på nästa sida):	

	<input type="checkbox"/> ⁵ Hos en kompis <input type="checkbox"/> ⁶ Ute på krogen/anordnad fest <input type="checkbox"/> ⁷ Annat ställe, ange vilket/vilka:
--	---

4d) Hur kände du dig efter att detta hänt? Du kan sätta flera kryss:	<input type="checkbox"/> ¹ Nedstämd <input type="checkbox"/> ⁹ Rädd <input type="checkbox"/> ² Älskad <input type="checkbox"/> ¹⁰ Generad <input type="checkbox"/> ³ Olycklig <input type="checkbox"/> ¹¹ God självkänsla <input type="checkbox"/> ⁴ Kränkt <input type="checkbox"/> ¹² Dålig självkänsla <input type="checkbox"/> ⁵ Önskad <input type="checkbox"/> ¹³ Arg <input type="checkbox"/> ⁶ Irriterad <input type="checkbox"/> ¹⁴ Tyckte det var kul <input type="checkbox"/> ⁷ Beskyddad <input type="checkbox"/> ¹⁵ Chockad <input type="checkbox"/> ⁸ Kände inget alls <input type="checkbox"/> ¹⁶ Annan känsla, ange:
4e) I hur många relationer hände detta?	<input type="checkbox"/> ¹ En <input type="checkbox"/> ² Några få (2-3) <input type="checkbox"/> ³ Många (4 eller fler)
4f) Generellt sett, vad hände med detta beteende med tiden under relationens gång?	<input type="checkbox"/> ¹ Det slutade <input type="checkbox"/> ² Var oförändrad <input type="checkbox"/> ³ Det blev bättre <input type="checkbox"/> ⁴ Det blev värre
4g) Berättade du för någon om det som hänt? Kryssa för alla som du berättade för eller kryssa i ”nej”:	<input type="checkbox"/> ¹ Nej <input type="checkbox"/> ⁷ Mor/farföräldrar <input type="checkbox"/> ² Mamma/styvmamma <input type="checkbox"/> ⁸ Annan vuxen <input type="checkbox"/> ³ Pappa/styvpappa <input type="checkbox"/> ⁹ Lärare <input type="checkbox"/> ⁴ Syster <input type="checkbox"/> ¹⁰ Vänner <input type="checkbox"/> ⁵ Bror <input type="checkbox"/> ¹¹ Skolkurator/Skolsköterska <input type="checkbox"/> ⁶ Annan person, ange: <input type="checkbox"/> ¹² Stödperson på chattlinje
4h) Om du berättade för någon, vem var den viktigaste personen du berättade för? Kryssa för den person som du tycker är den viktigaste som du berättade för (sätt bara ett kryss):	<input type="checkbox"/> ¹ Mamma/styvmamma <input type="checkbox"/> ⁶ Mor/farföräldrar <input type="checkbox"/> ² Pappa/styvpappa <input type="checkbox"/> ⁷ Annan vuxen <input type="checkbox"/> ³ Syster <input type="checkbox"/> ⁸ Lärare <input type="checkbox"/> ⁴ Bror <input type="checkbox"/> ⁹ Vänner <input type="checkbox"/> ⁵ Annan person, ange: <input type="checkbox"/> ¹⁰ Skolkurator/Skolsköterska <input type="checkbox"/> ¹¹ Stödperson på chattlinje
4i) Hur reagerade den viktigaste personen? Kryssa för de(t) sätt som den viktigaste personen reagerade då du berättade (du kan sätta flera kryss)	Genom att... <input type="checkbox"/> ¹ ge stöd <input type="checkbox"/> ⁵ försöka förklara bort det som hänt <input type="checkbox"/> ² bli arg på den som gjorde det mot dig <input type="checkbox"/> ⁶ ge dig skuld för det som hänt <input type="checkbox"/> ³ inte ta dig på allvar <input type="checkbox"/> ⁷ inte göra någonting <input type="checkbox"/> ⁴ Polisanmäla/kontakta socialtjänsten <input type="checkbox"/> ⁸ Annat, ange:

4j) Har DU gjort följande mot den du är/de du har varit ihop med FACE TO FACE	Aldrig	En gång	Några gånger	Ofta
Skällt ut hen på ett elakt sätt.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Skrikit eller kallat hen för elaka saker	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Sagt elaka saker om hens utseende/kropp	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Sagt elaka saker om hens vänner/familj	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Hotat med att skada hens fysiskt.	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Puttat, hållit fast, gett örfilar, eller slagit med öppen hand	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Slagit med knytnäven, tagit stryptag, gett stryk, sparkat, eller slagit med ett tillhygge (t.ex. ett skärp, köksredskap etc.)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

<p>4k) Varför gjorde du detta?</p> <p>Du kan sätta flera kryss:</p>	<input type="checkbox"/> ¹ För att sära den du är/var ihop med <input type="checkbox"/> ² På grund av hur den du är/var ihop med betedde sig <input type="checkbox"/> ³ Svartsjuka <input type="checkbox"/> ⁴ För att imponera på andra <input type="checkbox"/> ⁵ Mina kompisar pressade mig till det <input type="checkbox"/> ⁶ För att få det jag ville <input type="checkbox"/> ⁷ Jag var arg <input type="checkbox"/> ⁸ För att förnedra <input type="checkbox"/> ⁹ På kul/skoj <input type="checkbox"/> ¹⁰ Alla gör det <input type="checkbox"/> ¹¹ Annat
<p>4l) I hur många relationer hände detta?</p>	<input type="checkbox"/> ¹ En <input type="checkbox"/> ² Några få (2-3) <input type="checkbox"/> ³ Många (4 eller fler)

Del 5: Den här delen handlar om att skicka och/eller ta emot sexuella meddelanden eller bilder genom SMS, telefon, videochat eller sociala medier.

Sexuella meddelanden eller bilder är beskrivningar av sexuella aktiviteter, eller visar sex eller nakna/delvis nakna kroppar.

5a) Har DU någon gång skickat sexuella meddelanden, bilder eller videoklipp av dig själv till den du är/var ihop med/varit/är på G med?	Aldrig	En gång	Några gånger	Ofta
	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

Om du har kryssat för ALDRIG på ovanstående fråga så går du till fråga 5k som du hittar mitt på sidan 9, annars fortsätter du på nästa sida

<p>5b) Varför gjorde du detta?</p> <p>Du kan sätta flera kryss:</p>	<input type="checkbox"/> ¹ Som ett skämt <input type="checkbox"/> ¹ För att känna mig sexig/flörtig <input type="checkbox"/> ³ Den jag är/var ihop med bad mig om det <input type="checkbox"/> ⁴ Den jag är/var ihop med pressade mig till det <input type="checkbox"/> ⁵ Mina vänner pressade mig till det <input type="checkbox"/> ⁶ För att visa mina känslor <input type="checkbox"/> ⁷ För att få uppmärksamhet <input type="checkbox"/> ⁸ För att visa upp min kropp <input type="checkbox"/> ⁹ För att bli omtyckt <input type="checkbox"/> ¹⁰ Som svar på ett liknande meddelande/bild som den jag är/var ihop med hade skickat mig <input type="checkbox"/> ¹¹ Vet inte <input type="checkbox"/> ¹² Annan anledning, ange:
--	--

<p>5c) Hur kände du dig efter att detta hänt?</p> <p>Du kan sätta flera kryss:</p>	<input type="checkbox"/> ¹ Nedstämd <input type="checkbox"/> ² Älskad <input type="checkbox"/> ³ Olycklig <input type="checkbox"/> ⁴ Kränkt <input type="checkbox"/> ⁵ Önskad <input type="checkbox"/> ⁶ Irriterad <input type="checkbox"/> ⁷ Beskyddad <input type="checkbox"/> ⁸ Kände inget alls <input type="checkbox"/> ¹⁷ Annan känsla, ange:	<input type="checkbox"/> ⁹ Rädd <input type="checkbox"/> ¹⁰ Generad <input type="checkbox"/> ¹¹ God självkänsla <input type="checkbox"/> ¹² Dålig självkänsla <input type="checkbox"/> ¹³ Arg <input type="checkbox"/> ¹⁴ Tyckte det var kul <input type="checkbox"/> ¹⁵ Chockad <input type="checkbox"/> ¹⁶ Ångrade mig
---	--	---

<p>5d) Delades meddelandet/bilden/ videon med andra?</p> <p>Du kan sätta flera kryss:</p>	<input type="checkbox"/> ¹ Nej , det var bara mellan mig och den jag är/var ihop med <input type="checkbox"/> ³ Ja , jag delade den med andra på nätet eller med mobiltelefonen.	<input type="checkbox"/> ² Ja , den jag är/var ihop med delade den med andra på nätet eller med mobiltelefonen. <input type="checkbox"/> ⁹⁹ Vet inte
--	---	---

<p>5e) Delades bilden utan din tillåtelse?</p>	<input type="checkbox"/> ¹ Ja <input type="checkbox"/> ⁰ Nej <input type="checkbox"/> ⁹⁹ Vet inte
---	--

<p>5f) Om meddelandet/bilden blev delad mot din vilja, hur kändes det?</p> <p>Kryssa för allt du kände: (det finns fler alternativ på nästa sida)</p>	<input type="checkbox"/> ¹ Nedstämd <input type="checkbox"/> ² Älskad <input type="checkbox"/> ³ Olycklig <input type="checkbox"/> ⁴ Kränkt <input type="checkbox"/> ⁵ Önskad <input type="checkbox"/> ⁶ Irriterad <input type="checkbox"/> ⁷ Beskyddad <input type="checkbox"/> ⁸ Kände inget alls	<input type="checkbox"/> ⁹ Rädd <input type="checkbox"/> ¹⁰ Generad <input type="checkbox"/> ¹¹ God självkänsla <input type="checkbox"/> ¹² Dålig självkänsla <input type="checkbox"/> ¹³ Arg <input type="checkbox"/> ¹⁴ Tyckte det var kul <input type="checkbox"/> ¹⁵ Chockad <input type="checkbox"/> ¹⁶ Annan känsla, ange vilken:
--	--	--

<p>5g) Om meddelandet/bilden/ videoklippen blev delad, ledde det till att du blev utfrysad/dåligt behandlad av andra i skolan?</p>	<input type="checkbox"/> ¹ Ja <input type="checkbox"/> ⁰ Nej <input type="checkbox"/> ⁹⁹ Vet inte
---	--

<p>5h) Berättade du för någon om det som hänt?</p> <p>Kryssa för alla som du berättade för eller kryssa i "nej":</p>	<input type="checkbox"/> ¹ Nej <input type="checkbox"/> ² Mamma/ styvmamma <input type="checkbox"/> ³ Pappa/ styvpappa <input type="checkbox"/> ⁴ Syster <input type="checkbox"/> ⁵ Bror <input type="checkbox"/> ¹² Annan person, ange:	<input type="checkbox"/> ⁶ Mor/farföräldrar <input type="checkbox"/> ⁷ Annan vuxen <input type="checkbox"/> ⁸ Lärare <input type="checkbox"/> ⁹ Vänner <input type="checkbox"/> ¹⁰ Skolkurator/ Skolsköterska <input type="checkbox"/> ¹¹ Stödperson på chattlinje
---	---	---

<p>5i) Om du berättade för någon, vem var den viktigaste personen du berättade för? Kryssa för den person som du tycker är den viktigaste som du berättade för (sätt bara ett kryss):</p>	<input type="checkbox"/> ¹ Mamma/styvmamma <input type="checkbox"/> ² Pappa/styvpappa <input type="checkbox"/> ³ Syster <input type="checkbox"/> ⁴ Bror <input type="checkbox"/> ⁵ Ingen	<input type="checkbox"/> ⁶ Mor/farföräldrar <input type="checkbox"/> ⁷ Annan vuxen <input type="checkbox"/> ⁸ Lärare <input type="checkbox"/> ⁹ Vänner <input type="checkbox"/> ¹⁰ Skolkurator/Skolsköterska <input type="checkbox"/> ¹¹ Stödperson på chattlinje <input type="checkbox"/> ¹² Annan person, ange vem:
<p>5j) Hur reagerade den viktigaste personen då du berättade för hen? Kryssa för de(t) sätt som den viktigaste personen reagerade då du berättade (du kan sätta flera kryss):</p>	<p>Genom att...</p> <input type="checkbox"/> ¹ ge stöd <input type="checkbox"/> ² bli arg på den som gjorde det mot dig <input type="checkbox"/> ³ inte ta dig på allvar <input type="checkbox"/> ⁴ Polisanmäla/ kontakta socialtjänsten	<input type="checkbox"/> ⁵ försöka förklara bort det som hänt <input type="checkbox"/> ⁶ ge dig skuld för det som hänt <input type="checkbox"/> ⁷ inte göra nånting <input type="checkbox"/> ⁸ Annat, ange:

<p>5k) Har den du är/de du har varit ihop med någon gång pressat dig att titta på porr?</p>	<input type="checkbox"/> ¹ Ja <input type="checkbox"/> ⁰ Nej <input type="checkbox"/> ⁹⁹ Vet inte
--	--

<p>5l) Har DEN DU ÄR/DE DU HAR VARIT IHOP MED någon gång skickat dig sexuella meddelanden, bilder eller videoklipp av sig själv:</p>	<p style="text-align: center;">Aldrig</p>	<p style="text-align: center;">En gång</p>	<p style="text-align: center;">Några gånger</p>	<p style="text-align: center;">Ofta</p>
<p>När vi var ihop</p>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
<p>När förhållandet var slut</p>	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

Om du har kryssat för ALDRIG på BÅDA ovanstående frågor så går du direkt till del 6 på nästa sida, annars fortsätter du med frågorna nedanför

<p>5m) Skickade personen dem för att du bad om det?</p>	<input type="checkbox"/> ¹ Ja <input type="checkbox"/> ² Nej <input type="checkbox"/> ³ Ibland
<p>5n) Delade du meddelandet/bilden /videon med andra? Kryssa för allt som hände:</p>	<input type="checkbox"/> ¹ Nej, det var bara mellan mig och den jag var ihop med <input type="checkbox"/> ² Ja, jag visade/delade meddelandet/bilden för mina vänner <input type="checkbox"/> ³ Ja, jag delade meddelandet/bilden på nätet.
<p>5o) Om meddelandet/bilden delades, varför gjorde du det? Du kan sätta flera kryss:</p>	<input type="checkbox"/> ¹ Vet inte. <input type="checkbox"/> ² Som ett skämt. <input type="checkbox"/> ³ Jag var irriterad på den jag är/var ihop med <input type="checkbox"/> ⁴ Förhållandet var slut, och jag var nere <input type="checkbox"/> ⁵ Mina vänner pressade mig till det <input type="checkbox"/> ⁶ Jag frågade den jag var ihop med, och hen sa att det var okej

Del 6: Den här delen handlar om saker du och den du är/de du har varit ihop med kan ha gjort mot varandra som handlar om sexuell press och tvång. Att pressa någon sexuellt kan innebära att någon t.ex. säger: 'Jag gör slut om du inte går med på att ha sex', eller 'Om du älskade mig så hade du gjort det'.

6a) Har DEN DU ÄR/DE DU HAR VARIT IHOP MED pressat eller tvingat dig på följande sätt:	Aldrig	En gång	Några gånger	Ofta
Pressat dig till att kyssas, intim beröring eller annat?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Om du kryssat i att det ovanstående har hänt, var hände det?	<input type="checkbox"/> ¹ Hemma hos dig <input type="checkbox"/> ² Hemma hos den du är/har varit ihop med <input type="checkbox"/> ³ I skolan <input type="checkbox"/> ⁴ I en föreningslokal/på en fritidsaktivitet <input type="checkbox"/> ⁵ Hos en kompis <input type="checkbox"/> ⁶ Utomhus <input type="checkbox"/> ⁷ Ute på krogen/anordnad fest <input type="checkbox"/> ⁸ Annat ställe, ange vilket:			

Fysiskt tvingat dig till att kyssas, intim beröring eller annat?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Om du kryssat i att det ovanstående har hänt, var hände det?	<input type="checkbox"/> ¹ Hemma hos dig <input type="checkbox"/> ² Hemma hos den du är/har varit ihop med <input type="checkbox"/> ³ I skolan <input type="checkbox"/> ⁴ I en föreningslokal/på en fritidsaktivitet <input type="checkbox"/> ⁵ Hos en kompis <input type="checkbox"/> ⁶ Utomhus <input type="checkbox"/> ⁷ Ute på krogen/anordnad fest <input type="checkbox"/> ⁸ Annat ställe, ange vilket:			

Har DEN DU ÄR/DE DU HAR VARIT IHOP MED pressat eller tvingat dig på följande sätt:	Aldrig	En gång	Några gånger	Ofta
Pressat dig till att ha samlag (inklusive oralsex)?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Om du kryssat i att det ovanstående har hänt, var hände det?	<input type="checkbox"/> ¹ Hemma hos dig <input type="checkbox"/> ² Hemma hos den du är/har varit ihop med <input type="checkbox"/> ³ I skolan <input type="checkbox"/> ⁴ I en föreningslokal/på en fritidsaktivitet <input type="checkbox"/> ⁵ Hos en kompis <input type="checkbox"/> ⁶ Utomhus <input type="checkbox"/> ⁷ Ute på krogen/anordnad fest <input type="checkbox"/> ⁸ Annat ställe, ange vilket:			

Fysiskt tvingat dig till att ha samlag (inklusive oralsex)?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Om du kryssat i att det ovanstående har hänt, var hände det?	<input type="checkbox"/> ¹ Hemma hos dig <input type="checkbox"/> ² Hemma hos den du är/har varit ihop med <input type="checkbox"/> ³ I skolan <input type="checkbox"/> ⁴ I en föreningslokal/på en fritidsaktivitet <input type="checkbox"/> ⁵ Hos en kompis <input type="checkbox"/> ⁶ Utomhus <input type="checkbox"/> ⁷ Ute på krogen/anordnad fest <input type="checkbox"/> ⁸ Annat ställe, ange vilket:			

6b) Om du blev pressad, hur gick det till? Du kan sätta flera kryss:	<input type="checkbox"/> ¹ Genom mobiltelefon <input type="checkbox"/> ² Genom sociala medier <input type="checkbox"/> ³ Face to face	
6c) Hur kände du dig efter att detta hänt? Du kan sätta flera kryss:	<input type="checkbox"/> ¹ Nedstämd <input type="checkbox"/> ² Älskad <input type="checkbox"/> ³ Olycklig <input type="checkbox"/> ⁴ Kränkt <input type="checkbox"/> ⁵ Önskad <input type="checkbox"/> ⁶ Irriterad <input type="checkbox"/> ⁷ Beskyddad <input type="checkbox"/> ¹⁵ Kände inget alls	<input type="checkbox"/> ⁸ Rädd <input type="checkbox"/> ⁹ Generad <input type="checkbox"/> ¹⁰ God självkänsla <input type="checkbox"/> ¹¹ Dålig självkänsla <input type="checkbox"/> ¹² Arg <input type="checkbox"/> ¹³ Tyckte det var kul <input type="checkbox"/> ¹⁴ Chockad

6d) Berättade du för någon om det som hänt? Kryssa alla du berättade för:	<input type="checkbox"/> ¹ Nej <input type="checkbox"/> ² Mamma/styvmamma <input type="checkbox"/> ³ Pappa/styvpappa <input type="checkbox"/> ⁴ Syster <input type="checkbox"/> ⁵ Bror <input type="checkbox"/> Annan, ange:	<input type="checkbox"/> ⁶ Mor/farföräldrar <input type="checkbox"/> ⁷ Annan vuxen <input type="checkbox"/> ⁸ Lärare <input type="checkbox"/> ⁹ Vänner <input type="checkbox"/> ¹⁰ Skolkurator/ Skolsköterska <input type="checkbox"/> ¹¹ En chattlinje
---	--	---

6e) Om du berättade för någon, vem var den viktigaste personen du berättade för? Kryssa för den person som du tycker är den viktigaste som du berättade för (sätt bara ett kryss):	<input type="checkbox"/> ¹ Ingen <input type="checkbox"/> ² Mamma/styvmamma <input type="checkbox"/> ³ Pappa/styvpappa <input type="checkbox"/> ⁴ Syster <input type="checkbox"/> ⁵ Bror <input type="checkbox"/> ¹³ Annan, ange:	<input type="checkbox"/> ⁶ Mor/farföräldrar <input type="checkbox"/> ⁷ Annan vuxen <input type="checkbox"/> ⁸ Lärare <input type="checkbox"/> ⁹ Vänner <input type="checkbox"/> ¹¹ Skolkurator/ Skolsköterska <input type="checkbox"/> ¹² Stödperson på chattlinje
---	--	---

6f) Hur reagerade den viktigaste personen då du berättade för hen? Kryssa för de(t) sätt som den viktigaste personen reagerade då du berättade (du kan sätta flera kryss):	Genom att... <input type="checkbox"/> ¹ ge stöd <input type="checkbox"/> ² bli arg på den som gjorde det mot dig <input type="checkbox"/> ³ inte ta dig på allvar <input type="checkbox"/> ⁴ Polisanmäla/ kontakta socialtjänsten	<input type="checkbox"/> ⁵ försöka förklara bort det som hänt <input type="checkbox"/> ⁶ ge dig skuld för det som hänt <input type="checkbox"/> ⁷ inte göra nånting <input type="checkbox"/> ⁸ Annat, ange:
--	--	--

6g) Har DU gjort något av det följande mot den du är/de du har varit ihop med?	Aldrig	En gång	Några gånger	Ofta
Pressat hen att kyssas, intim beröring eller annat?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Fysiskt tvingat hen att kyssas, intim beröring eller annat?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Pressat hen att ha samlag?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
Fysiskt tvingat hen att ha samlag?	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

Del 7: Den här delen handlar om hur du reagerat när detta som vi ställt frågor om ovan har hänt. Om du har upplevt NÅGOT av det vi har frågat dig om, reagerade du på följande sätt? Du kan sätta flera kryss

	JÄ	NEJ
Jag ändrade telefonnummer	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁰
Jag slutade använda sociala medier ett tag	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁰
Jag raderade alla meddelanden från den personen	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁰
Jag ändrade kontoinställningar för vilka som kunde kontakta mig	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁰
Jag blockerade denna person från att kontakta mig	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁰
Jag rapporterade problemet till ansvariga för sajten	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁰
Jag behöll meddelanden/bilder som bevis, om skulle rapportera det senare	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁰
Jag gjorde slut	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁰
Jag kontaktade polisen	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁰
Jag kontaktade socialtjänsten	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁰
Jag bad en person i min närhet om hjälp	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁰
Om du bad någon om hjälp, vem?	<input type="checkbox"/> ¹ Förälder/vårdnadshavare <input type="checkbox"/> ² Skolpersonal <input type="checkbox"/> ³ Kompis <input type="checkbox"/> ⁴ Släkting <input type="checkbox"/> ⁵ Annan, ange vem:	
Om du gjorde något som inte finns med i alternativen ovan, skriv det här:	

Del 8: GENERELLA FRÅGOR – BESVARAS AV ALLA

Frågorna nedan ska alla besvara, även om du tidigare svarat att du inte haft en relation

8a) Har du blivit mobbad någon gång?	<input type="checkbox"/> ¹ Ja	<input type="checkbox"/> ⁰ Nej
8b) Har du mobbat någon?	<input type="checkbox"/> ¹ Ja	<input type="checkbox"/> ⁰ Nej
8c) Ser du ofta på porr?	<input type="checkbox"/> ¹ Dagligen <input type="checkbox"/> ² 1 gång i veckan <input type="checkbox"/> ³ 1 gång i månaden <input type="checkbox"/> ⁴ Någon gång då och då <input type="checkbox"/> ⁵ Aldrig	
8d) Har vuxna i ditt hem slagit någon?	<input type="checkbox"/> ¹ Ja, mig <input type="checkbox"/> ² Ja, andra barn/ungdomar i min familj <input type="checkbox"/> ³ Ja, andra vuxna i min familj <input type="checkbox"/> ⁰ Nej	
8e) Har vuxna i ditt hem utsatt någon för upprepade utskällningar eller skrik?	<input type="checkbox"/> ¹ Ja, mig <input type="checkbox"/> ² Ja, andra barn/ungdomar i min familj <input type="checkbox"/> ³ Ja, andra vuxna i min familj <input type="checkbox"/> ⁰ Nej	
8f) Var föddes du?	<input type="checkbox"/> ¹ I Sverige <input type="checkbox"/> ² Utanför Sverige <input type="checkbox"/> ⁹⁹ Vet inte	
8g) Var föddes din(a) mamma(or)? Om du har två mammor kryssar du i rutorna i båda raderna, har du en mamma så kryssar du i den första rutan	<input type="checkbox"/> ¹ I Sverige <input type="checkbox"/> ² Utanför Sverige <input type="checkbox"/> ⁹⁹ Vet inte	<input type="checkbox"/> ¹ I Sverige <input type="checkbox"/> ² Utanför Sverige <input type="checkbox"/> ⁹⁹ Vet inte
8h) Var föddes din(a) pappa(or)? Om du har två pappor kryssar du i rutorna i båda raderna, har du en pappa så kryssar du i den första rutan	<input type="checkbox"/> ¹ I Sverige <input type="checkbox"/> ² Utanför Sverige <input type="checkbox"/> ⁹⁹ Vet inte	<input type="checkbox"/> ¹ I Sverige <input type="checkbox"/> ² Utanför Sverige <input type="checkbox"/> ⁹⁹ Vet inte

8i) Blev du ledsen eller upprörd när du svarade på någon av frågorna i enkäten?	<input type="checkbox"/> ¹ Ja	<input type="checkbox"/> ² Nej	<input type="checkbox"/> ⁹⁹ Vet inte
8j) Har du kommentarer du vill ge oss så tar vi tacksamt emot dem!		

På nästa sida hittar du ett quiz som du kan göra om du har tid kvar. OBS! Det är inte en del av enkäten och vi kommer inte att rätta det, längst ned hittar du facit om du själv vill kolla hur många rätt du får ☺

Quiz om film och annat ☺

1. Vilken film fick en Oscar för bästa make-up och hårstyling?	A <input type="checkbox"/> Suicide squad B <input type="checkbox"/> La la land C <input type="checkbox"/> Star trek
2. Vem spelar Belle i 'Skönheten och Odjuret' (2017)?	A <input type="checkbox"/> Emma Watson B <input type="checkbox"/> Emma Stone C <input type="checkbox"/> Jennifer Lawrence
3. Vem sjunger låten 'Can't stop the feeling'?	A <input type="checkbox"/> Justin Bieber B <input type="checkbox"/> Justin Timberlake C <input type="checkbox"/> James Arthur
4. Vem vann premier league 2015/2016?	A <input type="checkbox"/> Chelsea B <input type="checkbox"/> Manchester city C <input type="checkbox"/> Leicester city
5. Vem vann Oscar för bästa film 2017?	A <input type="checkbox"/> Moonlight B <input type="checkbox"/> La la land C <input type="checkbox"/> Suicide squad
6. Vilken var den mest sedda film år 2015?	A <input type="checkbox"/> Star wars: The Force Awakens B <input type="checkbox"/> Spectre C <input type="checkbox"/> Manchester by the sea
7. Vem vann EM i herrfotboll 2016?	A <input type="checkbox"/> Frankrike B <input type="checkbox"/> Tyskland C <input type="checkbox"/> Portugal
8. Vem sjunger låten 'Chained to the rhythm'?	A <input type="checkbox"/> Lady Gaga B <input type="checkbox"/> Katy Perry C <input type="checkbox"/> Rihanna
9. Vilken var låten som spelades i slutet på filmen 'Fight club'?	A <input type="checkbox"/> Pumped up kicks B <input type="checkbox"/> Where is my mind? C <input type="checkbox"/> Bohemian rhapsody
10. Vem sjöng ledmotivet i filmen 'Titanic'?	A <input type="checkbox"/> Celine Dion B <input type="checkbox"/> Whitney Houston C <input type="checkbox"/> Cher
11. Vad heter kvinnan som har vitt hår och styr drakar i serien Games of Thrones?	A <input type="checkbox"/> Daenerys Targaryen B <input type="checkbox"/> Debra Morgen C <input type="checkbox"/> Cersei Lannister
12. Vad har huvudpersonen i 'Breaking Bad' för alias?	A <input type="checkbox"/> Heisenberg B <input type="checkbox"/> Aemon Targaryen C <input type="checkbox"/> John Luther
13. Vad heter skådespelaren som spelar Bruce Banner i filmen 'The Avengers'?	A <input type="checkbox"/> Robert Downey Jr B <input type="checkbox"/> Chris Hemsworth C <input type="checkbox"/> Mark Ruffalo
14. Vem skrev manuset till filmen 'Scarface' (1983)?	A <input type="checkbox"/> Quentin Tarantino B <input type="checkbox"/> Martin Scorsese C <input type="checkbox"/> Oliver Stone
15. Vad heter sångerskan som tillsammans med David Guetta invigde EM-premiären i herrfotboll 2016 med låten 'This One's For You'?	A <input type="checkbox"/> Zara Larsson B <input type="checkbox"/> Beyoncé C <input type="checkbox"/> Adele

Facit

1. A	8. B
2. A	9. B
3. B	10. A
4. C	11. A
5. A	12. A
6. B	13. B
7. C	14. C
	15. A

Har du blivit utsatt för bråk, trakasserier och/eller våld av en partner eller någon du varit på G med?

Är du mellan 15-19 år och vill vara med i en intervjustudie?

Vi söker dig som har haft en relation och blivit utsatt för bråk, trakasserier och/eller våld. Det är inte så noga vad relationen har kallats, man kan ha varit tillsammans, på G, KK, dejtat etc, det viktiga är att den ska ha varit mer än en kompisrelation. Vad du, eller den person du haft en relation med, har för kön eller könsidentitet spelar ingen roll.

Vad innebär det att vara med?

- Intervjun genomförs av Sibel Korkmaz, forskare vid Stockholms universitet. **Du bestämmer var och när intervjun ska äga rum.**
- Alla personuppgifter kommer att behandlas konfidentiellt, det kommer alltså inte kunna gå att utläsa vem som har blivit intervjuad.

Vill du veta mer?

Skicka ett sms till **0736-55 26 36** eller maila **Sibel.Korkmaz@socarb.su.se**





Vill du vara med i en undersökning om bråk och våld bland ungdomar?

Vi heter Carolina Övertien, Hélène Lagerlöf och Sibel Korkmaz och vi är forskare vid Stockholms Universitet. Vi vill ta reda på hur det är att vara ung och ha problem med sin pojkvän/flickvän, problem som kan leda till bråk och våld. Våldet behöver inte vara fysiskt (t.ex. örfilar, slag etc.), du kan också varit utsatt för psykiskt våld (t.ex. att ofta bli nedtryckt eller hånad) eller sexuellt våld (t.ex. ha sex mot sin vilja). Vi är också intresserade av bråk och våld som sker via digitala medier, t.ex. att man blir hotad, trakasserad, eller följd mot sin vilja via mobiltelefon eller sociala medier (Instagram, Kik etc.). Du ska ha varit med om bråket eller våldet av någon du varit ihop med/haffat/varit romantisk med. Om du vill delta så kommer vi fråga dig om hur det har varit för dig, hur det har påverkat (eller inte påverkat) din vardag och skolgång, och hur du tänker att man kan hjälpa ungdomar som är utsatta för våld eller påverka så att det inte sker alls.

Det är helt frivilligt för dig att vara med i undersökningen och du har också rätt att avbryta när du vill även om du från början sagt ja. Om vi har fått kontakt med dig via en organisation eller någon som har hjälpt dig, så påverkar inte ditt eventuella deltagande i den här undersökningen din relation med den organisationen eller personen.

Om du vill vara med kommer en av oss träffa dig på en plats som du bestämmer. Den som intervjuar dig (Carolina, Hélène, eller Sibel) kommer spela in samtalet på band men det är bara vi tre som kommer lyssna på bandet. När vi sedan skriver om vad ungdomarna vi intervjuat har berättat för oss kommer vi ta bort alla namn och detaljer så ingen kan förstå att det är du som svarat på frågorna. Allt material vi samlar in kommer förvaras i ett låst skåp.

Som forskare har vi sekretess vilket betyder att vi inte kommer att berätta för någon om vad du sagt. Enda gången vi måste bryta sekretessen är om du berättar att du har det så svårt i din nuvarande situation att du behöver hjälp. Om det skulle vara så kontaktar jag, efter att vi pratat om det, socialtjänsten i den kommun du bor.

Vi kommer inte spara ditt namn eller kontaktuppgifter efter intervjun. Vi kommer bara spara inspelningen från intervjun med dig. Inspelade Personuppgiftsansvarig är Stockholms Universitet (Institutionen för socialt arbete, 106 91, Stockholm. Telefonnummer 08-16 90 00). Enligt personuppgiftslagen (PuL) har du rätt att få ta del av de uppgifter om dig som finns sparade under tiden som undersökningen pågår om du skulle vilja det. Skulle någon av uppgifterna om dig vara felaktiga har du rätt att begära att vi rättar det som är fel. När vi har avslutat undersökningen kommer vi radera alla sparade personuppgifter om dig.

Jag samtycker till att vara med i undersökningen och att intervjun spelas in på band.

Ort:..... datum:.....

Namn (texta gärna):.....

Namnsteckning:.....

Intervjuguide 'Våld mellan ungdom i nära relationer – prevalens, sammanhang och ungdomars egna röster'

Inledning

Upprepa viktiga punkter från samtyckesbrev:

- Vad studien handlar om
- Frivilligt deltagande
- Vem som ska lyssna på banden
- När inspelningen förstörs
- Säg till om behov av paus, rätt avbryta och ta tillbaka sitt deltagande när som
- Ta dricka och frukt när du vill
- Inga rätt och fel svar, inte skyldig att svara

Demografisk data

- Hur gammal är du?
- Vem bor du med?
- Berätta om din familj. Hur är det att bo i din familj?
- Går du i skolan, om ja, vilken? Trivs du?
- Har du några fritidsaktiviteter?
- Umgås du med vänner? Vad brukar ni göra?

Om relationer

- Är du i en relation med någon?
- Hur långa har dina relationer varit?
- Hur gammal var han/hon?
- Hur viktigt är det för dig/dina vänner att vara i en relationer (jmf. med skola/andra relationer/familj)?
- Vad är det bästa/sämsta med att vara i en relation?
- Är dina vänner också i relationer? Är det viktigt att vara i en relation? Vad finns det för förväntningar?
- Om i relation, vem bestämmer vad ni gör/går? Hur träffades ni? Hur ser er relation ut?
- 'Komma ut process' ? Hur var det? När i tid, ålder etc?

Våld i relationen

Fokus på våldet

- Hur kom du i kontakt med den aktuella verksamheten? (Om t ex en behandlingsverksamhet och det bedöms lämpligt som en inledning på ett samtal om våld)
- Vad var det som fick dig att ta kontakt? Hur ser kontakten ut idag?
- Kan du berätta om den första gången du blev utsatt för våld?
- Hur fick det dig att känna dig då/nu?
- Vad gjorde du?
- Hur såg din relation till dina vänner/familj ut under tiden då du blev våldsutsatt?
- Hur ofta hände det?
- Varför tror du han/hon gjorde det?

- När de hände, hur länge hade ni varit tillsammans/intresserade av varandra?
- Kan du berätta om den värsta gången du blev utsatt för våld?
- Kan du berätta om den sista gången du blev utsatt för våld?
- Kan du beskriva våldet? (Man brukar prata om olika typer av våld...)
- Kan du berätta om vad som hände när du var i en relation där du blev utsatt för någon typ av våld (fråga specifikt om olika typer av våld om det ej nämns; fysiskt, psykiskt, sexuellt, digitalt)?
- Blev det värre och värre eller skedde det inte igen?
- Hade ni sex? Hur var det?

Kontext, respons & att berätta om våldet

- Var ägde våldet rum? Hemma hos föräldrar, i skolan, hos kompisar?
- Var det någon som märkte av våldet? Om ja, vad gjorde de då?
- Berättade du om det för någon? Om ja, när? Vad känner de till?
- Tror du att dina vänner pratar om det våld du blivit utsatt för?
- Om berättade, hur reagerade han/hon? Vad gjorde han/hon? Hjälpte det?
- Vilken hjälp hade du velat ha?
- Sånär i efterhand, om du tänker tillbaka på tiden då din partner utövade våld. Fanns det några tecken hos dig? Både vad gäller beteende, vanor, fritidsaktiviteter och utseende, klädsel m.m.
- Om inte berättade, varför inte? Vad hade kunna hända om du berättade?
- Förstår vuxna? Tar dom det på allvar?

Tankar om våldet och relationer

- Är det något av det du berättat om som du tänker är okej att göra i en relation? Vad är inte okej?
- Gjorde ni slut eller fortsatte relationen efter det hände?
- Fick det som hände dig att tänka annorlunda om relationer?
- Kommer du göra något annorlunda i nästa relation, efter det som hände?
- Tror du killar/tjejer tänker när det gäller detta?; Hur reagerar de?
- Vilka förväntningar (om några) finns på killar/tjejer när det gäller detta?
- Har något liknande hänt dina vänner? Din familj?
- Vem vet om det som skett (Socialtjänsten, polisen, skolan, familj etc.)? Om några, hur fick de reda på det?

Våldsutövaren

- Kan du beskriva din kille/tjej som du våldsutsattes av? Ålder? Sysselsättning?
- Hur träffades ni?
- Hur ser er relation ut idag? Om ej kvar i relationen, hur tog det slut?
- Vad har hen för relation till dina vänner, familj?

Vardagsliv

- Hur gick det i skolan när det här hände? Hur gick det efter att det tog slut?
- Fortsatte du med dina fritidsaktiviteter?
- Hur var det hemma hos dig under den här tiden?

- Påverkade det som hände dina relationer till vänner? Till familj?

Förebyggning och interventioner

- Vad tänker du att man kan göra för att såna här saker inte ska hända?
- Vad kan ungdomar göra?
- Vad kan vuxna göra (föräldrar/skola/polis/etc.)?
- Behöver ungdomar som råkar ut för detta hjälp? Vilken?

Fördjupande frågor

- Det var intressant/spännande att höra, kan du berätta mer?
- Hur tänkte du då?
- Hur kändes det för dig?
- Hur reagerade du då?
- Hur reagerade mamma/pappa/läraren/socialtjänsten/etc?

Avslutning

- Nu har du berättat mycket. Av allt du har berättat, vad tänker du är viktigast?
- Är det något du vill säga till slut, som du tänker är viktigt att jag får veta? Om det är en sak jag absolut måste få med mig, vad skulle det vara?
- Är det något du tänker att jag glömt att fråga?
- Avsluta med positivt tema. Något som rör vardagsliv. Vad ska du göra i helgen?

Tack för att du ville berätta!