UNLV Theses, Dissertations, Professional Papers, and Capstones

May 2023

The Impact of Childhood Experiences on Involvement and Confidence in Social Institutions

Jordan Sydney Donohue

THE IMPACT OF CHILDHOOD EXPERIENCES ON INVOLVEMENT AND CONFIDENCE

IN SOCIAL INSTITUTIONS

By

Jordan Sydney Donohue

Bachelor of Arts – Criminal Justice
Bachelor of Arts – Psychology
University of Nevada, Las Vegas
2021

A thesis submitted in partial fulfillment
of the requirements for the

Master of Arts – Criminal Justice

Department of Criminal Justice
Greenspun College of Urban Affairs
The Graduate College

University of Nevada, Las Vegas
May 2023

Thesis Approval

The Graduate College
The University of Nevada, Las Vegas

April 5, 2023

This thesis prepared by

Jordan Sydney Donohue

entitled

The Impact of Childhood Experiences on Involvement and Confidence in Social
Institutions

is approved in partial fulfillment of the requirements for the degree of

Master of Arts – Criminal Justice
Department of Criminal Justice

Terance Miethe, Ph.D.
Examination Committee Chair

Margaret Alexis Kennedy, Ph.D.
Examination Committee Member

William Sousa, Ph.D.
Examination Committee Member

Patricia Cook-Craig, Ph.D.
Graduate College Faculty Representative

Alyssa Crittenden, Ph.D.
Vice Provost for Graduate Education &
Dean of the Graduate College

Abstract

Childhood is made up of a wide array of both negative and positive experiences. One potential negative childhood experience may be understood as childhood maltreatment. Childhood maltreatment consists of physical abuse, sexual abuse, emotional abuse, or neglect prior to age 18 (World Health Organization, 2020). Neighborhood, family, and school dynamics are other areas in a child's life that may create difficulties and challenges. Prior research has concluded that negative outcomes are associated with poor school, community, and family dynamics (Coulton, 2007; Lansford, 2009; Split et al., 2012). Previous research has also examined the impact of childhood maltreatment on different domains such as behavior and education. However, there is a major gap in the literature regarding the impact of negative childhood experiences on an individual's confidence and involvement in social institutions. The present study conducted survey research on a national sample of 404 U.S. adults to examine the impacts of childhood experiences on confidence and involvement in social institutions. Bivariate and multivariate regression analyses revealed that some negative childhood experiences (e.g., not having a close relationship with a teacher) were associated with lower involvement and confidence in social institutions, whereas other negative childhood experiences (e.g. repeating a grade) were associated with greater levels of involvement and confidence. These findings and the limitations of this study are discussed in terms of their implications for future research.

Keywords: Childhood Maltreatment, Childhood Abuse, Childhood Experiences, Institutional Involvement, Institutional Confidence

I would also like to acknowledge Dr. Joshua Donnelly and (soon-to-be Dr.) Christopher Forepaugh. Dr. Donnelly (Josh), I was once a mere research assistant working underneath you, completely in awe of your intelligence, ability to problem-solve, and confidence. Those thoughts still hold true to this day, but now I can speak on so much more of who you are. You are kind, selfless, and so willing to go the extra mile for all of those who are lucky enough to call you a friend, colleague, or professor. There were many days where I felt lost or defeated, but you were always there to share your experiences, words of encouragement, and pick me up when I fell down. Thank you for the many laughs, crash course theory lessons, and for ultimately teaching me the definition of "invaluable." My graduate experience would not have been the same or as meaningful without you. To Chris, you not only kept me fueled through candy and snacks, but also by helping me see the brighter side of every negative situation I encountered during my time in graduate school. Thank you for always being there to listen and for putting up with my antics. No matter what you were facing in your own personal graduate school journey, you always made time to help me with stats, theory, and whatever else grad school threw my way. I am incredibly fortunate to call both Dr. Donnelly and Chris friends and colleagues.

To Dr. Milia Heen, from the lacrosse field to this program, you have been an incredible mentor and friend. You have reminded me to see the good in everyone and everything and to make the most of even the bad days. Even on days when it seemed like the world was counting on you, you made sure I was taken care of and always had someone to turn to. I am eternally grateful for all that you have done for me.

To my (twin) brother and very first friend, John. We cannot choose our siblings, but even if we could, I would pick you time and time again. There were many hard days during this graduate school journey where the only thing I looked forward to was going home to talk and

laugh with you. Thank you for always being there whether it was just to listen, give advice, or crack a joke. Your dedication to your own graduate school journey amazes me every single day. We have come so far and have beat so many statistics. I love you.

I would be very regretful if I did not acknowledge my boss and friend, Lucy Soto. I am so thankful we came into each other's lives. You have been so incredibly supportive, patient, and understanding throughout my entire graduate school journey. You have always made sure I put myself, my education, and my dreams before anything else. Whether it was letting me work on homework on the clock or letting me leave early to catch up on some sleep, you made sure I was taken care of. I am also so thankful for the countless pieces of advice you have given me over the last two years. You are what every boss should strive to be and an even more incredible friend. Thank you.

Last, but certainly not least, I would like to thank all of my friends for their love and support throughout this journey. To Tara, Vicky, Chih-Cheng, and Maggie, I would not have made it through this program without you all. Days (and sometimes weeks) would pass without word from me, but I never once doubted your understanding and patience. You all picked me up when I fell and believed in me on days when I couldn't believe in myself. Thank you all.

Dedication

       I would like to dedicate this thesis and the entirety of my master's degree to my father, Steven Donohue. Dad, everything I am as well as everything I could ever hope to be is because of you. I cannot thank you enough for your unwavering love and support. I will never forget the nights you let me recite criminological theories to you before many stressful exams. I will also never forget the days you made food for me because I had forgotten to eat or simply did not think I had the time. Thank you for holding me while I cried, listening to me vent, and for the constant reassurance that everything would be ok with or without this degree. You have faced many trials and tribulations during your lifetime, especially during this last year. Despite it all, you continued to put John and me before everything, including yourself. Your long days and hard work have never gone unnoticed. You are the face of resilience and strength, but also the face of kindness. You are the most selfless being I have ever met and the best two-in-one parent a girl could ever ask for. You have always wanted bigger and better things for John and me, and here we are. I love you and appreciate you more than you will ever know. I can only hope to be half the person you are someday. Thank you for everything.

Table of Contents

List of Tables

Introduction

During childhood, individuals may endure an array of positive and negative experiences. One potential aggregation of negative childhood experiences may be understood as childhood maltreatment. Childhood maltreatment is described as abuse or neglect against an individual under the age of 18 (World Health Organization, 2020). Neglect, although there are several forms, is generally understood as a caregiver's failure to meet a child's basic needs such as shelter, food, and necessary medical attention (Child Welfare Information Gateway, 2019).

The abuse aspect of childhood maltreatment can be further divided into three types: physical abuse, emotional abuse, and sexual abuse (Center for Disease Control and Prevention, 2014). Physical abuse is recognized as physical harm to a child that may result from punching, choking, burning, or other physical acts. Emotional abuse is defined as repeated behavior that impacts a child's self-concept or emotional maturation. Further, emotional abuse may include behaviors such as constant criticism, threats, or failure to provide emotional support to a child. Sexual abuse consists of inappropriate acts involving the child such as penetration, fondling the child's genitals, or coercing a child into touching another individual's genitals (Child Welfare Information Gateway, 2019).

Child maltreatment is an ongoing crisis that affects children across the United States. During 2019, in the United States alone, 656,000 children were victims of child maltreatment (Child Welfare Information Gateway, 2021). Additionally, by their 18th birthday, one in eight children within the United States will experience some form of maltreatment (Wildeman et al., 2014). Neighborhood, familial, and school dynamics are other aspects that may contribute difficulties and other negative experiences to the child's life. A multitude of research points to negative outcomes being associated with problematic school, community, and family-related

1

factors (Coulton, 2007; Lansford, 2009; Split et al., 2012). Problematic neighborhood dynamics include things such as low social cohesion, high crime rates, and low informal social control. Dysfunctional family-related factors include divorce, poverty, parental criminality, or parental substance use (Jaffee et al., 2007; Thurston et al., 2018). Negative school dynamics include things such as bullying, the absence of friendship, or negative interactions with teachers (Pyhältö et al., 2010). The effects of negative childhood experiences can linger for a lifetime and can also impact numerous aspects of an individual's life (Child Welfare Information Gateway, 2021). The present study seeks to understand the impact of negative childhood experiences on an individual's confidence and involvement in social institutions during adulthood.

Literature Review

Outcomes of Childhood Maltreatment

The consequences of childhood maltreatment are well established in prior research. Not only are there immediate consequences that a child may endure due to maltreatment, but there are also negative outcomes that may persist through a victim's entire life course (Child Welfare Information Gateway, 2019). For example, a victim of childhood maltreatment may be impacted in regards to their educational achievement, sexual behavior, anti-social behavior, mental health, and their general quality of life (Romano et al., 2015; Abajobir et al., 2018; Struck et al., 2020).

Educational Outcomes

Several studies have found evidence of educational deficits associated with childhood maltreatment. To begin, Romano and their colleagues (2015) conducted a literature review by browsing various online databases. During their search, the authors used keywords such as "victimization," "child abuse," and "academic achievement." Additionally, the authors limited the desired publication years to 1999-2013. In total, Romano and their colleagues were able to compile four research syntheses and 16 empirical articles relating to the educational outcomes of maltreated youth. All of the studies ranged in sample and methodology characteristics. Additionally, the studies varied in their country of origin with some taking place in the United States, some taking place in Israel, and some taking place in Canada (Romano et al., 2015). The research gathered by the authors concluded that, in reference to the various forms of maltreatment, children who are victims of neglect or are victims of multiple forms of maltreatment at a young age appear to have the largest educational deficits. Romano et al (2015) found that these educational deficits include increased involvement in special education programs, being held back, poor grades, and lower standardized test scores (2015).

Jaffee and their colleagues (2018) were also interested in exploring the relationship between child maltreatment and educational outcomes. For their study, the researchers collected their participants from a longitudinal, birth cohort Environmental Risk study that consisted of 2,232 children from the United Kingdom born between 1994 to 1995. During ages 5, 7, 10, and 12, mothers were interviewed about their children's experience with maltreatment ("experience of intentional harm by an adult") (Jaffee et al., 2018, p. 1143). At age 18, the children themselves were interviewed and then grouped based on their involvement in educational endeavors, training, or employment.

Similar to other studies (e.g., Romano et al. 2015), Jaffee et al. (2018) found poor educational outcomes for maltreated youth. In fact, those who were maltreated during childhood were twice as likely to have poor educational outcomes than their non-maltreated peers. This link between maltreatment and educational outcomes was less prevalent after the authors controlled for family socioeconomic status, sex, parent psychopathology, and the child's IQ when they were five years old. Additionally, this link becomes entirely nonsignificant when the researchers controlled for mental health deficits at the age of 12. Maltreated youth were also twice as likely than their non-maltreated peers to not be involved in any form of training, employment, or education. This link between maltreatment and involvement in forms of training, employment, or education was found to be nonsignificant, however, when mental health at age 12 was controlled for as well (Jaffee et al., 2018).

Researchers have provided several hypotheses for why child maltreatment affects educational outcomes. One of those hypotheses is that childhood maltreatment hinders traditional brain development. This hindrance may be due to a lack of sensory experiences during a crucial developmental stage or to the abnormal stimulation of neurons caused by stress experienced at an

early age. As a result, this interruption in typical brain development leads to a disturbance in the formation of crucial brain processes that aid academic success such as organizational skills, memory, concentration, and language development (Romano et al., 2015). This may also explain why Romano and colleagues found that maltreatment experienced at a younger age, when the brain is undergoing extensive development, was found to be associated with greater educational hardship.

Sexual Behavior Outcomes

For maltreated youth, poor outcomes do not only exist in the educational realm. In a study by Abajobir and their colleagues (2018), researchers examined risky sexual behavior and pregnancy outcomes in participants from an Australian birth cohort study (n = 3,081). Researchers ultimately compared these behaviors and pregnancy outcomes with participants' substantiated reports of childhood maltreatment. In their sample, Abajobir and their colleagues found that 5% of their participants had been victims of substantiated child maltreatment. More specifically, the researchers found that 1.6% of the participants had reported instances of sexual abuse, 2.5% of the participants had reported instances of emotional abuse, and 2.1% of the participants had reported instances of physical abuse and neglect (Abajobir et al., 2018). The mean age of their sample's first time engaging in sexual intercourse was 14.1. Pregnancy outcomes were also obtained from 1,980 participants in their study, which concluded that about 26.2% of the women in their study had at least one pregnancy with 8% of those pregnancies ending in termination and 8.8% ending in miscarriage (Abajobir et al., 2018). As a whole, Abajobir and their colleagues found that maltreated youth engaged in sexual behavior at an earlier age (before age 15) and had more sexual partners (more than two) than their non-

maltreated peers. Additionally, rates of teenage pregnancy, pregnancy termination, and miscarriages were higher in maltreated girls.

Similarly, research conducted by Zi-Yu Wang and their colleagues (2019) also investigated the association between risky sexual behavior and child maltreatment. In their research, Wang et al. (2019) conducted a meta-analysis combining specific search terms like "adolescent risky sexual behaviors," "childhood maltreatment," and "adult risky sexual behaviors." The researchers also limited their search results to include only publications in English and published in the year range of 1990-2018 (Wang et al., 2019). Ultimately, Wang and their colleagues found similar findings to Abajobir et al. (2018). Wang et al. (2019) found that maltreated youth were 2.22 times more likely than their non-maltreated peers to engage in risky sexual behavior such as sexual intercourse at an early age and having multiple sexual partners. Additionally, however, Wang et al. (2019) also found that childhood maltreatment was linked to future transactional sex and unprotected sex. In their meta-analysis, it was also found by Wang and their colleagues that certain types of childhood maltreatment predict future risky sexual behaviors. For example, Wang et al. (2019) found that being a victim of childhood sexual abuse, emotional abuse, or neglect was linked with engaging in sexual intercourse at an earlier age (2019). Additionally, victims of childhood sexual abuse, physical abuse, emotional abuse, or neglect were at a higher risk of engaging in sex with multiple partners. Future transactional and unprotected sex were better predicted by childhood sexual and physical abuse (Wang et al., 2019).

Several explanations have been offered to account for the connection between childhood maltreatment and risky sexual behavior. One explanation is that risky sexual behavior may be a way for maltreated youth to externalize problems. Another explanation is that risky sexual

behavior may come as a result of a flawed self-concept and anxious attachment as well as feelings of guilt, betrayal, and helplessness in maltreated youth (Abajobir et al., 2018).

Anti-Social Behavior Outcomes

In addition to impacting educational and sexual outcomes, childhood maltreatment has also been found to influence rates of violence and justice involvement. Mersky, Topitze, and Reynolds (2012) conducted a longitudinal study to investigate the link between childhood maltreatment, crime, and delinquency. This longitudinal data was derived from the Chicago Longitudinal Study (CLS) that sampled 1,539 participants born in either 1979 or 1980 with 93% of these participants identifying as African American. Information on the participants' exposure to maltreatment was gathered from the state's Department of Child Services once they turned 18. Justice involvement, including delinquency, information was gathered from self-report measures as well as official government sources from around the state of Illinois (Mersky et al., 2012). Childhood maltreatment history was found for 1,411 participants, delinquency data was gathered for 1,406 youth, and offending information was gathered for 1,292 juvenile records and 1,071 adult records.

Mersky and colleagues (2012) found that, in comparison to non-maltreated youth, victims of childhood maltreatment had higher rates of delinquency, property, violent, and drug-related offenses. Additionally, Mersky and colleagues found that crime committed in adulthood was significantly associated with childhood maltreatment (2012).

Fitton, Yu, and Fazel (2020) were similarly interested in investigating the link between childhood maltreatment and anti-social behaviors. For their research, Fitton and their colleagues (2020) focused on overall violent outcomes. Fitton et al. (2020) conducted a meta-analysis and combined childhood maltreatment terms such as "abuse," "neglect," and "trauma" with words

relating to violence such as "crime," "offend," and "danger." The authors did not exclude unpublished studies. To check for quality, Fitton and their colleagues (2020) utilized the Newcastle-Ottawa Quality Assessment Scale for Cohort Studies. The present meta-analysis, in its finality, consisted of 18 studies produced from 1989-2016 that contained information on more than 39,000 cases and originated from four different countries (Fitton et al., 2020).

In terms of overall violence, Fitton, Yu, and Fazel (2020) found that victims of childhood maltreatment were twice as likely to engage in violent acts, including dating violence and sexual offenses, than their non-maltreated peers. It should be noted, however, that there was no indication that one subtype of maltreatment predicted violence more than another. Rather, the age of onset for maltreatment and its severity as well as the number of occurrences mattered more in terms of violence against others (Fitton et al., 2020). The authors' explanation for why maltreated youth commit acts of violence typically surrounds what is known as the "cycle of violence." This "cycle of violence" hypothesis posits that victimized youth will proceed to victimize others in the future (Fitton et al., 2020).

Mental Health Outcomes

Another well-researched, but unfortunate, outcome for maltreated youth revolves around their mental health. For these youth, adverse mental health effects have repeatedly been linked to various forms of childhood maltreatment (Mills et al., 2013). In a study conducted by Mills and their colleagues (2013), a birth cohort in Brisbane, Australia was utilized to examine if negative psychological outcomes were correlated with substantiated childhood maltreatment. Additionally, the researchers were interested in determining if psychological outcomes vary based on different types of maltreatment (e.g., physical abuse, emotional abuse, sexual abuse, and neglect). To examine psychological outcomes, the researchers used the Youth Self-Report

(YSR) questionnaire. The YSR has two main scales: internalizing behaviors and externalizing behaviors. The "externalizing behaviors" scale consists of subscales testing for aggression and delinquent behaviors. The "internalizing behaviors" scale consists of subscales testing for somatic symptoms, anxiety, depression, and withdrawing (Mills et al., 2013). This cohort consisted of 7,223 mother and child pairs. After controlling for available child protection agency data as well as those who had completed the YSR questionnaire at their 14-year follow-up, the final number of pairs available for data analysis was 5,098 (Mills et al., 2013).

At the 14-year follow-up, Mills and their colleagues found that both internalizing and externalizing behaviors were significantly associated with substantiated childhood maltreatment. This research also found that the combination of various forms of maltreatment, such as physical abuse paired with emotional abuse or neglect, were associated with higher levels of externalizing and internalizing behaviors. As a whole, this research found that maltreated youth experience internalizing and externalizing behaviors at a higher rate than non-maltreatment youth (Mills et al., 2013).

Various aspects associated with mental health were also explored by Cecil and their colleagues (2017). In their research, the authors were interested in studying the impacts of multiple forms of maltreatment (emotional abuse, physical abuse, sexual abuse, emotional neglect, and physical neglect) on various psychiatric symptoms. This study consisted of 204 participants from London all within the age range of 16-24 years (Cecil et al., 2017). The researchers examined childhood maltreatment with the Childhood Trauma Questionnaire (CTQ).

The CTQ consists of 28 total questions comprised of five subscales that each assess for emotional abuse, physical abuse, sexual abuse, emotional neglect, and physical neglect. Psychiatric symptoms were reported through participant self-reports as well as reports from

individuals who were in close contact with the participants (e.g., teachers). For the youth themselves, they completed the 44-question Trauma Symptom Checklist for Children - Alternate version (TSCC-A) to assess psychiatric symptoms. More specifically, TSCC-A has five different scales that screen for PTSD, anger, anxiety, dissociation, and depression. For those who were in close contact with the participants, psychiatric symptoms were reported using the Adolescent Symptom Inventory (ASI), which assesses for conduct disorder, major depressive disorder, generalized anxiety disorder, and oppositional defiant disorder (Cecil et al., 2017).

Cecil and their colleagues found that, independently, each form of maltreatment was associated with the psychiatric symptoms examined. Emotional abuse, in particular, was associated with PTSD, anger, dissociation, and internalizing difficulties at a higher rate than the other forms of maltreatment analyzed. Additionally, as supported by previous studies, the researchers found that forms of maltreatment consistently occur simultaneously and the number of co-occurring forms of maltreatment were correlated with psychiatric symptom severity (Cecil et al., 2017).

In a literature review conducted by Springer and their colleagues (2003), the authors found several studies that highlight the impact of childhood maltreatment on adult mental health. The authors were able to locate three meta-analyses that linked childhood sexual abuse to adult psychological dysfunction including anxiety disorders, anti-social behavior, alcohol abuse/dependence, illicit drug abuse, and major depressive disorder. One study stated that a major depressive episode was experienced by 46% of adults with a history of sexual abuse, while only 26% of those without a history of sexual abuse reported a major depressive episode (Springer et al., 2003). Additionally, Springer and their colleagues (2003) located a study with a total of 7,016 participants that found anxiety and depressive disorders to be significantly

correlated with sexual and physical abuse in both men and women. It was also discovered in this literature review that women who were victims of childhood maltreatment had higher rates of social phobia, PTSD, suicide attempts, agoraphobia, sexual disorders, and obsessive-compulsive disorder than women who did not experience childhood maltreatment (Springer et al., 2003).

Several explanations exist for why childhood maltreatment is associated with adverse mental health outcomes. For example, some research points to experiencing trauma, such as maltreatment, at critical developmental periods during childhood being related to several maladaptive behaviors (Hodgdon et al., 2018). These maladaptive behaviors are typically linked to DSM-5 diagnoses. Some of these maladaptive behaviors include poor self-regulation and decreased cognitive functioning (Hodgdon et al., 2018). Another explanation for childhood maltreatment being correlated with adverse mental health has to do with the impact of childhood abuse on forming and maintaining social bonds (Springer et al., 2003). Humans are social beings (Young, 2008). Therefore, relationships have a substantial impact on different areas of our health, including our mental health (Springer et al., 2003). Research has found that those who have experienced childhood maltreatment, such as sexual abuse, tend to experience difficulties forming and maintaining social ties as a result of their trauma. Because these survivors tend to experience obstacles with crucial social bonds, they also tend to have poor mental health outcomes as a result (Springer et al., 2003).

Outcomes of Neighborhood, School, and Family-Related Factors in Childhood

According to Dr. Joyce Epstein, there are three spheres of influence that surround a child: school, family, and community (Armstrong-Piner, 2008). These three domains, as influential as they are, not only have the potential to contribute positively to a child's experiences, but they may also become part of the child's negative experiences.

Neighborhood Dynamics

As one of the main spheres of influence, it is important to investigate what previous literature has to say about how the neighborhood (community) sphere shapes a child and their outcomes. Coulton and their colleagues (2007) conducted a literature review to better understand how neighborhood dynamics are related to childhood maltreatment. This literature review had several inclusion criteria. For example, the authors ensured that each piece of literature they pulled used neighborhoods that were geographically defined as their primary unit of analysis. Additionally, the authors used specific search terms such as "child abuse" and "child maltreatment" paired with "community" and "neighborhood," while also only including peer-reviewed articles published between the years 1975-2005 (Coulton et al., 2007). Ultimately, Coulton and their colleagues (2007) compiled a total of 25 studies that came to three main conclusions.

One of the main findings was that neighborhood structure is associated with childhood maltreatment. For example, several studies concluded that a neighborhood's level of poverty, residential mobility, and property value are all correlated with rates of child maltreatment as reported by child protective services (Coulton et al., 2007).

The second main finding of this literature review was that neighborhood processes also matter in terms of child maltreatment rates. Studies within the literature review found that neighborhoods that are made up of people who trust each other with childcare have lower rates of child maltreatment (Coulton et al., 2007). Another study within the review found that social integration within a neighborhood is negatively correlated with child maltreatment. As a whole, this second main finding points to social cohesion within a neighborhood (or lack thereof) being associated with rates of child maltreatment (Coulton et al., 2007).

The third main finding of Coulton and their colleagues' (2007) literature review was that the impact of neighborhood dynamics on maltreatment varies depending on the type of maltreatment being examined. For example, one study in their review found that neglect had a stronger correlation with neighborhood poverty levels than sexual and physical abuse. Similarly, another study within the review found that a neighborhood's violent crime rate and socio-economic status, two structural characteristics, were correlated with neglect, but did not have a relationship with physical abuse (Coulton et al., 2007).

In a study by Freisthler and their colleagues (2005), neighborhood dynamics were examined, however, more focus was placed on the link between the availability of alcohol and illicit drugs within a neighborhood and child maltreatment. In their study, Freisthler et al. (2005) gathered substantiated reports of child maltreatment from the California Child Welfare Services database from the year 2000. From the reports of child maltreatment, the researchers then geocoded the childrens' addresses into a block group and calculated the rates of maltreatment per 1,000 children (Freisthler et al., 2005). The researchers then gathered demographic information on the geographic areas through census data and obtained information on the availability of alcohol through liquor licenses distributed in each geographic area. Depending on the liquor license number, researchers were able to categorize alcohol distributors as either bars, restaurants, or off-premise outlets (Freisthler et al., 2005). Information on the availability of illicit drugs was gathered from police department data and was put into one of two categories: drug sale incidents and drug possession (Freisthler et al., 2005).

Overall, the researchers were able to analyze alcohol and illicit drug availability as well as their association with child maltreatment for 304 geographic block groups. Similar to other research, this study found that poverty and residential mobility are positively correlated with

rates of child maltreatment within the neighborhood. Interestingly, this study also found that the density of bars as well as the number of drug possession incidents within a neighborhood are positively associated with rates of child maltreatment within a neighborhood (Freisthler et al., 2005).

Family-Related Factors

Another realm critical in a child's life is that of the family. There are many different factors that can impact a family such as divorce, unemployment, and domestic violence. To begin, two literature reviews conducted by Lansford (2009) and Amato (2000) narrowed in on how divorce impacts a child.

Lansford (2009) found through several meta-analyses that children who experience a parental divorce typically display more internalizing and externalizing behaviors, experience trouble with social interactions, and have lower academic achievement. The age of the child at the time of the divorce matters. In particular, Lansford (2009) found that children who experience parental divorce at a younger age typically have more behavioral difficulties than those who were older at the time of their parent's divorce. However, children who experience parental divorce at an older age typically have more difficulties in regards to academics and relationships than those who experienced the divorce at a younger age (Lansford, 2009).

In the literature review conducted by Amato (2000), it was similarly discovered that children and adults who experienced a parental divorce typically had lower academic achievement. This study also found that children who experienced a parental divorce tend to score lower on assessments of well-being, self-concept, long-term health, and social competence. Prior research in Amato (2000) also found that economic struggles that occur as a result of the

divorce impacts children in various ways from overall well-being to school achievement and behavior.

In terms of the influence of family finances, experiencing economic hardship in the form of unemployment is another familial factor that can negatively impact a child (Levine, 2011). Levine (2011) concluded that there is a strong correlation between parental unemployment and youth academic achievement. This study also found that both maternal and paternal unemployment were associated with reduced test scores. More specifically, children with mothers who did not experience unemployment within the last year scored, on average, within the 57.9 percentile for math, while children with mothers who experienced higher levels of unemployment within the last year typically scored within the 46.8 percentile for math (Levine 2011).

Unemployment outcomes were also analyzed by Mörk et al. (2014). More specifically, Mörk and their colleagues (2014) analyzed the impact of parental unemployment on the health of children. Their study consisted of data on youth aged 3-18 compiled from the National Patient Register, a Swedish database that contains inpatient hospital care information, during the years 1992-2007. Additionally, information on parental unemployment was collected from the Swedish Public Employment Service (Mörk et al., 2014). Overall, Mörk and their colleagues (2014) found that parental unemployment is associated with a child receiving inpatient hospital care. More specifically, it was found that children with unemployed parents were 17% more likely to spend at least one night in a hospital in a singular year in comparison to their peers with employed parents (Mörk et al., 2014). It should be noted, however, that Mörk and their colleagues found that children of unemployed parents typically have poor health before the unemployment, but it gets increasingly worse after the loss of a job.

Another experience that is incredibly damaging but all too familiar to some youth is domestic violence. Domestic violence, also known as intimate partner violence or domestic abuse, is patterned abuse that is used to gain or maintain dominance over an intimate partner. This abuse can be sexual, financial, psychological, or physical (United Nations, n.d.). In a literature review by Holt and their colleagues (2008), the authors were interested in examining the impact of domestic violence on the development and overall health of children. The authors searched online databases using keywords such as "witness," "domestic," "child," and "intimate partner violence" (Holt et al., 2008). The authors also only included articles published between 1995-2006.

During their literature review, Holt and their colleagues (2008) found that in one study, consisting of 48 mothers and 54 children, 10% of the children witnessed sexual violence against their mother and 71% witnessed physical violence against their mother. Overall, Holt et al. (2008) concluded that youth who lived with domestic violence have a higher likelihood of becoming a victim of sexual, emotional, and physical abuse themselves. Additionally, the literature review found that youth who lived with domestic violence were also at risk for other adverse life experiences and behavioral problems (Holt et al., 2008).

It is important to note, however, that Holt and their colleagues (2008) explain that there are many ways for children to live with domestic violence. Living with domestic violence may mean, for some youth, that they directly witness the violence, but it could also mean that the youth overhears the violence taking place, identifies destruction to furniture and other belongings as a result of the violence, or observes marks on the victim after the violence has occurred (Holt et al., 2008).

School Dynamics

After sleeping, children will spend most of their time in school (Hall & Nielsen, 2020). Because children will spend the majority of their time in an educational institution, it is important to understand the impacts of the various dynamics children are exposed to within school. One dynamic of particular importance is that of the student-teacher relationship.

In a study conducted by Split and their colleagues (2012), researchers were interested in examining how the dynamic between students and teachers impacted student academic performance. In their research, Split et al. (2012) tested 657 students with low literacy rates and their teachers from 35 different schools for six years beginning in first grade. During year one of the study, teachers were asked to complete an assessment on the student's externalizing behaviors and students were given an IQ test. During years 1-5, the teachers completed the Network of Relationships Inventory (NRI), which consists of 22 questions that examine the teacher's social support (warmth) and level of conflict with their students. Additionally, students were either given the Woodcock-Johnson III (WJ-III) or the Batería Woodcock-Muñoz: Pruebas de aprovechamiento-Revisada (Bateria-R) during years 1-6 to assess academic achievement.

Based on these assessment instruments, Split et al. (2012) found that levels of warmth between teachers and students decreased as the student progressed through each grade. Girls that were assessed appeared to have less conflict and more warmth from their teachers. Conflict, when experienced, was also found to have a larger impact on the academic achievement of girls than boys (Split et al., 2012). Low warmth from teachers was also associated with lower academic achievement in boys, but not in girls (Spilt et al., 2012).

Another important aspect of schooling that requires examination is the concept of bullying. In 2017, one in five children reported being bullied (U.S. Department of Education,

2019). Because the rate of incidence is so high, it is important to understand how bullying may impact children and their outcomes.

In a meta-analysis conducted by Gini and Pozzoli (2009), 11 studies on the impact of bullying were located by searching online databases using key terms such as "bullying," "children," and "physical health." Overall, this meta-analysis found that children who experience bullying are more likely to suffer from psychosomatic problems such as self-reported headaches, trouble sleeping, and dizziness. Additionally, Gini and Pozzoli (2009) also found that victims of bullying tend to have poor relationships with their peers, anxiety, depression, and low self-esteem.

DeCamp and Newby (2015) were also interested in the impacts of bullying. However, these two researchers focused on offending outcomes as a result of bullying. In their study, DeCamp and Newby (2015) utilized data derived from 8,984 respondents from the National Longitudinal Survey of Youth 1997 (NLSY97). Overall, the researchers found that victims of bullying are more likely to engage in street crime than their non-bullied peers (DeCamp & Newby, 2015). More specifically, victims of bullying were 33% more likely to engage in theft and 63% more likely to engage in assault than their non-bullied peers. Rates of arrest and substance use were higher in victims of bullying than non-bullied youth (DeCamp & Newby, 2015).

Limitations of Prior Research and the Present Study

Despite the aforementioned studies and findings, child maltreatment is a difficult concept to measure and study. This is due, in part, because of the varying definitions of child maltreatment that exist as well as children being recognized as a vulnerable population by the Institutional Review Board (IRB) in research (World Health Organization, 2020; Food and Drug Administration, 1998). With that said, there is little to no research that details the impacts of childhood maltreatment on their adult involvement and confidence in social institutions. The current research hopes to close the gaps that exist within this particular research area.

Although little research exists on the impact of childhood maltreatment on involvement and confidence in social institutions, several studies point to the importance and benefits of this type of involvement. Baeriswyl and Oris (2021) found that social participation in the form of family/friend visitations, religious participation, and involvement in associations related to heightened life satisfaction. These findings are consistent with past research on the effects of social participation on life satisfaction and subjective well-being. Similarly, Pinto and Neri (2013) found that lower life satisfaction was associated with low social involvement.

If higher involvement and confidence in basic social institutions (e.g., family, education, religion, government) is associated with overall higher life satisfaction, it is important to understand how certain childhood experiences either hinder or promote institutional involvement and confidence. This is especially important because the experience of childhood adversity is already associated with lower life satisfaction (Xiang et al., 2020). The present research hopes to explore the link between childhood experiences and an individual's subsequent levels of confidence and involvement in social institutions during adulthood.

Theoretical Framework

For this research, the consequences of various childhood experiences will be looked at through the lens of the criminological theory of Social Bond theory (Hirschi, 1969). This theory and its elements are summarized below.

Social Bond theory (Hirschi, 1969) contends that there are four essential elements (i.e., bonds) that are necessary for pro-social behavior and engagement. These four elements consist of attachment, commitment, involvement, and beliefs. The element of attachment refers to a person's connection to pro-social individuals. Commitment, in this theory, refers to an individual not wanting to lose something they have worked hard to obtain such as a job or title. According to Hirschi (1969), involvement is when an individual does not have time to engage in anti-social behaviors due to their time being invested in pro-social activities and endeavors. Finally, the beliefs component of this theory refers to an individual holding and respecting conventional, pro-social values (Hirschi, 1969). Hirschi also notes that these elements can fluctuate throughout an individual's life.

Regarding the present research, the elements of attachment, commitment, and beliefs are examined in the following ways. First, when it comes to attachment, the present research seeks to determine if certain childhood experiences continue to impact platonic, familial, or romantic relationships (bonds) in adulthood. Second, the impact of childhood experiences on their commitment to social institutions is explored by their reported personal involvement and attachment to various activities in adulthood (e.g., community activities, doing work that makes you happy, attending religious services, helping less fortunate people). Third, the impact of childhood experiences on belief is examined by their confidence in various social institutions (e.g, public schools, religious institutions, family, government, police and the criminal justice

system). The concept of involvement as defined by Hirschi (1969) was not an element of interest in the present study.

The Current Study

Previous research has clearly demonstrated the adverse consequences of various types of childhood experiences on an individual's quality of life and life satisfaction throughout the life course. However, less is known about how the negative consequences of certain childhood experiences may be mitigated or minimized when individuals become personally involved in social institutions and have developed trust in them. Social Bond theory suggests that this involvement and beliefs about social institutions are crucial to reducing an individual's crime and deviance. Under these conditions, it is important to study, more directly, this basic relationship between certain childhood experiences and an individual's involvement and beliefs about social institutions in adulthood.

Using a national survey sample of U.S. adults, the current study explores the following research questions (RQ) about adverse childhood experiences and an individual's involvement and confidence in social institutions.

- RQ1: Are childhood experiences associated with one's personal involvement in social institutions in adulthood? Does this relationship differ across various types of childhood experiences (e.g., family-related factors, school experiences, neighborhood characteristics, maltreatment)?

- RQ2: Are childhood experiences associated with one's personal confidence in social institutions in adulthood? Does this relationship differ across various types of childhood experiences (e.g., family-related factors, school experiences, neighborhood characteristics, maltreatment)?

Materials and Methods

The present study utilized an online survey design to examine the aforementioned research questions through a national sample of U.S. adults. The details regarding the study's sample, variables, and univariate distributions are presented below.

Sample Characteristics

The current study's sample was gathered through Amazon's Mechanical Turk, a crowdsourcing website that allows researchers and businesses to hire individuals remotely to complete certain tasks, such as surveys. Individuals on Amazon's Mechanical Turk were provided the title "Childhood Experiences and Their Impact on Your Life" and a short description of the survey. From there, interested individuals were able to complete the survey using Amazon's online platform.

Survey responses were collected over a six-day period in February 2023. During that six-day period, the survey was distributed at three different times throughout the day to ensure that individuals in various time zones were able to participate. Amazon's Mechanical Turk was chosen as the current study's preferred survey distributor as previous research has found that demographic information for participants recruited through Mechanical Turk is consistent with that of the U.S. population within a 10% range (Heen et al., 2014).

To enhance respondent reliability for the current study, two different reliability tests were employed. First, respondents were presented with four different questions scattered throughout the survey that asked them to select a specific answer choice. If the respondent did not select the desired answer for all four of the questions, their response was excluded from our final sample. Second, respondents who completed the survey in less than two minutes were also excluded from the final sample as any time under two minutes could indicate inaccurate, untruthful

answers. A total of 665 U.S. adults completed the survey, however, after conducting the two respondent reliability tests, the final sample consisted of 404 U.S. adults.

Measures of Variables

The variables of interest in this study consist of neighborhood characteristics, family-related factors, school experiences, childhood maltreatment, involvement in social institutions, and confidence in social institutions. Information on the univariate statistics for each variable is displayed in Tables 1, 2, 3, and 4 and are described below.

Dependent Variables

The present study had two main dependent variables of interest: (1) involvement in social institutions and (2) confidence in social institutions. Participants were asked to self-report their present-day involvement in 11 different social institutions using a 3-point Likert scale (coded 1= Not Involved, 2= Moderately Involved, and 3= Very Involved). These social institutions were derived from previous surveys using similar variables (Miethe et al., 2019). The current survey included questions on participants' personal involvement in the following activities:

- participating in local community activities (e.g., school/housing/neighborhood programs)
- participating in federal/local elections
- doing work that makes you happy
- maintaining strong romantic relationships
- maintaining strong friendships
- maintaining strong family relations
- helping less fortunate people in your community
- strengthening your religious/spiritual beliefs

- attending religious institutions

- doing whatever it takes to make money and become financially successful

- trying to make yourself a better person.

Among these activities, participants expressed the highest amount of involvement in trying to make themselves a better person (56% reported being "very involved") and maintaining strong family relations (56% reported being "very involved"). Participants expressed the least amount of involvement in participating in federal/local elections (13% reported being "not involved") and attending religious institutions (12% reported being "not involved").

The internal consistency among the 11 involvement measures was assessed using Cronbach's alpha. For the 11 items, Cronbach's alpha was .76 (α), a value that is above the standard statistical benchmark of .70 which is often used to indicate an acceptable level of internal consistency (Adadan & Savasci, 2011). The average inter-item correlation among these 11 items was .22. These statistics provide an empirical justification for creating an additive composite scale for these measures of institutional involvement. Based on face validity, the creation of this composite scale is also justifiable because these items also seem to capture individuals' level of involvement or engagement in a wide array of institutional-related activities. The composite scores for these involvement measures ranged from 11 to 33 with a mean of 26.1. Descriptive statistics for the sample's involvement in the aforementioned institutions may be found in Table 2.

Participants were asked to self-report their present-day confidence in 12 different social institutions using a 3-point scale (coded 1= No Confidence, 2= Some Confidence, and 3=A Great Deal of Confidence). These social institutions were derived from a Gallup survey on public confidence in institutions (The Gallup Organization, n.d.) and included the following:

- the police

- the criminal justice system (e.g., judges, lawyers)

- medical system

- economic institutions (e.g., banks, businesses)

- public schools

- churches or religious institutions

- social media

- television news

- family

- the federal government

- the state-level government

- the local-level government

The level of confidence in these social institutions in this sample varied widely across these particular social institutions. The highest level of confidence was found among family (57% reported having a "great deal of confidence") and the medical System (45% reported having a "great deal of confidence"). The lowest amount of confidence was found among social media (17% reported having "no confidence") and the criminal justice system (13% reported having "no confidence"). The internal consistency among these 12 confidence measures was assessed using Cronbach's alpha. The obtained value of Cronbach's alpha was .81 (α) and the average inter-item correlation was .26, indicating a high level of internal consistency. As a result, an additive composite scale was created to measure these different areas of institutional confidence. The composite scores for these confidence measures ranged from 12 to 36 with a

mean of 27.82. Descriptive statistics and coding for the sample's confidence in social institutions may be found in Table 3.

Independent variables

The present study had four independent variables of interest to measure childhood experiences: (1) neighborhood characteristics, (2) school experiences, (3) family-related factors, and (4) childhood maltreatment. Each independent variable within these areas was measured as a dichotomous response (i.e., yes or no). For all of these questions, participants were asked to recall events that occurred prior to the age of 18. All survey questions pertaining to this study's independent variables were created for this research based on the above literature review's findings in regard to those four aforementioned childhood experiences.

Participants were asked to self-report their experience with different neighborhood characteristics. The specific questions about neighborhood factors involved whether the respondent lived in a neighborhood during childhood where the following characteristics were present:

- violence was common

- drug use and distribution were common

- you felt as if you could trust your neighbors

Given their particular focus on criminal activities, the questions about "violence" and "drugs" were combined into a composite measure. The bivariate correlation between these two items was .50 and the value of Cronbach's alpha (α) was .67, providing a statistical justification for combining these items into a composite scale of "adverse neighborhood characteristics." The neighborhood measure of "you felt as if you could trust your neighbors" was treated as a separate aspect of childhood neighborhood characteristics. The vast majority (80%) of respondents

indicated that they could trust their neighbors during childhood. In contrast, nearly half (46%)

thought that violence was common in their childhood neighborhood and over one-third (37%)

indicated that drug use and distribution were common in their neighborhood. A further

breakdown of the descriptive statistics for the adverse neighborhood characteristics composite

scale and neighborhood trust question may be found in Table 4.

Adverse childhood experiences associated with family-related factors were divided into two

separate measures: (1) "parental conflict" and (2) other "adverse family experiences." The

specific questions involving parental conflict include the following activities:

- Did your parents…

  o experience a separation or divorce

  o fight often

  o harm or attempt to harm each other

  o have persistent problems with drugs or alcohol

Based on the average inter-correlation (r = .45) and the value of Cronbach's alpha (α = .76),

these four separate questions were combined into a composite scale to measure "parental

conflict." Among these individual items, nearly half (49%) of participants reported that their

parents "fought often," and lower percentages of them reported that their parents harmed or

attempted to harm each other (43%), had persistent problems with drugs or alcohol (40%), and

experienced a separation or divorce of their parents (39%). A breakdown of the descriptive

statistics for the parental conflict composite scale may be found in Table 4.

The second general measure of adverse family-related factors involved the participant's

exposure to six different adverse family experiences during childhood. The specific questions

involving these adverse family experiences include the following activities:

- Did your family...

    o worry about where your next meal would come from

    o experience homelessness

    o have anyone who experienced incarceration

    o engage in criminal activity (does not include traffic violations)

    o experience the death of a loved one

    o move around a lot

Based on the average inter-correlation ($r = .32$) and value of Cronbach's alpha ($\alpha = .74$), these six separate questions were combined into a composite scale to measure "adverse family experiences." Among these individual items, the most commonly experienced adverse family-related activity was "move around a lot" (72%) and "experience the death of a loved one" (59%). A lower proportion of respondents had a family member who experienced incarceration (43%) or family members engaged in crime (36%). Descriptive statistics for the adverse family experiences composite scale may be found in Table 4.

Participants were asked to self-report their experience with four different school dynamics during childhood. The specific questions involving school dynamics include the following activities:

- During your time in school did you…

    o have close relationships with your teachers

    o participate in any extracurricular activities

    o have to repeat a grade

    o directly experience bullying

The above school experiences yielded an average inter-correlation of .15 and a Cronbach's alpha (α) of .42, which is well below the acceptable statistical benchmark of 0.70, indicating a low level of internal consistency and justifying not placing these measures into a composite scale (Adadan & Savasci, 2011). Instead, each item above was tested against the study's dependent variables individually. The most common school experiences were "have a close relationship with your teachers" (81% reported "yes") and "participate in any extracurricular activities" (79% reported "yes"). Surprisingly, 61% of the sample had to repeat a grade and over half (54%) directly experienced bullying. A breakdown of the descriptive statistics for the individual school experience questions may be found in Table 4.

Participants were also asked to self-report their experience with childhood maltreatment. In this portion of the survey, there was one question gauging participant experience with physical abuse, three questions gauging participant experience with neglect, three questions gauging participant experience with emotional abuse, and two questions gauging participant experience with sexual abuse. The specific questions on childhood maltreatment are as follows:

- Did a parent or caregiver ever…
    - hit, choke, kick, or purposely burn you (physical abuse)
    - leave you home alone for an extended period of time (neglect)
    - not meet or validate your emotional needs (neglect)
    - fail to promote your safety and well-being (neglect)
    - threaten to abandon you (emotional abuse)
    - threaten to hurt you (emotional abuse)
    - constantly criticize you (emotional abuse)
    - touch your sex organs in a sexual manner that was non-consensual (sexual abuse)

o force you to touch their sex organs in a sexual manner against your will (sexual

abuse)

These nine items yielded an average inter-correlation of .45 and a Cronbach's alpha (α)

of .88. Based on this high internal consistency, the nine measures were combined into a

composite scale to measure "childhood maltreatment." The most common forms of childhood

maltreatment in the sample were "did a parent or caregiver ever leave you home alone for an

extended period of time" (53% reported "yes") and "did a parent or caregiver ever constantly

criticize you" (52% reported "yes"). The least experienced forms of childhood maltreatment in

the sample were "did a parent or caregiver ever touch your sex organs in a sexual manner that

was non-consensual?" (34% reported "yes") and "did a parent or caregiver ever force you to

touch their sex organs in a sexual manner against your will?" (37% reported "yes"). A detailed

breakdown of the descriptive statistics for this sample's childhood maltreatment responses may

be found in Table 4.

Measures of Respondent's Demographic Characteristics

Several demographic characteristics are included in this study to assess their relationship

with the measures of individual involvement and confidence in social institutions as well as

childhood experiences. Participants were asked to identify their age group, gender identification,

ethnicity, race, annual household income, and highest level of education completed. The final

sample (N = 404) had a variety of characteristics.

As shown in Table 1, a majority of the participants fell within the age range of 20-29 (*n* =

125) and 30-39 (*n* = 167). Additionally, 64% of the sample identified as male, and 82%

identified as White/Caucasian. In terms of income, a majority of the participants fell within the

income range of \$30,000 to \$60,000 (*n* = 184) and \$60,000 to \$100,000 (*n* = 159). The study's

sample was also rather educated with 57% being college graduates.

Table 1. Demographics of Participants
(n = 404)

Variable		%
Age	19 or under	1
	20 – 29	31
	30 – 39	41.4
	40-49	17.1
	50 – 59	6.7
	60 or older	2.7
Gender Identification	Female	35.9
	Male	64.1
Do you Identify as Hispanic	Yes	32.3
	No	67.7
Primary Racial/Ethnic Identification	White/Caucasian	81.9
	Black/African American	4
	Asian	7.7
	American Indian or Alaska Native	4.7
	Other	1.7
Annual Household Income	Less than \$30,000	8.5
Highest Level of Education	Less than high school	0.5
	High school graduate or equivalent	11.7
	Some college	7.4
	College graduate	57.1
	Post-graduate degree (e.g., MA, MS, JD, MBA, MD, PhD)	23.3

Table 2. Involvement in Social Institutions
(n=404)

% Endorsing	Not Involved	Moderately Involved	Very Involved
1. Participating in community activities (school/housing/neighborhood programs)	9.9	56.7	33.4
2. Participating in federal/local elections	13	51.9	35.2
3. Doing work that makes you happy	4	46.1	49.9
4. Maintaining strong romantic relationships	4.2	42.9	52.9
5. Maintaining strong friendships	4.7	45.4	49.9
6. Maintaining strong family relations	7	37.4	55.6
7. Helping less fortunate people in your community	11.6	40.1	48.4
8. Strengthening your religious/spiritual beliefs	8.2	59.3	32.5
9. Attending religious institutions	12.2	46.3	41.5
10. Doing whatever it takes to make money and become financially successful	5.2	59.1	35.7
11. Trying to make yourself a better person	5	39	56.1

Table 3. Confidence in Social Institutions
(n=404)

% Endorsing	No Confidence	Some Confidence	A Great Deal of Confidence
1. The Police	6.2	55.5	38.3
2. The Criminal Justice System (e.g., judges, lawyers)	12.9	51.5	35.6
3. Medical System	6.5	48.2	45.2
4. Economic Institutions (e.g., banks, businesses)	7.2	52.4	40.4
5. Public Schools	4.8	54.3	41
6. Churches or Religious Institutions	7.5	49.6	42.9
7. Social Media	16.8	52.8	30.5
8. Television News	11.5	56.4	32.1
9. Family	3.3	39.8	57
10. The Federal Government	6.3	51.9	41.9
11. State-level Government	8	52.9	39.1
12. Local-level Government	7	56.1	36.8

Table 4. Independent Variables
(n=404)

Area	Item	% Endorsing Yes
Adverse Neighborhood Characteristics		
	1. Neighborhood violence common	46.3
	2. Neighborhood drug use & distribution common	37.1
Composite Score Mean = 1.42 (Range = 0-2)		
	3. No trust in neighbors	20.3
Parental Conflict		
	1. Parent separation or divorce	39.3
	2. Parents fight often	49.1
	3. Parental harm or attempted harm	42.9
	4. Parent problems with drugs or alcohol	40.3
Composite Score Mean = 1.71 (Range = 0-4)		
Adverse Family Experiences		
	1. Family worry about next meal	48.8
	2. Family homelessness	48.8
	3. Family incarceration	43.1
	4. Family criminal activity	35.6
	5. Family experience death of loved one	58.6
	6. Family move around a lot	71.7
Composite Score Mean = 3.06 (Range = 0-6)		
School Experiences		
	1. No close relationships with teachers	19.4

2. No extracurricular activity participation	20.8
3. Repeat grade	61.4
4. Directly experience bullying	46

Childhood Maltreatment

1. Parent or caregiver hit, choke, kick, or burn you	40.8
2. Left home alone for extended period of time	52.5
3. Emotional needs not met or validated	49.5
4. Safety and well-being not promoted	46.6
5. Threatened abandonment	44.6
6. Parent or caregiver threatened to hurt you	45.6
7. Parent or caregiver constantly criticize	52.2
8. Sex organs touched in sexual manner by parent or caregiver	33.5
9. Parent or caregiver ever forced you to touch their sex organs in a sexual manner	37.1

Composite Score Mean = 4.01 (Range = 0-9)

Results

The present study's initial sample consisted of 665 U.S. adults. After two different

reliability tests, the final sample consisted of 404 U.S. adults. Results for this study's sample will

be analyzed utilizing bivariate correlations and linear regressions. The findings are summarized

below.

Bivariate Correlations

Pearson's bivariate correlations were computed between the present study's independent

variables and two dependent variables: (1) involvement in social institutions and (2) confidence

in social institutions. These correlations were also calculated between the study's seven control

variables (gender, ethnicity, race, age group, annual household income, and highest level of

education completed) and the two dependent variables of interest.

As shown in Table 5, Pearson's correlation values ranged from - .29 to .35 for measures

of childhood experiences and institutional involvement. The bivariate correlations between

measures of childhood experiences and institutional confidence ranged from -.18 to .23. A

breakdown of the nature and magnitude of the correlations between each individual indicator of

childhood experiences and the dependent variables are described below and presented in Table 5.

Involvement in Social Institutions

Several significant correlations emerged between one's involvement in social institutions

and the present study's independent variables. In particular, individuals who indicated "no

neighborhood trust in childhood" were found to have significantly lower involvement in social

institutions as adults ($p < 0.05$). Three out of the four independent variables relating to school

experiences were also found to have statistically significant correlations with institutional

involvement. Both of the variables "no close relationships with teachers" and "no extracurricular

activity participation" yielded a significant, negative correlation with an individual's level of institutional involvement ($p < 0.10$).

Unexpectedly, both adverse family experiences and the school experience of "repeat grade" were associated with significantly higher levels of institutional involvement as adults ($p < 0.10$). There were also no significant bivariate correlations between the respondent's institutional involvement and the composite scale of adverse neighborhood characteristics, parental conflict, childhood maltreatment, and being bullied in childhood.

Among the respondent's demographic characteristics, statistically higher institutional involvement was found among persons who identified as female (compared to males), Hispanics (compared to non-Hispanics), have higher levels of family income, and have higher levels of educational attainment. Individuals' race and age were not significantly correlated with their level of institutional involvement ($p < 0.10$).

Confidence in Social Institutions

Significant bivariate correlations were found between one's confidence in social institutions and several measures of adverse childhood experiences. As shown in Table 5, individuals with school experiences involving "no close relationships with teachers" and "no participation in extracurricular activity" had significantly lower confidence in social institutions as adults ($p < 0.05$). Unexpectedly, individuals with higher scores on the composite measure of adverse family experiences and those who "repeated a grade" had significantly higher levels of institutional confidence ($p < 0.05$). Both childhood maltreatment and "repeated a grade" were not significantly correlated with individuals' level of confidence in social institutions as adults. Among the demographic characteristics, persons who identified as female, Hispanic, and have

higher levels of educational attainment have significantly higher institutional confidence as adults than their comparison groups ($p < 0.05$).

Table 5. Correlation of Independent and Dependent Variables

Independent Variables	Institutional Involvement n= 340	Institutional Confidence n= 335
Adverse Neighborhood Characteristics	.01	.03
No Neighborhood Trust	**- .11 ****	- .04
Parental Conflict	- .06	.02
Adverse Family Experiences	**.09 ***	**.13 ****
No Close Relationships with Teachers	**- .29 ****	**- .18****
No Extracurricular Activity Participation	**- .21 ****	**- .13 ****
Repeat Grade	**.23 ****	**.22 ****
Directly Experience Bullying	- .08	- .07
Childhood Maltreatment	- .04	.06
Gender Identification (1 = Female)	**.16 ****	**.12 ****
Hispanic/Latino (1 = Yes)	**.12 ***	**.13 ****
White (1 = Yes)	- .08	.08
Black (1 = Yes)	.07	- .04
Age Group	.01	- .08
Annual Household Income	**.12 ****	.04
Highest Level of Education Completed	**.35 ****	**.23 ****

Notes: *. Correlation is significant at $p < 0.10$; ******. Correlation is significant at $p < 0.05$

Linear Regression Analyses

A multiple regression analysis was conducted to assess the predictors of institutional involvement and institutional confidence. The results of the regression analyses for institutional

confidence and institutional involvement are presented in Table 6 and Table 7, respectively, and summarized below.

Predictors of Institutional Involvement

The regression analysis revealed that several of the study's independent variables (measures of various childhood experiences) influenced individuals' level of involvement in social institutions as adults. As shown in Table 6, measures of various childhood experiences and demographic characteristics of the respondent explained 30% of the variation in an individual's level of institutional involvement in adulthood ($R^2 = .30$, $p < 0.05$).

Among the measures of negative childhood experiences, the strongest predictors of individuals' level of involvement in social institutions as adults were their school-related experiences. In particular, persons who did not have close relationships with teachers and did not participate in extracurricular activities had significantly lower levels of institutional involvement even after controlling for the other adverse childhood experiences and individuals' demographic characteristics. Contrary to expectations, repeating a grade had a significant net effect on increasing (rather than decreasing) individuals' institutional involvement. None of the other measures of adverse childhood experiences (e.g., adverse neighborhood characteristics, neighborhood trust, parental conflict, other adverse family experiences, experiences with bullying, and childhood maltreatment) had a significant net effect on the individuals' level of institutional involvement.

Among the demographic characteristics, individuals who identified as female, Hispanic, and persons with higher educational attainment had significantly higher levels of institutional involvement even after controlling for differences in their adverse experiences as children.

Individuals' race, age, and income did not have a significant impact on their level of institutional

involvement.

Table 6. Multiple Regression Analysis of Predictors of Institutional Involvement
(n=340)

Independent Variables	b[a](se)	B
Adverse neighborhood characteristics	- .09 (.30)	- .02
Neighborhood Trust	- .39 (.47)	- .04
Parental Conflict	- .02 (.20)	.01
Adverse Family Experiences	.18 (.20)	.09
No Close Relationships with Teachers	**- 2.24 (.46) ****	**- .24**
No Extracurricular Activity Participation	**- 1.07 (.45)****	**- .12**
Repeat Grade	**1.08 (.41) ****	**.14**
Directly Experience Bullying	- .63 (.41)	- .09
Childhood Maltreatment	- .14 (.10)	- .12
Gender Identification (1 = Female)	**.67 (.38) ***	**.09**
Hispanic/Latino (1 = Yes)	**1.30 (.43) ****	**.16**
White (1=yes)	.53 (.58)	.05
Black (1=yes)	1.41 (1.06)	.07
Age Group	.17 (.18)	.05
Annual Household Income	.09 (.26)	.02
Highest Level of Education Completed	**1.28 (.21) ****	**.31**

Notes: $R^2 = .30$ **

    * = significant difference at $p < 0.10$; **= significant difference at $p < 0.05$.

    b[a](se**)** = unstandardized regression coefficient, se = standard error of the estimate, B = standardized regression coefficient

Predictors of Institutional Confidence

    The regression analysis revealed that several of the study's independent variables (measures of various childhood experiences) influenced individuals' level of confidence in social institutions as adults. As shown in Table 7, measures of various childhood experiences and demographic characteristics of the respondent explained 19% of the variation in an individual's level of institutional involvement in adulthood (R^2=.19, $p < 0.05$).

Among the measures of adverse childhood experiences, the strongest predictors of individuals' level of involvement in social institutions as adults were their school-related experiences. In particular, persons who said they were bullied and did not have close relationships with teachers had significantly lower levels of institutional involvement even after controlling for the other adverse childhood experiences and individuals' demographic characteristics. Contrary to expectations, repeating a grade had a significant net effect on increasing (rather than decreasing) individuals' institutional confidence. None of the other measures of adverse childhood experiences (e.g., adverse neighborhood characteristics, neighborhood distrust, parental conflict, other adverse family experiences, no participation in extracurricular activities, and childhood maltreatment) had a significant net effect on the individuals' level of confidence in social institutions.

Among the demographic characteristics, individuals who identified as female, Hispanics, and persons with higher educational attainment had significantly higher levels of institutional involvement even after controlling for differences in their adverse experiences as children. In contrast, individuals' race, age, and income did not have a significant impact on their level of institutional involvement.

Table 7. Multiple Regression Analysis of Predictors of Institutional Confidence
(n=335)

Independent Variables	b^a(se)	B
Adverse Neighborhood Characteristics	- .28 (.37)	- .06
No Neighborhood Trust	- .05 (.57)	- .004
Parental Conflict	- .004 (.25)	- .001
Adverse Family Experiences	.25 (.19)	.12
No Close Relationships with Teachers	**- 1.39 (.56) ****	**- .13**
No Extracurricular Activity Participation	- .66 (.55)	- .06
Repeat Grade	**1.22 (.50) ****	**.14**
Directly Experience Bullying	**- 1.25 (.50) ****	**- .15**
Childhood Maltreatment	.01 (.12)	.01
Gender Identification (1 = Female)	.55 (.46)	.06
Hispanic/Latino (1 = Yes)	**1.61 (.52) ****	**.18**
White (1= Yes)	**2.19 (.70) ****	**.20**
Black (1= Yes)	.77 (1.26)	.04
Age Group	- .21 (.22)	- .05
Annual Household Income	- .42 (.30)	- .07
Highest Level of Education Completed	**1.04 (.26) ****	**.22**

Notes: $R^2 = .19$ **

* = significant difference at $p < 0.10$; **= significant difference at $p < 0.05$.
b^a(se) = unstandardized regression coefficient, se = standard error of the estimate,
B = standardized regression coefficient

Discussion

The current study conducted survey research on a national sample of U.S. adults to examine the impact of childhood experiences on institutional confidence and involvement. Based on the analysis of this sample of 404 U.S. adults, several conclusions can be made about the net impact of childhood experiences on their confidence and involvement in social institutions. The major findings of this study and possible explanations for them are summarized below.

Major Findings

Tables 6 and 7 revealed several significant predictors of institutional involvement and confidence, respectively. The strongest predictor of institutional non-involvement in adulthood is adverse school-related experiences. More specifically, lacking close relationships with teachers during childhood was the strongest predictor of lower institutional involvement. The absence of extracurricular involvement during childhood was also significantly related to lower institutional involvement in adulthood. Contrary to expectations based on social bond theory, repeating a grade had a strong net effect on increasing both institutional involvement and confidence.

Other school factors were significant predictors of an individual's confidence in social institutions. The absence of close teacher relationships and being a victim of bullying had significant net effects on individuals' lower confidence in institutions in adulthood.

Several demographic factors also predicted institutional confidence and involvement. In particular, persons who identified as female, Hispanic/Latino, and had a higher level of educational attainment had significantly higher levels of institutional involvement. Those who were White, identified as Hispanic/Latino, and had a higher level of educational attainment had significantly higher levels of institutional confidence. In regards to ethnicity, prior research is mixed on the confidence and involvement of those who identify as Hispanic/Latino. Some

researchers have found that Latinos have higher levels of political trust and community involvement (Abrajano and Alvarez, 2010a; Abrajano and Alvarez, 2010b), while other researchers have found lower levels of confidence and involvement among Hispanic/Latino individuals in comparison to others (Koch, 2019). When considering gender, prior research is limited in regards to institutional involvement, specifically, but has consistently found that women have more positive feelings towards social institutions than men (Koch, 2019; Hakhverdian & Mayne, 2012). These positive feelings could be hypothesized to lead to higher levels of involvement among women. Prior research has also concluded that higher educational attainment has been found among those with higher levels of institutional confidence and involvement (Mettler & Welch, 2004; Hakhverdian & Mayne, 2012). In regards to race, the present study's finding that White people have higher institutional confidence is consistent with a prior survey that also analyzed institutional confidence among particular racial groups (The Gallup Organization, n.d.).

There were several childhood experiences that, unexpectedly, did not predict changes in institutional confidence and involvement. In regards to institutional confidence, childhood extracurricular activity participation was not a significant predictor of individual confidence in social institutions in adulthood. When looking at only institutional involvement, directly experiencing bullying during childhood did not significantly impact an individual's level of involvement in adulthood. For both of the dependent variables, the adverse neighborhood factors measured did not predict an individual's adulthood institutional confidence and involvement. Regarding adverse family-related factors, both parental conflict and adverse family experiences were not significant predictors of either one's institutional confidence or involvement in these

social institutions in adulthood. The most surprising finding of this study, however, was that childhood maltreatment did not predict present-day institutional confidence and involvement.

Explanations for Findings Consistent with Theoretical Expectations

The present research was guided by Hirschi's Social Bond theory (1969). In this theory, Hirschi states that an individual's attachment, commitment, involvement, and beliefs are necessary for pro-social behavior and engagement (1969). Without those four elements, Hirschi (1969) contends that an individual may engage in anti-social, deviant behavior.

When applied to the results of this study, several of the obtained findings in Tables 6 and 7 are consistent with expectations based on Hirschi's theory and several are not. How the observed results are explained by this particular theory is summarized below.

First, the finding that a child's bond with their teacher is important for adulthood institutional confidence and involvement aligns directly with Hirschi's element of attachment. In his theory, Hirschi states that attachment and closeness to pro-social individuals are crucial for pro-social engagement and endeavors. With that in mind, assuming that teachers are pro-social role models for their students, it is expected that having a close relationship with them would promote engagement and confidence in social institutions.

Second, Table 7 revealed that directly experiencing bullying predicted lower institutional confidence. This finding also aligns with Hirschi's theory of attachment. As a child has their attachment to other individuals severed by the negative experience of bullying, they may tend to deviate from pro-social things, such as having confidence in social institutions.

Third, the finding that extracurricular participation increases institutional involvement (see Table 6) is also consistent with the commitment element underlying Hirschi's theory. From this perspective, when an individual has invested themselves in conventional activities, they

develop "stakes in conformity" in these activities. Following this same logic, individuals who engaged in and had stakes in pro-social, extracurricular activities during their childhood continue to have the same outlook by involving themselves in social institutions in adulthood.

Explanations for Findings Inconsistent with Theoretical Expectations

Despite this theoretical consistency with some of the observed findings, other findings are inconsistent with Social Bond theory (Hirschi, 1969). Possible explanations for these unexpected findings are summarized below.

First, based on the importance of neighborhood and family factors in a child's life, one would expect adverse experiences in both of those realms to significantly predict lower institutional confidence and involvement. However, the present study revealed that neither adverse family nor adverse neighborhood characteristics predicted institutional confidence and involvement.

A potential explanation for this unexpected finding may involve the important role of educational experiences in early childhood because kids spend an extensive period of their time in school (Hall & Nielsen, 2020). From this perspective, primary and secondary school experiences may be especially powerful agents of socialization and personal identity, nullifying to some extent the impact of adverse family and neighborhood factors.

Second, this study's composite measure of childhood maltreatment was not a significant predictor of individuals' institutional confidence and involvement as adults. This unanticipated finding could be explained in various ways. For example, it may be that researchers have historically overestimated the long-term consequences of childhood maltreatment and underestimated the resiliency of maltreated youth. From this perspective, child maltreatment may have serious consequences on earlier childhood and adolescent behavior, but its impact on

attitudes and behavior as adults may be moderated or mitigated by other experiences over the life course.

Third, the impact of repeating a grade on increasing individuals' involvement and confidence in social institutions during adulthood was also not anticipated based on Social Bond theory (Hirschi, 1969). However, contrary to repeating a grade being a seemingly negative experience on the surface, some researchers have found that being held back was linked to a higher sense of school belonging and school-related self-efficacy (Wu et al., 2010). Similarly, other studies have found that children who are older in their grade are more likely to attend college, perform well in college, and avoid justice involvement for delinquency (Dhuey et al., 2019).

Limitations

The present research was not immune to limitations. Several limitations of the current study's design and measures that may affect the obtained results are summarized below.

First, the current study used a survey design to explore its research questions about childhood experiences. Unfortunately, without actual documents on their childhood experiences, there is no way in retrospective surveys to ensure that a participant's answers are accurate. In fact, this type of recall bias is a serious problem with many retrospective surveys (Schutt, 2019). Although there were two different reliability tests conducted to make sure only the people who correctly answered 4 questions and spent more than two minutes completing the survey were included in the final sample, there is still no way to completely ensure that participant answers were truthful.

Second, sample respondents for this survey were selected from survey panels provided by Amazon's Mechanic Turk. Unfortunately, while Mechanical Turk was a convenient way to gain

a large sample in a short amount of time, there were serious problems with the reliability of the respondent's answers in this study. The fact that more than half of the initial sample respondents were excluded because of response errors (e.g., completing the survey in less than 2 minutes, failing multiple "reliability checks" requiring respondents to select a particular response) is a serious methodological limitation of this study.

Another limitation in regards to the study's sample surrounds generalizability. Generalizability refers to a study's ability to apply conclusions to the greater, non-surveyed population (Schutt, 2019). Because of certain characteristics of the present study's sample, the findings may be difficult to apply to a larger population. The present study's sample had a few characteristics that did not align with previous literature or census statistics. For example, about 57% of the present study's sample indicated that they had a bachelor's degree, while the U.S. Census Bureau reported that only about 24% of the U.S. population reported possessing a bachelor's degree in 2021 (U.S. Census Bureau, 2022). Similarly, a little over 30% of the present study's population indicated that they endured some form of sexual abuse during childhood, while a previous research study found that only 9% of maltreated youth were victims of sexual abuse (Brown et al., 2022). Additionally, about 41% of the present study's sample indicated being physically abused during childhood, while a prior research study found that only 18% of maltreated youth report physical abuse (Brown et al., 2022). With these seemingly abnormal findings, the present study's results must be reviewed with caution.

Third, a final limitation of the present study surrounds the questions developed within the survey. In particular, although the items within this survey were inspired by past research, the measures of negative childhood experiences were ultimately revised, modified, and independently developed by the author. This raises some questions about whether some of the

measures of negative childhood experiences within this study are good indicators of their respective concepts. For example, about 61% of the present study's sample reported repeating a grade during childhood. This finding is rather peculiar as one prior study found that about 2% of youth, ranging from kindergarten to grade 12, were held back in 2016 (National Center for Education Statistics, 2019). With this in mind, the particular survey question inquiring about having to repeat a grade during childhood may have been poorly worded or misunderstood by the sample, leading to inaccurate answers and a higher-than-average final percentage. Because of this, the significant findings in regards to repeating a grade must be taken with caution.

Future Directions for Research

The results and limitations of the present research leave room for numerous areas of future research. One area that could be analyzed in future research is the magnitude of the impact of different childhood experiences throughout different age groups. In particular, researchers could analyze if the impact of childhood experiences decreases as individuals age. This decrease in impact could potentially allow the individuals to develop more confidence and involvement at a later age when they are less affected by their childhood.

Future research could also examine if there are any mediating variables that lead individuals to become involved and confident in social institutions after certain childhood experiences. Researchers in the future could also separate the different social institutions into more refined, uniform categories to see if certain childhood experiences impact confidence and involvement in specific categories of institutions like media or government.

Finally, future research could explore similar interests utilizing the Life Course theory of Persistence and Desistance (Sampson and Laub, 2003). Through the lens of this criminological

theory, researchers could analyze the impact of institutional confidence and involvement on an

individual's persistence or desistance in anti-social behaviors during adulthood.

Conclusion

The present paper makes one point abundantly clear: childhood experiences matter. More specifically, these experiences, whether advantageous or unfortunate, shape many subsequent outcomes including one's present-day institutional confidence and involvement. Institutional involvement and confidence are extremely important for those who faced adversity during childhood because prior research has drawn clear conclusions that those who faced negative childhood experiences are at risk for lower life satisfaction (Xiang et al., 2020). However, although institutional confidence is not well-researched, involvement in social institutions, such as family/friend visitations and religious endeavors, has been found to increase one's level of life satisfaction (Baeriswyl & Oris, 2021). The aforementioned prior research and the findings within the present research can be combined to deduce different policy implications.

From previous research, it is clear that it may be beneficial to target children who have faced negative experiences and increase their level of involvement in pro-social activities such as quality time with peers. Based on the current study, school-related factors consistently came out as the strongest predictors of institutional confidence and involvement. With that said, it may be beneficial to place importance on the bonds of teachers and their students. This could be accomplished by reducing class sizes so class-time interactions can be more intimate or by hosting teacher-student bonding activities.

Another school-centered policy can be related to student involvement in extracurricular activities. Because extracurricular involvement consistently influenced involvement in social institutions, it may be beneficial for schools to require club or athletics participation. Parents may also take this knowledge and encourage their children to become involved in different activities outside of the home.

ORI-HS, Exempt Review
Exempt Notice

DATE: January 31, 2023

TO: Terance Miethe
FROM: Office of Research Integrity - Human Subjects

PROTOCOL TITLE: UNLV-2023-52 Survey of Childhood Experiences and Present-Day Attitudes about Social Institutions
SUBMISSION TYPE: Initial

ACTION: Exempt
REVIEW DATE: January 31, 2023
REVIEW TYPE: EXEMPT
REVIEW CATEGORY: Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

This memorandum is notification that the protocol referenced above has been reviewed as indicated in Federal regulatory statutes 45 CFR 46 and deemed exempt under Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

PLEASE NOTE:
Upon final determination of exempt status, the research team is responsible for conducting the research as stated in the exempt application reviewed by the ORI – HS, which shall include using

the most recently submitted Informed Consent/Assent and recruitment materials.

If your project involves paying research participants, it is recommended to contact HSComp@unlv.edu to ensure compliance with the Policy for Incentives for Human Research Subjects.

Any changes to the application may cause this study to require a different level of review. Should there be any change to the study, it will be necessary to submit a **Modification** request for review. No changes may be made to the existing study until modifications have been approved/acknowledged.

All **unanticipated problems** involving risk to subjects or others, and/or **serious and unexpected adverse events** must be reported promptly to this office.

Any **non-compliance** issues or **complaints** regarding this protocol must be reported promptly to this office.

Please remember that all approvals regarding this research must be sought prior to initiation of this study (e.g., IBC, COI, Export Control, OSP, Radiation Safety, Clinical Trials Office, etc.).

If you have questions, please contact the Office of Research Integrity - Human Subjects at IRB@unlv.edu or call 702-895-2794. Please include your study title and study ID in all correspondence.

Office of Research Integrity - Human Subjects
4505 Maryland Parkway . Box 451047 . Las Vegas, Nevada 89154-1047
(702) 895-2794 . FAX: (702) 895-0805 . IRB@unlv.edu

55

Survey of Childhood Experiences and Attitudes about Social Institutions

 Welcome to our survey on **Childhood Experiences and Attitudes about Social Institutions**. We are interested in learning about your past childhood experiences and present-day confidence and involvement in social institutions.

 To study this topic, we are asking you to complete a short survey. The survey should take about 10 minutes to complete. All of your responses will be completely anonymous. We would greatly appreciate your assistance by filling out our survey.

 The next page is a consent form. Please read it over carefully before beginning the study.

Consent Form **Title of Study: Survey of Childhood Experiences and Attitudes about Social Institutions**   **University of Nevada, Las Vegas** Department **of Criminal Justice**
Investigators: Dr. Terance Miethe
Contact Phone Number: 702-895-0236

Purpose of the Study
You have been invited to participate in a study conducted by researchers at the University of Nevada, Las Vegas (UNLV). The purpose of the study is to explore your past childhood experiences and current attitudes about social institutions (e.g., family, education, religion, work, and neighborhoods). Some questions ask directly about potential negative childhood experiences, for example, "Did a parent or caregiver ever threaten to hurt you?" You are being asked about your personal experiences.

Participants
You are being asked to participate in this study because you are an adult resident of the United States. You must be at least 18 years old to participate in this survey.

Procedures
If you agree to participate in this study, you will be asked to do the following: complete an anonymous survey about your childhood experiences, your current confidence in social institutions, and your current involvement in social institutions. You will also be asked to provide some demographic information (e.g., age, gender identity, and ethnic background). The survey takes about 10 minutes for the average participant to complete. All of your responses will be completely anonymous. Your name will not be associated with your responses in any way. All information gathered in this study will be kept completely confidential. You can skip any questions you deem too sensitive to answer and you can terminate this survey at any time.

Benefits of Participation
We cannot nor do we guarantee or promise that you will receive any benefits from being a participant in this study. However, you may benefit from gaining direct knowledge about the process by which data in collected in research studies. We hope to learn more about how childhood experiences may impact your general attitudes and involvement in social institutions.

** Risks of Participation**
There are risks involved in all research studies. This study may include only minimal risks. You might be uncomfortable answering some of the questions asked. Questions include sensitive and potentially triggering topics like physical abuse, sexual victimization, and domestic violence. You may choose not to answer any questions that make you feel uncomfortable. Participation is completely voluntary, and you have the right to refuse to participate and withdraw from the study at any point.

Cost/Compensation
You will be compensated the amount you agreed upon before you entered the survey.

Contact Information
If you have any questions or concerns about the study, you may contact Dr. Terance Miethe at

(702) 895-0236. For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact the UNLV Office of Research Integrity – Human Subjects at 702-895-2794, toll-free at 888-581-2794, or via email at IRB@unlv.edu.

Voluntary Participation
Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time.

Confidentiality
All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for at least 5 years after completion of the study. After the storage time, the information gathered will be destroyed.

Participant Consent
I have read the above information and agree to participate in this study. I am at least 18 years of age. I understand that some of these questions ask about personal history or sensitive items such as childhood abuse and neglect. I have found a place to complete this online survey where I have the privacy to answer the questions to the best of my ability.

IF YOU DO NOT CONSENT TO THE SURVEY, PLEASE CLOSE OUT OF THIS WINDOW.

By clicking NEXT below, you agree that you have read the above information, agree to participate in this study, and you are at least 18 years of age.

The following questions ask you to recall events that occurred _before the age 18_. Please select the answer that best represents your experience.

Neighborhood Dynamics During Childhood/Adolescence

Did you live in a neighborhood where...

	No	Yes
violence was common?	○	○
you felt safe?	○	○
Please select the second answer option.	○	○
drug use and distribution were common?	○	○
community events were held regularly?	○	○
you felt as if you could trust your neighbors?	○	○

Parent and Family Dynamics During Childhood/Adolescence

Did your parents...

	No	Yes
experience a separation or divorce?	○	○
fight often?	○	○
harm or attempt to harm each other?	○	○
have persistent problems with drugs or alcohol?	○	○

Did your family...

	No	Yes
worry about where your next meal would come from?	○	○
have a stable source of income?	○	○
experience homelessness?	○	○
have anyone who experienced incarceration?	○	○
engage in criminal activity? (does not include traffic violations)	○	○
experience the death of a loved one?	○	○
move around a lot?	○	○

School Experiences During Childhood/Adolescence

During your time in school did you...

	No	Yes
consider yourself a good student?	○	○
have close relationships with your teachers?	○	○
have at least one close friend?	○	○
participate in any extracurricular activities?	○	○
have to repeat a grade?	○	○
Please select the second answer option.	○	○
directly experience bullying?	○	○
feel safe while at school?	○	○

Parent or Caregiver's Treatment of You During Childhood/Adolescence

Did a parent or caregiver ever...

	No	Yes
hit, choke, kick or purposely burn you?	○	○
leave you home alone for an extended period of time?	○	○
not meet or validate your emotional needs?	○	○
fail to promote your safety and well-being?	○	○
threaten to abandon you?	○	○
threaten to hurt you?	○	○
constantly criticize you?	○	○
touch your sex organs in a sexual manner that was non-consensual?	○	○
force you to touch their sex organs in a sexual manner against your will?	○	○

The following questions ask you to rate your _current level_ of _confidence and involvement_ in the listed social institutions.

How much _confidence_ do you have in these institutions/agencies in performing their different functions?

	No Confidence	Some Confidence	A Great Deal of Confidence
The Police	○	○	○
The Criminal Justice System (e.g., judges, lawyers)	○	○	○
Medical System	○	○	○
Economic Institutions (e.g., banks, businesses)	○	○	○
Public Schools	○	○	○
Churches or Religious Institutions	○	○	○
Social Media	○	○	○
Television News	○	○	○
Family	○	○	○
The Federal Government	○	○	○
State-level Government	○	○	○
Local-level Government	○	○	○

Please indicate your level of _personal involvement_ with the listed activities.

	Not Involved	Moderately Involved	Very Involved
Participating in local community activities (e.g., school/housing/neighborhood programs)'	○	○	○
Participating in federal/local elections	○	○	○
Doing work that makes you happy	○	○	○
Maintaining strong romantic relationships	○	○	○
Maintaining strong friendships	○	○	○
Maintaining strong family relations	○	○	○
Please select the second answer option.	○	○	○
Helping less fortunate people in your community	○	○	○
Strengthening your religious/spiritual beliefs	○	○	○
Attending religious institutions	○	○	○
Doing whatever it takes to make money and become financially successful	○	○	○
Trying to make yourself a better person	○	○	○

The following questions are referring to your _current_ feelings.

Current Confidence and Psychological Well-Being

Please indicate your level of agreement with the following statements.

	Disagree	Unsure	Agree
I tend to worry about what other people think of me.	○	○	○
I have confidence in my opinions.	○	○	○
In general, I feel I am in charge of the situation in which I live.	○	○	○
I have been able to build a home and a lifestyle for myself that is much to my liking.	○	○	○
In general, I feel confident and positive about myself.	○	○	○
I feel like many of the people I know have gotten more out of life than I have.	○	○	○

A few more questions about you...

Age Group:

○ 19 or under

○ 20 – 29

○ 30 – 39

○ 40 – 49

○ 50 – 59

○ 60 and older

Gender Identification:

○ Female

○ Male

○ Non-Binary

Do you identify as Hispanic/Latino?

○ Yes

○ No

Primary Racial/Ethnic Identification:

○ White/Caucasian

○ Black/African American

○ Asian

○ American Indian or Alaska Native

○ Native Hawaiian or other Pacific Islander

○ Other (please specify)

Annual Household Income:

○ Less than $30,000

○ $30,000 to $60,000

○ $60,000 to $100,000

○ $100,000 or more

Highest Level of Education Completed:

○ Less than high school

○ High school graduate or the equivalent (e.g., GED)

○ Some college

○ College graduate

○ Post-graduate degree (e.g., MA, MS, JD, MBA, MD, PhD)

Thank you for completing this survey!
Principal Investigator: Dr. Terance Miethe (702) 895-0236

Survey of Childhood Experiences and Confidence and Involvement in Social Institutions

This survey included items designed to measure childhood experience and present-day attitudes and involvement in social institutions. Some of the questions asked today were personal and may have been unsettling. If you would like to talk further about any issues raised here, the following resources are available to you:

RAINN (Rape, Abuse & Incest National Network)
800-656-HOPE (4673)
24/7 Hotline and 24/7 online help
www.rainn.org

National Domestic Violence Hotline
1-800-SAFE (7233)
Text "START" to 88788
24/7 Hotline and 24/7 online help
www.thehotline.org

Suicide and Crisis Lifeline
988
24/7 Hotline (call or text)
988lifeline.org

References

Abrajano, M. A., & Alvarez, R. M. (2010a). Assessing the causes and effects of political trust among US Latinos. *American Politics Research*, *38*(1), 110-141. https://doi-org.ezproxy.library.unlv.edu/10.1177/1532673X083302

Abrajano, M. A., & Alvarez, R. M. (2010b). *New faces, new voices: The Hispanic electorate in America*. Princeton University Press.

Abajobir, A., Kisely, S., Williams, G., Strathearn, L., & Najman, J. M. (2018). Risky sexual behaviors and pregnancy outcomes in young adulthood following substantiated childhood maltreatment: Findings from a prospective birth cohort study. *The Journal of Sex Research*, *55*(1), 106–119. https://doi.org/10.1080/00224499.2017.1368975

Adadan, E., & Savasci, F. (2011). An analysis of 16-17-year-old students' understanding of solution chemistry concepts using a two-tier diagnostic instrument. *International Journal of Science Education, 34*(4), 513–544. doi:10.1080/09500693.2011.636084.

Amato, P. R. (2000). The consequences of divorce for adults and children. *Journal of marriage and family*, *62*(4), 1269-1287. https://doi.org/10.1111/j.1741-3737.2000.01269.x

Armstrong-Piner, S. L. (2008). An exploratory study of parent involvement as measured by Joyce Epstein's overlapping spheres of influence. *ProQuest Dissertations Publishing*. https://www.proquest.com/docview/304801590?parentSessionId=t2OzJ6%2Fa7hffBiMctx55z4TSjNrl41z%2BCsxz1tFU43c%3D&pq-origsite=primo&accountid=3611

Baeriswyl, M. & Oris, M. (2021). Social participation and life satisfaction among older adults: Diversity of practices and social inequality in Switzerland. *Ageing and Society*, 1–25. https://doi.org/10.1017/S0144686X21001057

Brown, C. L., Yilanli, M., & Rabbitt, A. L. (2022). Child physical abuse and neglect. *National Library of Medicine*. https://www.ncbi.nlm.nih.gov/books/NBK470337/

Center for Disease Control and Prevention. (2014). *Understanding child maltreatment: Fact sheet*. https://www.cdc.gov/violenceprevention/pdf/cm-factsheet--2013.pdf

Cecil, C. A., Viding, E., Fearon, P., Glaser, D., & McCrory, E. J. (2017). Disentangling the mental health impact of childhood abuse and neglect. *Child abuse & neglect*, *63*, 106-119. https://doi.org/10.1016/j.chiabu.2016.11.024

Child Welfare Information Gateway. (2019). *Long-term consequences of child abuse and neglect*. U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau.

Child Welfare Information Gateway. (2019). *What is child abuse and neglect? Recognizing the signs and symptoms*. U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau. https://www.childwelfare.gov/pubPDFs/whatiscan.pdf

Child Welfare Information Gateway. (2021). *Child maltreatment 2019: Summary of key findings*. U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau. https://www.childwelfare.gov/pubpdfs/canstats.pdf

Coulton, C. J., Crampton, D. S., Irwin, M., Spilsbury, J. C., & Korbin, J. E. (2007). How neighborhoods influence child maltreatment: A review of the literature and alternative pathways. *Child abuse & neglect*, *31*(11-12), 1117-1142. https://doi.org/10.1016/j.chiabu.2007.03.023

DeCamp, W., & Newby, B. (2015). From bullied to deviant: The victim–offender overlap among

bullying victims. *Youth violence and juvenile justice*, *13*(1), 3-17.

https://doi.org/10.1177/1541204014521250

Dhuey, E., Figlio, D., Karbownik, K. and Roth, J. (2019). School starting age and cognitive

development. *J. Pol. Anal. Manage.*, *38*(538-578). https://doi.org/10.1002/pam.22135

Fitton, L., Yu, R., & Fazel, S. (2020). Childhood maltreatment and violent outcomes: A

systematic review and meta-analysis of prospective studies. Trauma, *Violence & Abuse*,

21(4), 754–768. https://doi.org/10.1177/1524838018795269

Food and Drug Administration. (1998). *Institutional Review Boards frequently asked questions:*

Guidance for Institutional Review Boards and clinical investigators.

https://www.fda.gov/regulatory-information/search-fda-guidance-

documents/institutional-review-boards-frequently-asked-questions

Freisthler, B., Needell, B., & Gruenewald, P. J. (2005). Is the physical availability of alcohol and

illicit drugs related to neighborhood rates of child maltreatment?. *Child abuse & neglect*,

29(9), 1049-1060. https://doi.org/10.1016/j.chiabu.2004.12.014

Gini, G., & Pozzoli, T. (2009). Association between bullying and psychosomatic problems: A

meta-analysis. *Pediatrics*, *123*(3), 1059-1065. https://doi-

org.ezproxy.library.unlv.edu/10.1542/peds.2008-1215

Hakhverdian, A., & Mayne, Q. (2012). Institutional trust, education, and corruption: A micro-

macro interactive approach. *The Journal of Politics*, *74*(3), 739-750.

https://doi.org/10.1017/S0022381612000412open_in_new

Hall, H., & Nielsen, E. (2020). How do children spend their time? Time use and skill

    development in the PSID. *Washington: Board of Governors of the Federal Reserve*

    System. https://doi.org/10.17016/2380-7172.2577.

Heen, M. S. J., Lieberman, J. D., & Miethe, T. D. (2014). A comparison of different online

    sampling approaches for generating national samples (research in brief report). *University*

    of Nevada Las Vegas Center for Crime and Justice

    Policy. https://www.unlv.edu/sites/default/files/page_files/27/ComparisonDifferentOnlin

    eSampling.pdf.

Hirschi, T. (1969). Key idea: Hirschi's social bond/social control theory. *Key ideas in*

    criminology and criminal justice, 55-69.

Hodgdon, H. B., Spinazzola, J., Briggs, E. C., Liang, L. J., Steinberg, A. M., & Layne, C. M.

    (2018). Maltreatment type, exposure characteristics, and mental health outcomes among

    clinic referred trauma-exposed youth. *Child Abuse & Neglect*, *82*, 12-22.

    https://doi.org/10.1016/j.chiabu.2018.05.021

Holt, S., Buckley, H., & Whelan, S. (2008). The impact of exposure to domestic violence on

    children and young people: A review of the literature. *Child abuse & neglect*, *32*(8), 797-

    810. https://doi.org/10.1016/j.chiabu.2008.02.004

Jaffee, S. R., Ambler, A., Merrick, M., Goldman-Mellor, S., Odgers, C. L., Fisher, H. L.,

    Danese, A., & Arseneault, L. (2018). Childhood maltreatment predicts poor economic

    and educational outcomes in the transition to adulthood. *American Journal of Public*

    Health, *108*(9), 1142–1147. https://doi.org/10.2105/AJPH.2018.304587

Jaffee, S. R., Caspi, A., Moffitt, T. E., Polo-Tomas, M., & Taylor, A. (2007). Individual, family,

    and neighborhood factors distinguish resilient from non-resilient maltreated children: A

cumulative stressors model. *Child abuse & neglect*, *31*(3), 231-253.

https://doi.org/10.1016/j.chiabu.2006.03.011

Koch, J. W. (2019). Racial minorities' trust in government and government decisionmakers.

Social Science Quarterly, *100*(1), 19–37. https://doi.org/10.1111/ssqu.12548

Lansford, J. E. (2009). Parental Divorce and Children's Adjustment. *Perspectives on*

Psychological Science, *4*(2), 140–152. https://doi.org/10.1111/j.1745-6924.2009.01114.x

Levine, P. B. (2011). How does parental unemployment affect children's educational

performance. *Whither opportunity*, 315-335.

https://ebookcentral.proquest.com/lib/unlv/reader.action?docID=4417083

Mersky, J. P., Topitzes, J., & Reynolds, A. J. (2012). Unsafe at any age: Linking childhood and

adolescent maltreatment to delinquency and crime. *Journal of Research in Crime and*

Delinquency, *49*(2), 295–318. https://doi.org/10.1177/0022427811415284

Mettler, S., & Welch, E. (2004). Civic generation: Policy feedback effects of the GI Bill on

political involvement over the life course. *British Journal of Political Science*, *34*(3),

497-518.

Miethe, T. D., Lieberman, J. D., Heen, M. S. J., & Sousa, W. H. (2019). Public attitudes about

body-worn cameras in police work: A national study of the sources of their contextual

variability. *Criminal Justice Review*, *44*(3), 263-

283. https://doi.org/10.1177/0734016819846241

Mills, R., Scott, J., Alati, R., O'Callaghan, M., Najman, J. M., & Strathearn, L. (2013). Child

maltreatment and adolescent mental health problems in a large birth cohort. *Child abuse*

& neglect, *37*(5), 292-302. https://doi.org/10.1016/j.chiabu.2012.11.008

Mörk, E., Sjögren, A., & Svaleryd, H. (2014). Parental unemployment and child health. *CESifo Economic Studies*, *60*(2), 366-401. https://doi.org/10.1093/cesifo/ifu016

National Center for Education Statistics. (2019). Indicator 15: Retention, suspension, and expulsion. *Status and Trends in the Education of Racial and Ethnic Groups*. https://nces.ed.gov/programs/raceindicators/indicator_rda.asp

Pinto, J. M., & Neri, A. L. (2013). Factors associated with low life satisfaction in community-dwelling elderly: FIBRA Study. *Cadernos de saude publica*, *29*, 2447-2458.

Pyhältö, K., Soini, T., & Pietarinen, J. (2010). Pupils' pedagogical well-being in comprehensive school—significant positive and negative school experiences of Finnish ninth graders. *European Journal of Psychology of Education*, *25*, 207-221. https://doi.org/10.1007/s10212-010-0013-x

Romano, E., Babchishin, L., Marquis, R., & Fréchette, S. (2015). Childhood maltreatment and educational outcomes. *Trauma, Violence, & Abuse*, *16*(4), 418–437. https://doi.org/10.1177/1524838014537908

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of personality and social psychology*, *57*(6), 1069. https://doi.org/10.1037/0022-3514.57.6.1069

Sampson, R. J., & Laub, J. H. (2003). Desistance from crime over the life course. In *Handbook of the life course* (pp. 295-309). Springer, Boston, MA.

Santos, N. N., Monteiro, V., & Carvalho, C. (2022). Impact of grade retention and school engagement on student intentions to enroll in higher education in Portugal. *European Journal of Education*. https://doi.org/10.1111/ejed.12535

Schutt, R. (2019). *Investigating the social world: The process and practice of research* (9th ed.).

    SAGE.

Spilt, J. L., Hughes, J. N., Wu, J.-Y., & Kwok, O.-M. (2012). Dynamics of teacher—student

    relationships: Stability and change across elementary school and the influence on

    children's academic success. *Child Development*, *83*(4), 1180–1195.

    https://doi.org/10.1111/j.l467-8624.2012.01761

Springer, K. W., Sheridan, J., Kuo, D., & Carnes, M. (2003). The long-term health outcomes of

    childhood abuse: An overview and a call to action. *Journal of general internal medicine*,

    18(10), 864-870. https://doi.org/10.1046/j.1525-1497.2003.20918.x

Struck, N., Krug, A., Yuksel, D., Stein, F., Schmitt, S., Meller, T., Brosch, K., Dannlowski, U.,

    Nenadić, I., Kircher, T., & Brakemeier, E. L. (2020). Childhood maltreatment and adult

    mental disorders–the prevalence of different types of maltreatment and associations with

    age of onset and severity of symptoms. *Psychiatry research*, *293*, 113398.

    https://doi.org/10.1016/j.psychres.2020.113398

The Gallup Organization. (n.d.). *Confidence in institutions*.

    https://news.gallup.com/poll/1597/confidence-institutions.aspx

Thurston, H., Bell, J. F., & Induni, M. (2018). Community-level adverse experiences and

    emotional regulation in children and adolescents. *Journal of Pediatric Nursing*, *42*, 25-

    33. https://doi.org/10.1016/j.pedn.2018.06.008

United Nations. (n.d.). *What is domestic abuse?* https://www.un.org/en/coronavirus/what-is-

    domestic-abuse

U.S. Department of Education. (2019). *Student reports of bullying: Results from the 2017 School*

    Crime Supplement to the National Crime Victimization Survey. National Center For

    Education Statistics. https://nces.ed.gov/pubs2019/2019054.pdf

U.S. Census Bureau. (2022). *Census Bureau releases new educational attainment data*.

    https://www.census.gov/newsroom/press-releases/2022/educational-attainment.html

Wang, X., & Maguire-Jack, K. (2018). Family and environmental influences on child behavioral

    health: The role of neighborhood disorder and adverse childhood experiences. *Journal of*

    Developmental & Behavioral Pediatrics, *39*(1), 28-36.

    https://doi.org/10.1097/DBP.0000000000000506

Wang, Z., Hu, M., Yu, T., & Yang, J. (2019). The relationship between childhood maltreatment

    and risky sexual behaviors: A meta-analysis. *International Journal of Environmental*

    Research and Public Health, *16*(19). https://doi.org/10.3390/ijerph16193666

Wildeman, C., Emanuel, N., Leventhal, J. M., Putnam-Hornstein, E., Waldfogel, J., Lee, H.

    (2014). The prevalence of confirmed maltreatment among US children, 2004 to 2011.

    JAMA Pediatrics, *168*(8), 706–713. doi:10.1001/jamapediatrics.2014.410

World Health Organization. (2022). *Child maltreatment.* https://www.who.int/news-room/fact-

    sheets/detail/child-

    maltreatment#:~:text=It%20includes%20all%20types%20of,of%20responsibility%2C%2

    0trust%20or%20power.

Wu, W., West, S. G., & Hughes, J. N. (2010). Effect of grade retention in first grade on

    psychosocial outcomes. *Journal of Educational Psychology, 102*(1), 135–

    152. https://doi.org/10.1037/a0016664

Xiang, Y., Yuan, R., Zhao, J. (2020). Childhood maltreatment and life satisfaction in adulthood: The mediating effect of emotional intelligence, positive affect and negative affect. *Journal of Health Psychology*. *26*(13):2460-2469. doi:10.1177/1359105320914381

Young, S. N. (2008). The neurobiology of human social behaviour: an important but neglected topic. *Journal of Psychiatry and Neuroscience*, *33*(5), 391-392. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2527715/

Curriculum Vitae

Jordan Donohue
jordandonohue10@aol.com

EDUCATION

University of Nevada, Las Vegas
Master of Arts in Criminal Justice   Expected Graduation: May 2023
University of Nevada, Las Vegas
Bachelor of Arts in Psychology   Cumulative GPA: 3.95
Bachelor of Arts in Criminal Justice   Major GPA: 4.00

RESEARCH EXPERIENCE

University of Nevada, Las Vegas Department of Criminal Justice   August 2021 - Present
Graduate Assistant
   ● Collaborated with fellow graduate students and faculty on community and university
     projects
   ● Analyzed survey data to enhance the student experience within undergraduate criminal
     justice courses
   ● Worked with the Office of Online Education to improve the accessibility and engagement
     of an online undergraduate criminal justice course
   ● Interacted with and mentored undergraduate students across several disciplines as a
     teaching assistant

Dr. Christopher Kearney's CHARISMA Lab   August 2018 - August 2021
Lead Research Assistant & Research Assistant
   ● Conducted clinical research/therapy for adolescents with trauma or maltreatment-related
     issues
   ● Evaluated the psychometric properties of psychodiagnostic assessment measures
   ● Read and summarized peer-reviewed journal articles for literature reviews and
     manuscripts
   ● Participated in an individual project examining racial biases in CPS reporting
   ● Facilitated an oral presentation on racial biases in CPS reporting to peers
   ● Trained undergraduate research assistants on assessment scoring policies and procedures
   ● Helped to develop a protocol for remote assessment scoring during the COVID-19
     pandemic

Dr. Tamara Herold's TSCS Lab   January 2019 - December 2019
Lead Research Assistant & Research Assistant
   ● Analyzed causes of spectator violence and developed innovative prevention techniques
   ● Presented research-based spectator violence solutions to practitioners within the field
   ● Organized the work of my peers and relayed it to graduate students
   ● Collaborated with other undergraduate research assistants to create a research-based
     Playbook
   ● Researched current and future prevention methods for sexual assault in day and night
     clubs

TEACHING EXPERIENCE

University of Nevada, Las Vegas Department of Criminal Justice   August 2022 - Present
GSC 300 Second-Year Seminar: Civic Engagement in Urban Communities
- Taught undergraduate students about the skills and importance of community and individual resilience
- Handled student concerns, questions, and correspondence
- Provided grades and feedback on student work in a timely manner
- Conducted weekly check-ins with students

LEADERSHIP EXPERIENCE

UNLV College of Urban Affairs   April 2019 - November 2020
CSUN Senator
- Acted as liaison between university officials and constituents in the College of Urban Affairs
- Authored legislation that directly impacted the university and students as a whole
- Presided over a million-dollar operating budget with the help of fellow senators
- Worked alongside twenty-four other senators towards a cohesive and inclusive campus

UNLV CSUN   September 2019 - November 2019
Scholarships, Sponsorships, and Grants Committee Chair
- Presided over all official committee meetings while maintaining meeting agendas and minutes
- Delegated responsibilities and tasks to other committee members
- Oversaw and made executive decisions for a $322,750 operating budget
- Met personally with students, faculty, and RSO leaders to discuss possible, continued funding

UNLV Women's Lacrosse   October 2017 - May 2019
Vice President
- Completed mandatory team paperwork and attended official university meetings
- Coordinated official WWLL league games with other teams and orchestrated travel plans
- Worked to build team chemistry in order to reach a common goal
- Assisted coach in leading team practices

PRESENTATIONS

Donohue, J. S., Howard, A. N., Kearney, C. A. (2021, March 18 -19). Expressive suppression and cognitive reappraisal predict resilience in a sample of maltreated youth [Poster presentation]. Anxiety and Depression Association of America (AADA), Virtual Conference during the COVID-19 pandemic.

Donohue, J. S., Howard, A. N., Kearney, C. A. (2021, April 28 - 30). Don't 'bottle it up'! The relationship between emotion regulation and resilience in maltreated youth [Poster presentation]. Western Psychological Association (WPA), Virtual Conference during the COVID-19 pandemic.

Donohue, J. S., Salcedo, J., Webster, J., Ellis, K., Kearney, C. A. (2021, May 03 - 07). Cultural identity predicts resilience in maltreated youth [Poster Presentation]. University of Nevada, Las Vegas Office of Undergraduate Research (OUR), Virtual Undergraduate Research Symposium during the COVID-19 pandemic.

Howard, A., Burke, S., Mraz, A., Benjelloun, N., **Donohue, J.**, Ellis, K., Kearney, C. (2021, June 09 -June 10). Assessment of PTSD and related symptoms for maltreated adolescents: Protocol and empirical findings [Workshop Presentation]. Prevent Child Abuse Nevada, Nevada Child Abuse Prevention and Safety Virtual Conference.

Racial Biases in CPS Reporting, CHARISMA Lab ACT Division   December 2020

TSCS Playbook Presentations   October 2019 - December 2019
- Dr. Tamara Herold: American Crime Scientist
- Chris Martinez: CSC Senior Vice President
- Greg McCurdy: NFL Security Representative
- Tom Monahan: Golden Knights Security Director

AUTHORSHIP EXPERIENCE

Co-Author, AMEND CSUN BYLAW TITLE VIII: SCHOLARSHIPS   October 2020
Co-Author, UNLV MOCK TRIAL TEAM CSUN SPONSORSHIP   September 2019
Author, UNLV CAMPUS RECREATIONAL CSUN SPONSORSHIP   September 2019

AWARDS & CERTIFICATIONS

FEMA IS-00700.b   April 2020 - Present
FEMA IS-00100.c   April 2020 - Present
Notary Public, State of Nevada   February 2020 - February 2024
The Collaborative Institutional Training Initiative (CITI)   June 2018 - June 2023
University of Nevada, Las Vegas Dean's Honor List   Fall 2017 - Spring 2021
Millennium Scholarship Recipient   Fall 2017 - Spring 2021
Dan Riley Scholarship Recipient   Fall 2020 - Spring 2021

WORK EXPERIENCE

Service Coordinator, NutriDrip by Clean Market   May 2021 - Present
Legal Assistant, The Gersten Law Firm   December 2019 - March 2020