



EXPLORING THE ACADEMIC OUTCOMES OF CHILDREN EXPOSED TO DOMESTIC VIOLENCE USING A SYSTEMATIC LITERATURE REVIEW

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ARTICLE INFO

Article History:

Received 28th July, 2018
Received in revised form
29th August, 2018
Accepted 17th September, 2018
Published online 30th October, 2018

Key Words:

Academic Outcomes,
Domestic Violence Witnesses,
Children.

ABSTRACT

Children who are victims of trauma often experience poor academic performance either through form absences or grades. Likewise, children's exposure to domestic violence, a trauma often unexpressed or recognized, negatively impacts their academic outcomes. With the high prevalence of children victimized by or witness to violence in the home at an early age, and education represented as a vehicle to quality of life, the successful academic outcomes of these traumatized youth are critical as a means to create restorative measures for the development of their self-efficacy and well-being into adulthood. The purpose of this study is to explore the number of articles in the professional literature of the academic outcomes of children exposed to domestic violence. A systematic literature review (SLR) using the Cochrane Model resulted in 21 peer-reviewed publications. The professional literature from six search engines was limited to keywords "academic outcomes" and "domestic violence," resulting in a mix of quantitative, qualitative and exploratory studies. The predominant theme that emerged from the SLR supported the assumption that exposure to domestic violence, like other forms of trauma, has a negative impact on academic outcomes. Moreover, there are opportunities to improve practice, policy, and academic outcomes for children exposed to domestic violence by recognizing their trauma and in so doing, perhaps, increase their well-being.

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Citation: Victor G. Aeby, Tracy Carpenter-Aeby, Kenneth Angeli, Geraldine Jones and Cory Woodward, 2018. "Exploring the academic outcomes of children exposed to domestic violence using a systematic Literature Review", *International Journal of Development Research*, 8, (10), 23812-23819.

INTRODUCTION

According to Holtrop, Fischer, Gray, Barry, Bryant and Du exposure to domestic violence negatively affects children's cognitive, emotional and physical well-being (2004, p.1253). Domestic violence is abuse that is psychological, financial, sexual, emotional or physical (Gregory, Ramsay, Agnew-Davies, Baird, Devine, Dunne, Eldridge, Howell, Johnson, Rutterford, Sharp and Feder, 2010, p.1). Domestic violence can also be referred to as interpersonal violence (Chanmugam, 2011, p.394). Childhood exposure to adult domestic violence is associated with lower social competence and lower academic achievement (Chanmugam, Kenter and Goodwin, 2015, p.406). As cited in Chanmugam "Estimates indicate that 15.5 million US children and adolescents (ages zero to 17) live in a household where a parent is the target of violence by an intimate partner at least once annually, with seven million of

these children exposed to severe adult intimate partner violence." (2011, p.394). Domestic violence is an issue around the world. "The prevalence of physical and sexual violence varies internationally from 15 to 71%" (Gregory et al., 2010, p.2). As stated by Foster and Brooks-Gunn "Pervasive effects of violence exposure are found among children and adolescents" (2009, p.78). As cited in Herman-Smith "children are almost always present during intimate partner violence (IPV) involving their primary caregivers" (2013, p. 231). Urban minority and homeless youth are at greater risk of being exposed to domestic violence (Thompson and Massat, 2005, p. 368; Moore and McArthur, 2011, p.151). Violence and youth's exposure to it are considered both a public health and societal problem (Margolin and Gordis, 2004, p.152; Margolin, Vickerman, Oliver and Gordis, 2010, p.199).

Literature Review

Impact of Mothers as Victims of Domestic Violence: Mothers who are victims of abuse in a domestic violence

suffer physically and psychologically, influencing their ability to parent thus impacting their children (Herman-Smith, 2013, pp. 232-233). Domestic violence creates a lack of responsive caregiving and secure attachments between mother and child (Herman-Smith, 2013, p. 236). Antenatal violence has been found to be a predictor of postnatal violence and subsequent poor child outcomes (Flach, Leese, Heron, Evans, Feder, Sharp, and Howard, 2011, p. 1389). According to Flach *et al.* "It is well recognized that children who witness such violence are at greater risk of developing emotional behavioural and educational problems, with a cumulative effect of witnessing domestic violence and being exposed to maternal depression leading to worse child outcomes" (2011, p. 1383). As cited in Sturge-Apple, Davies and Cummings "associations between interparental conflict and child psychological symptoms and scholastic problems have been consistently documented in the literature" (2006, p.1623). Domestic violence often inhibits the cognitive and academic performance of children who witness it (Holtrop *et al.*, 2004, p. 1253). "Witnessing of domestic violence by children results in developmental problems and long term mental health, educational and social sequelae" (Gregory *et al.* 2010, p.2).

Stressors such as violence or homelessness increase absenteeism in school negatively impacting the academic attainment of children (Moore and McArthur, 2011, p. 149). Thompson and Trice-Black state "Children exposed to the trauma of domestic violence tend to experience difficulties with internalized and externalized behavior problems, social skills deficits, and academic functioning" (2012, p. 233). Exposure to domestic violence can lead to interpersonal problems in school and decreased academic functioning (Thompson and Trice-Black, 2012, p.234) Interparental withdrawal is more likely to cause school adjustment problems than interparental hostility (Struge-Apple *et al.*, 2006, pp. 1634-1635). Margolin and Gordis declared "Family violence and community violence also relate to academic and cognitive difficulties, possibly through their impact on psychological functioning" (Margolin and Gordis, 2004, p. 153) Witnessing family violence is a significant predictor of low reading levels (Thompson and Whimper, 2010, p.728). As revealed by Margolin *et al.* "Academic performance was disrupted by exposure in any domain, a finding extending previous research on the vulnerability of youth's ability to perform at school in relation to violence" (2010, p. 201) Holt, Finkelhor and Kantor assert that "Youth with multiple victimizations experiences emerged as the group with the most significant psychological and academic problems, adding to previous literature showing greater maladjustment among youth who incur more than one type of victimization" (2007, p. 512).

Schools as Potential Mediating Factor

Schools provide a sense of belonging for children undergoing stressful events such as domestic violence. This could be an additional opportunity to interrupt the violence negatively impacting their academic outcomes (Moore and McArthur, 2011, p.147). School mental health professionals can create a safe environment for the development of affirmative and encouraging relationships, emotional and academic support, and healthy models of interaction styles (Thompson and Trice-Black, 2012 p.241) As reported by a 10 year old boy "Schools can help kids by being safe and it's somewhere you know what's going to happen next. That's good for kids." (Moore and McArthur, 2011, p147). As cited in Moore and McArthur,

schools are a universal service that play a significant role in linking children and families to services within the school and in the community (2011, p.150). Schools have implemented programs such as A.S.A.P. (A School Based Anti-Violence Program) to increase student knowledge and awareness and to change their attitudes towards domestic violence (Dahle and Archbold, 2014, p.2499). As stated by Thompson and Trice-Black "Classroom guidance lessons provide an appropriate venue for school mental health professionals to present safety planning and prevention of abuse for all students" (2012, p. 235). Information on specific interventions for children who have witnessed domestic violence is not easily accessible, this may attribute to school mental health professionals feeling unprepared to deal with their issues (Thompson and Trice-Black, 2012, p.235). Health professionals have not played a major role in the identification of domestic violence due to lack of screening and education on how to provide resources for victims (Gregory *et al.*, 2010, p.1). These are lost opportunities for intervention as many women report they would like support from doctors and nurses (Gregory *et al.*, 2010, p.1). As cited in Thompson and Trice-Black "The majority of families in the general population who are affected by domestic violence do not receive clinical services." (2012, p.234). A victim's presentation to a health care practice may be their only encounter with a professional, providing an opportunity unlike any other for intervention (Gregory *et al.*, 2010, p.2). Children benefit from early intervention which can only occur if domestic violence is identified (Thompson and Trice-Black, 2012, p. 239). Currently only 5% of pediatric practices and 8% of general practices screen for domestic violence (Holtrop *et al.*, 2004, p. 1255).

There is a disconnect between outcomes measured for funding of trial interventions for children exposed to domestic violence and the outcomes children, parents and practitioners deem relevant. Measured outcomes primarily evaluate diagnosis and symptom reduction while children express the outcomes that matter to them are feeling safe, listened to and are able to improve their relationship with both the abused and abusing caregiver (Howarth, Moore, Shaw, Welton, Feder, Hester, MacMillan and Stanley, 2015, pp.297-298). School attainment is also an outcome providers and recipients are interested in (Howarth *et al.*, 2015, p.306). Outcomes of domestic violence have placed greater emphasis on mental health rather than other areas such as academic outcomes (Thompson and Whimper, 2010, p.722). Howarth *et al.* state "Interestingly, despite the differences in populations of children and interventions considered, these studies identify as important a range of common outcomes related to everyday functioning and well-being, rather than on symptom reduction" (2015, p306). As a result, authors conducted a systematic literature review modeled after Cochrane Method to determine the number of articles in the professional literature that pertain to domestic violence and academic outcomes in an effort better understand the issue.

MATERIALS AND METHODS

The authors of this study used the Systematic Literature Review steps illustrated in Table 1 to identify the number of articles in the professional literature, and explored the number of articles published in the literature regarding the impact of domestic violence on educational outcomes of children. The research question (Table 2) is how many articles are in the professional literature exploring the academic outcomes of

Table 1. Synthesis of Keywords Academic Outcomes and Domestic Violence

Years	Keywords	Limiters	Number of Articles
1969-2015	Academic Outcomes, Domestic Violence	Open	N = 106
2005-2015	Academic Outcomes, Domestic Violence	Last 10 Years	N = 76
2005-2015	Academic Outcomes, Domestic Violence	Scholarly Peer Reviewed Academic Journals	N = 46
2005-2015	Academic Outcomes, Domestic Violence	Face Validity Qualifiers	N = 21

Engine Searches: Social Work Abstracts, Academic Search Complete, ERIC, PsycARTICLES, PsycINFO, SocINDEX with Full Text

Table 2. Synthesis of Key Articles for Systematic Literature Review using Limiters “Academic Outcomes” + “Domestic Violence” + “scholarly peer-reviewed” + “2005-2015”

Author/Date	Type of Study	Purpose	General Comments	Strengths and Limitations
Holt, M. K., Finkelhor, D., & Kantor, G. K. (2007). Multiple victimization experiences of urban elementary school students: Associations with psychosocial functioning and academic performance. <i>Child Abuse & Neglect</i> , 31(5), 503-515.	Quantitative, Participant Self-Reporting	This study explored the victimization experiences of urban elementary school students to determine whether subsets of youth emerged with similar victimization profiles.	Youth with multiple victimizations experienced more psychological distress and earned lower grades than their peers. Findings highlight the heterogeneity of youth victimization experiences and their relations to functioning, and have implications for treatment planning among practitioners working with youth.	Participants (N=689) were 5 th grade students from an urban, ethnically diverse school district in the Northeast. Limitations were that data was obtained by self-reporting.
Merritt, D. (2009). Child abuse potential: Correlates with child maltreatment rates and structural measures of neighborhoods. <i>Children And Youth Services Review</i> , 31(8), 927-934.	Quantitative, Survey	This community-based research investigates differential child maltreatment rates per 1000 same-age population within communities.	Child maltreatment rates are measured by the prevalence of substantiated instances of child abuse and neglect.	This study was hindered in the capacity to directly compare the differences between CAP scores and child maltreatment rates due to the different levels of measurement, however, it does allow for an analysis of individual characteristics that are correlated with the CAP scores and how these findings change in neighborhoods with particular characteristics.
Moore, T., & McArthur, M. (2011). "Good for Kids": Children Who Have Been Homeless Talk about School. <i>Australian Journal Of Education</i> , 55(2), 147-160.	Qualitative, Semi-Structured Interviews	This article reports on a study with children who had experienced homelessness with their families and discusses their thoughts on homelessness and school.	Focuses more on homelessness rather than domestic violence.	It highlights some of their difficulties and worries, but identifies some opportunities for support.
Sturge-Apple, M. L., Davies, P. T., & Cummings, E. M. (2006). Impact of Hostility and Withdrawal in Interparental Conflict on Parental Emotional Unavailability and Children's Adjustment Difficulties. <i>Child Development</i> , 77(6), 1623-1641. doi:10.1111/j.1467-8624.2006.00963.x	Quantitative, multi-method prospective	This multimethod, prospective study examined the nature of pathways between interparental hostility and withdrawal, parental emotional unavailability, and subsequent changes in children's internalizing and externalizing behaviors, and school adjustment difficulties over a 3-year period in a sample of 210 mothers.	The results of autoregressive structural equation models indicated that interparental withdrawal had a detrimental impact on all areas of children's adjustment, whereas interparental hostility had an indirect effect on subsequent changes in child adjustment.	Tests of the direct pathways between dimensions of interparental conflict and child psychological maladjustment indicated that interparental withdrawal, rather than interparental hostility, was directly associated with subsequent increases in all three forms of children's psychological problems, including internalizing and externalizing symptoms and scholastic maladjustment.
Zosky, D. (2013). Wounded healers: Graduate students with histories of trauma in a family violence course. <i>Journal Of Teaching In Social Work</i> , 33(3), 239-250.	Qualitative, case studies	This case study examines feedback from three graduate students from a family violence class who self-identified that they had personal histories of trauma from family violence.	Some social work graduate students may have personal histories of trauma and may therefore experience posttraumatic stress reactions due to triggering of past trauma through course content.	Their feedback can be beneficial to instructors in managing students' reactions that might be triggered from course content. Yet, only three students were studied, so very small sampling.
Herman-Smith, R. (2013). Intimate partner violence exposure in early childhood: An ecobiodevelopmental perspective. <i>Health & Social Work</i> , 38(4), 231-239.	Qualitative, Framework based	The EBD framework explains how unresolved stress experienced by infants, toddlers, and preschoolers has toxic effects on their development.	Infants and young children are particularly vulnerable to stress, and unresolved stress in this age group affects brain development and the extent to which the child's genetic vulnerabilities are expressed over a lifetime.	There are few evidence-based interventions for children exposed to IPV. The most promising prevention and intervention efforts with young children are those that improve responsive caregiving and facilitate infant attachment.

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Thompson, E. H., & Trice-Black, S. (2012). School-based group interventions for children exposed to domestic violence. <i>Journal of Family Violence</i> , 27(3), 233-241.	Qualitative, Group Therapy	This paper outlines the primary objectives and corresponding procedures for a developmentally-appropriate group interventions for elementary-aged children who have been exposed to the trauma of domestic violence.	Group counseling is one of the most efficient ways in which school mental health professionals can promote the growth and development of children exposed to domestic violence.	School mental health professionals often cannot change the home and community environments in which child-witnesses live.
Thompson, T., Jr., & Massat, C.R. (2005). Experiences of violence, post-traumatic stress, academic achievement and behavior problems of urban African American children. <i>Child and Adolescent Social Work Journal</i> , 22(5-6), 367-393. DOI: 10.1007/s10560-005-0018-5	Qualitative, Descriptive-correlational cross-sectional research design	To explore the exposure of African American school children to violence and examine their academic achievement, behaviors, and levels of post-traumatic stress.	The relationship between violence exposure and academic achievement has not been well examined but academic achievement is determined to be critical to opportunities for African American children. Implications revealed that appropriate models for change must be identified in the following areas: assessment, treatment for children who are at risk, collaboration and communication between agencies, the need for early intervention programs, violence prevention programs and continued psychotherapeutic services for families and children, especially those affected by post-traumatic stress disorder.	The population studied were African American school children; however, other minorities and different segments of the population also needed to be examined. New unbiased measures of academic achievement should be developed and used. More discussions are needed relative whether standardized tests are the best measure of achievement.
Chanmugam, A. (2011). Perspectives on US domestic violence emergency shelters: What do young adolescent residents and their mothers say? <i>Child Care in Practice</i> , 17(4), 393-415.	Qualitative, Interviews, augmented by Quantitative Measures	To determine the themes of young adolescents in family domestic violence shelters in terms relative to turning points and a sense of agency	Two common themes appeared in nearly all youth Life Stories: Having a life that involved frequent moves and interconnected boundaries. The majority of the youths expressed dislike of shelter rules. Engaging youths in shared decision making relative to the shelter milieu, services and evaluation, may have developmental benefits while also increasing program efficiency and effectiveness. Mothers expressed positive impressions relative to shelter experience, expressing relief and gratitude.	The results reported were part of a small subset of findings from a larger study, derived from two narrowly-focused questions asked of each participant. The results provided a preliminary sketch of a subgroup of consumers' view of shelters, rather than a source conveying deeper understanding of human experience that is a key strength of qualitative research. As a qualitative study with a small non-probability sample, the results could not be generalized to other young adolescent shelter residents and their mother.
Gregory, A., Ramsay, J., Agnew-Davies, R., Baird, K., Devine, A., Dunne, D., Eldridge, S., Howell, A., Johnson, M., Rutterford, C., Sharp, D., & Feder, G. (2010). Primary care identification and referral to improve safety of women experiencing domestic violence (IRIS): protocol for a pragmatic cluster randomized controlled trial. <i>BMC Public Health</i> , 10:54, 1-7. http://www.biomedcentral.com/147-2458/10/54	Study Protocol	To determine the effectiveness and cost effectiveness of training and support relative to general practice teams to referral women who are victims of domestic violence to specialist domestic violence agencies. The proposed primary outcome include measure of referrals to domestic violence agencies, improved quality of life and mental health for women and to estimate the cost effectiveness of the intervention.	This is a study protocol requesting approval from the South Eastern Research Ethics Committee	Study Protocol approved. If the interventions are negative, then other interventions to improve identification and referral of women experiencing domestic violence need to be developed.
Brown, J., & James, K. (2014). The therapeutic responses to domestic violence in Australia: A history of controversies. <i>Australian and New Zealand Journal of Family Therapy</i> , 35,169-184. DOI: 10.1002/anzf.1053	Professional Paper Commentary	Five controversial issues for discussion about domestic violence included the role of the patriarch regarding the main cause of domestic violence, systemic family therapy and gender violence, therapeutic and educational interventions for domestic violence, men as victims and what part do women play in eliciting men's violence.	The paper overviewed controversial issues concerning, understanding and interventions for domestic violence.	The paper is composed of discussions based on citations from validated research. The paper is limited to discussions, concerns and controversies.

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Thompson, R., & Whimper, L.A. (2010). Exposure to family violence and reading level of early adolescents. <i>Journal of Aggression, Maltreatment & Trauma</i> , 19,721-733. DOI: 10.1080/10926771003781347	Qualitative Descriptive Design Self-Report	To determine the effects of child maltreatment and exposure to domestic violence impact on academic outcomes in general and particularly in reading.	The majority of the findings were that children were reading at low reading levels (60.2%, n=80) and a small number of children were at adequate reading levels (39.8%, n=53). African American children were more than four times more likely to have low reading levels compared to White children. Children of single parents were more than three times likely to have low reading levels compared to children of married parents. Both reported maltreatment and witnessed family violence were associated with low reading levels.	Limitation is related to the fact that the children sampled were from similar neighborhoods, attended public schools in economically depressed urban communities where academic problems are common. It is not clear whether the effects of witnessed family violence would have such a strong effect on children in more advantageous academic settings.
Taylor, B. & Byrne, D., (2007). Children at risk from domestic violence and their educational attainment: Perspectives of education welfare officers, social workers and teachers. <i>Child Care in Practice</i> , 13(3), 185-201.	Qualitative Survey Approach Semi-Structured Interviews	To explore the perceptions of education welfare officers, child protection social workers and teachers in post-primary schools involved in dealing with children suffering from the effects of domestic violence.	All practitioners in the study identified at least one case where they knew of confirmed domestic violence. Some teachers in the study identified as many as nine cases. A common theme emerged but there were differences relative to perspectives between the practitioners in the study. However all practitioners agreed that witnessing or experiencing domestic violence does impact the child's self-esteem, relationships with peers, academic work, behavior and school attendance. Some practitioners had some training on domestic violence, some had specific training and others had no training. Some practitioners felt that joint training and informal meetings to help better understand each other's roles. Issues around confidentiality was a barrier to the multidisciplinary team approach.	The findings indicated that the lack of focused training and the services offered by a number of professionals do not meet the needs of the children effectively. Teachers, social workers need to be equipped with a knowledge base relative to how to respond in providing practical help and support. Some practitioners felt that the multi-agency teams would not be useful due to lack of time, heavy caseloads, lack of resources and preferring to deal with each case individually. The non-probability sample was based in a large town with a rural catchment area. The study set in an inner city or more rural area might have produced some different views on problems and services.
Chanmugam, A., Kenter, A., & Goodwin, K. H. (2015). Educational services for children in domestic violence shelters: Perspectives of shelter personnel. <i>Child Adolescent Social Work Journal</i> , 32, 405-415. DOI: 10.1007/s10560-015-0380-x	Qualitative, Survey Quantitative		Shelter personnel reported high levels of satisfaction with educational services provided to children in their emergency shelters, with a group mean satisfaction level of 4.38 (SD=0.87) on a five-point scale. Half of the respondents reported being very satisfied (n=27, 49.1 %). One quarter were somewhat satisfied (n=14, 25.4 %). Three were (5.5%) neutral-neither satisfied nor dissatisfied. Three (5.5%) were somewhat dissatisfied, none were not at all satisfied. Data was missing for 8 (14.5%).	Limitations included, data was only obtained from shelter personnel with no first-hand information from parents, children or school liaisons about their perceptions of educational services. Second limitation is that data only came from three questions and the on-line survey did not allow for probing for more in-depth information. No questions were asked about students needing bilingual education or special education services. The fourth limitation is shelter staff's educational expectations or their knowledge of negative effects of school disruptions. Data was limited to one subpopulation of domestic violence, homeless service providers, one period in time, and one geographic area of the United States.
Foster, H., & Brooks-Gunn, J. (2009). Toward a stress process model of children's exposure to physical family and community violence. <i>Clinical Child and Family Psychology Review</i> , 12(2), 71. doi:10.1007/s10567-009-0049-0	descriptive	To demonstrate opportunities for prevention and intervention with children's exposure to violence.	There is a need for more coping resources in communities. Exposure to DV has a detrimental impact in regards to behavior problems. Witnessing parental violence had more of an impact on internalizing problems than actually being physically abused. Schools are a positive place, providing structure and role models.	Strengths: Researchers reviewed an extensive amount of literature, 165 articles. Researchers provided information on the effects of exposure to violence as well as highlighting the need for prevention and the importance of coping resources throughout communities. Limitations: The publication could have been more concise.
Holtrop, T. G., Fischer, H., Gray, S. M., Barry, K., Bryant, T., & Wei, D. (2004). Screening for Domestic Violence in a General Pediatric Clinic: Be Prepared!. <i>Pediatrics</i> , 114(5), 1253-1257. doi:10.1542/peds.2003-1071-L	quantitative	The purpose of the study was to determine if partner violence screening was effective in detecting cases of DV and the mechanics of implementing such a toll in a large urban, educational, pediatric facility.	PVS is beneficial in detecting DV and exposure to some other violence, almost 17 times better than without the screening tool.	Results may only be relevant to a majority African American population, size of the practice may change who performs the test, each staff could not be monitored for compliance of screening protocol.

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Dahle, T. O., & Archbold, C. A. (2014). "I Wish the Hitting Would Stop . . ." An Assessment of a Domestic Violence Education Program for Elementary Students. <i>Journal Of Interpersonal Violence, 29</i> (13), 2497-2508. doi:10.1177/0886260513518436	quantitative	To evaluate the retention of materials learned in the domestic violence program "I Wish The Hitting Would Stop...".	Gender plays a significant role in program retention with girls retaining more than boys. Booster sessions would be beneficial.	Weakness: don't know if children are applying the skills taught, no racial diversity, no control group Strength: still able to provide data indicating areas of weakness and strength in retention.
Margolin, G., Vickerman, K. A., Oliver, P. H., & Gordis, E. B. (2010). Violence exposure in multiple interpersonal domains: Cumulative and differential effects. <i>Journal Of Adolescent Health, 47</i> (2), 198-205. doi:10.1016/j.jadohealth.2010.01.020	Quantitative, longitudinal	"To examine the dose-response effects of cumulative violence exposure including parent-to-youth aggression, marital physical aggression and community violence, and to explore whether separate interpersonal domains of exposure differentially influence adverse outcomes." (p.198)	Youth's exposure to violence is a serious societal problem. Exposure to violence takes a toll on academic, physical and emotional adjustment. Exposure in any of the three domains impacts academic outcomes. If exposed to violence in one domain it is likely the youth is being exposed to other violence.	Weaknesses: small, nonrandom sample, did not consider severity or types of violence, could not rule out bidirectional relationships. Strengths: longitudinal (3yrs), highlights the importance of utilizing a dose-response perspective when evaluating the impact of youth's exposure to violence.
Howarth, E., Moore, T. M., Shaw, A. G., Welton, N. J., Feder, G. S., Hester, M., & ... Stanley, N. (2015). The Effectiveness of Targeted Interventions for Children Exposed to Domestic Violence: Measuring Success in Ways that Matter to Children, Parents and Professionals. <i>Child Abuse Review, 24</i> (4), 297-310. doi:10.1002/car.2408	Quantitative, qualitative, review	To determine if outcomes currently measured in program trials reflect outcomes that are important to the children exposed to domestic violence, parents and practitioners.	In the majority of trials examined most measured outcomes based on diagnosis and symptom reduction. Children do not value symptom reduction, they value feeling safe, improving their relationships with the abused and abuser and being listened to. Outcomes need to expand to include what matters to the exposed children, parents and practitioners (the ones providing and receiving the service). Study completed in England. In order to improve outcomes for children exposed to domestic violence it is imperative to expand the outcomes and create a standardized set of outcomes for measurement in all trials.	The use of both quantitative and qualitative data is both a weakness and strength. Weakness: the data was pulled from other studies so it was not a perfect match to the question studied. Strength: there is enough data to demonstrate the need for expanded outcomes that reflect what is important to those receiving and providing the intervention and for these outcomes to become a standard for all trials to be measured against.
Margolin, G., & Gordis, E. B. (2004). Children's Exposure to Violence in the Family and Community. <i>Current Directions In Psychological Science, 13</i> (4), 152-155. doi:10.1111/j.0963-7214.2004.00296.x	exploratory	To understand the reasoning behind risk and resilience of children exposed to violence	Not all children exposed to violence will become violent or become victims. We have failed to focus on what makes children resilient to the exposure to violence. Exposure to violence can lead to somatic symptoms including cognitive functioning.	This study was able to expose the need for further investigation and research into the resiliency of some children as well as psychobiological outcomes of exposure. Weaknesses: Only 15 references used in this research.
Flach, C., Leese, M., Heron, J., Evans, J., Feder, G., Sharp, D., & Howard, L. M. (2011). Antenatal domestic violence, maternal mental health and subsequent child behaviour: a cohort study. <i>BJOG: An International Journal Of Obstetrics & Gynaecology, 118</i> (11), 1383-1391. doi:10.1111/j.1471-0528.2011.03040.x	cohort	"to investigate the long-term impact of antenatal domestic violence on maternal psychiatric morbidity and child behavior" (p.1383)	Completed in Britain. 4-8% of pregnant women are physically abused. Antenatal violence is a marker for postnatal violence which leads to poor child outcomes.	Strengths: longitudinal design, cohort. Weaknesses: postal self-report questionnaire, probable under reporting.

children exposed to domestic violence. Key word identifies of academic outcomes and domestic violence were utilized. Social Work Abstracts, Academic Search Complete, Eric, PsycArticles, Psyc Info, SocINDEX with Full Text were the search engines employed by the authors to discover the relevant available literature. The search engines used by the authors resulted in articles (N=106) reviewed over a 10-year period (1969-2015). The unit of analysis was the number of articles reviewed resulting in (N=21) scholarly peer reviewed academic journals relevant to the key words. There were several commentaries and one research proposal that the authors included in the literature review matrix (table 1) and (table 3), the synthesis of key articles. This was a quantitative study (table 1). We encountered two biases. The first bias we encountered was the common theme of the literature related to study participants that were impoverished and of low socio-economic

status. The second bias we encountered was the scholarly peer reviewed academic journals written from child care practice produced the theme.

RESULTS

The authors conducted a systematic review, which exposed significant relevant scholarly reviewed academic articles (n=21) that supported the research question (Table 1). It was observed that the survey, self-reporting and descriptive data collection methods (table 3) consistently disclosed the negative impact regarding children's exposure to domestic violence. Discussions from the literature highlighted such outcomes as stress, community service barriers and lack of the multi- interagency system's approach as contributors to

negative impacts but the literature review articles had less information on prevention and specialized intervention services. A synthesis of the key articles (N=21) is listed in table 3 of the systematic literature review. The authors provided a summary of the outcome of each key article, strengths and limitations in Table 4.

Implications

Although more research is needed to evaluate the long-term impact of exposure to domestic violence there are interventions we can expand upon now (Foster and Brooks-Gunn, 2009, p.79). The results of this research suggest implications in many domains throughout helping professions. Healthcare policy will benefit from expanding their efforts to screen and identify domestic violence victims. This is important for both pediatric and adult care clinics (Gregory *et al.*, 2010; Flach *et al.*, 2011). Training on how to screen for and identify domestic violence as well as what resources are available and appropriate will be beneficial in stopping the violence, reducing the impact to children and ultimately their academic outcomes. School professionals have an opportunity to screen for and identify domestic violence as well. Schools are available to most children and the time available to screen and treat domestic violence is greater than in other setting in a child/family's life. In addition to screening and identification programs violence education and programs can be effective tools to positively change attitudes/ beliefs toward violence (Dahle and Archbold, 2014). Thompson and Trice-Black indicate "Classroom guidance lessons provide an appropriate venue for school mental health professionals to present safety planning and prevention of abuse for all students" (2012, p. 235). Additional resources for schools to provide services that will enable them to identify and link children and families to services is needed (Moore and McArthur, 2011, p. 150; Thompson and Trice-Black, 2012, p.235).

Development of easily accessible resources can assist in alleviating the negative impact domestic violence has on academic outcomes (Herman-Smith, 2013, p. 234). Programs that focus on improving responsive caregiving and facilitating attachment can reduce negative outcomes (Herman-Smith, 2013, p. 236). Children's ability to "manage or not" is observed as a product of an exposed child's network of supports available to them making easily accessible resources imperative (Taylor and Byrne, 2007, p.196). Additional research is still needed to cognize and positively impact the academic outcomes of children exposed to domestic violence. According to Chanmugam *et al.*, "Research is limited on the quality of educational services receive by children escaping DV" (2015, p.413). Additional research identifying appropriate screening techniques, training on utilization of those techniques and how to provide services for victims could be a great benefit to reducing the impact of domestic violence (Gregory *et al.*, 2010, p.1). Thompson and Massat note "Family violence, community violence and witnessing violence are important variables that must be examined on a greater scale in the future" (2005, p.389). Supplementary studies on the effectiveness of various school based violence programs is also needed (Dahle and Archbold, 2014, p. 2500).

Conclusion and Summary

In summation, this study set out to determine how many articles the effects of children's exposure to domestic violence

and ascertain their altered academic outcomes. A systematic literature review of 21 peer reviewed publications was conducted where the literature was limited to the specific keywords "academic outcomes" and "domestic violence", resulting in a mix of both quantitative and qualitative studies. The findings appear to support that exposure to domestic violence has a negative impact on academic outcomes due to the psychological, financial, sexual, emotional and physical trauma sustained by these children.

In addition, stressors such as violence or homelessness increase absenteeism in school, which again negatively impacts the academic attainment of children. The research appeared to indicate a gap among health professionals and the role in the identification of domestic violence due to lack of screening and education needed to provide resources for victims, it's hoped that new training and policy development can be implemented. Children benefit from early intervention, which can only occur if domestic violence is identified. Providing health and psychosocial professionals with the tools such as education (?) needed to identify instances of domestic violence would precipitate effectual interventions and allow children to have a better chance at academic success and obtain positive efficacy. However, it appears to be evident that more longitudinal research is necessary to fill in the knowledge gap and increase well-being.

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