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SUMMARY REPORT

of :

AN EVALUATION OF THE VIOLENCE INTERVENTION PROGRAM

STATE OF NEW MEXICO JUVENILE JUSTICE DEPARTMENT

and

THE NEW MEXICO CENTER FOR DISPUTE RESOLUTION

by

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INTRODUCTION

As many recent reports have indicated, the level of violence in our culture has grown at an alarming rate. Often, young people are found at the center of violent interactions, both as perpetrators and as victims. Because of the over-involvement of youth in violence and related crime, it is important to identify strategies and interventions that would deter and impact those young people who would act violently. This report summarizes the results of a program evaluation assessment of the Violence Intervention Program (VIP), a program that employs a variety of teaching techniques, interpersonal skill development techniques, and conflict reduction and anger management techniques for youth and their parents who have entered the juvenile justice system because of violent crime. The program attempts to impact these young people before they proceed further in the criminal justice system, and hopefully provide a way for the participants to avoid further violent behavior and involvement with the juvenile justice system. There were two goals set for the present evaluation of the VIP project: 1) to provide some preliminary outcome evaluation data on variables that are relevant to the program, and 2) to provide formative and process evaluation information that will allow the program staff to adjust and strengthen the program where needs be. Methods, procedures, and results for the adolescent participants are presented below first, followed by methods, procedures and results for parent participants.

METHODS AND RESULTS - ADOLESCENT PARTICIPANTS

Methods

Participants. Participants were 15 adolescents that were assigned to the VIP program by the Juvenile Justice Center VIP staff during two successive waves of the program in the

spring and summer of 1993. Four of the adolescents did not complete the VIP program, and were dropped from the design, leaving a total of 11 participants who completed the program and evaluation assessment. Of the original 15 participants, 14 were male and 1 female, and the ethnic makeup of the cohort was 86.7% Hispanic (n=13), 6.7% Native American (n=1), and 6.7% Anglo (n=1). The average age of the participants was 15 years, with a range of 14 years to 17 years. The distribution of frequencies and percentages of age in the sample were: 40% were 14 years (n=6), 33.3% were 15 years (n=5), 13.3% were 16 (n=2), and 13.3% were 17 years (n=2).

Design and Procedures. Three procedures were employed to gather outcome, process, and formative evaluation data. First, for outcome data, a quasi-experimental single group pretest-post-test design was employed with all adolescent participants. The participants were given questionnaire measures prior to the start of the VIP program and at the completion of the VIP program. The questionnaire and measures are described below. Second, for process data, structured ratings of participant involvement were performed at randomly selected intervals by the evaluator and a trained research assistant. These ratings provide a gauge of participant involvement in the program activities, an important indicator of the power of program curricula and activities. Third, formative evaluation data were gathered via structured interviews with adolescent participants and their parents. In these interviews, a series of questions were posed that asked participants what they liked about the program, what they didn't like, and what they would seek to change in the program. These data will provide the program directors an indication of what portions of the program may need adjustment. It should be noted that confidentiality and anonymity were guaranteed to all participants for all data gathering procedures.

Measures. Three measurement procedures were employed in the design and procedures described above. The questionnaire employed in the pretest-post-test design assessed a variety of program-related variables. Two slightly different versions of the questionnaire were employed at pretest and post-test assessment points. Specifically, the questionnaire assessed 1) self-report violent behavior for six month and six week time frames for family members and peers, 2) items that assessed the estimated likelihood of violent behavior with peers and family members in the future, 3) self efficacy for controlling anger with family members and peers, 4) self efficacy for communicating with peers and parents, 5) items that assess empathy with others that are involved in violent situations, 6) items that assess perceived level of communication effectiveness with parents, 7) demographic items (age, gender, and ethnicity), 8) a series of items that assessed attitudes and beliefs concerning conflict and conflict resolution, 9) a series of true/false items measuring knowledge about conflict resolution and conflict in general, and 10) a series of conflict scenarios and associated questions about the scenarios. The post-test version of the questionnaire differed from the pretest version only in the addition of a series of items that assess perceived effectiveness of the components of the VIP program. A complete copy of both pretest and post-test questionnaires can be found in Appendix 1.

Involvement ratings were made by raters via a Likert scale that assessed the perceived level of involvement of the participants on a 5-point scale, ranging from very involved to not very involved. These ratings were made by two raters on average every 10-15 minutes for an hour during VIP sessions.

Interviews were conducted by posing four questions to both adolescent and then parent(s): 1) Tell me three things you like about the program so far, and tell me three things

you don't like about the program. 2) Do you think the program is helping with the problems you have. If so, how is the program helping? If not, why do you think the program isn't helping? 3) How involved do you feel in the program so far? If you feel very involved, what is it that has gotten you involved in the program? If you don't feel very involved, why do you think that is? 4) Do you have anything else that you would like to tell us about the program so far. Finally, these questions were posed again in the post-test questionnaire measures in open-ended format to give participants a second chance to provide formative feedback to the program.

Results

Outcome evaluation results. Pretest-post-test data were analyzed via a series of *t* tests for repeated measures. These tests examined pretest to post-test differences for all variables contained in both pretest and post-test questionnaires. The reader should be cautious in interpreting these results for three reasons: first, the very small sample size restricts the likelihood that any given test can reach significance because of limited statistical power; second, loss of 4 participants (not a large loss in any general sense) represents a loss of 26% from pretest to post-test, introducing unknown biases into pretest-post-test contrasts; and third, no control or comparison group that did not receive the VIP program is present in the design so that causal claims from the current data are very limited. Despite these significant qualifications, five pretest to post-test variable contrasts either reached statistical significance or approached statistical significance closely enough to be considered trends toward significance (generally, test statistics must have a .05 probability level or lower to be treated as statistically significant, while test statistics with a probability level between .10 and .05 can be treated as trends toward significance).

The first variable reported here came close to reaching statistical significance, but can be considered a trend toward significance. The item was a likelihood of arguing with family item ("How likely is it that you will get in a big argument with other family members in the future?", rated on a 1=very unlikely to 5=very likely scale). A near significant difference between the pretest mean (3.86) and the post-test mean (3.0) was observed, $t(25) = 1.92$, $p = .06$. For this contrast, the means were in the desired direction, so that participants rated it less likely that they would be involved in a big family argument after the VIP program than before.

The second variable to reach significance was a self efficacy item concerned with violence in the family ("I am sure that I won't get violent when I am in an argument with other family members", rated on a 1=strongly disagree to 5=strongly agree scale). A significant difference between the pretest mean (3.13) and the post-test mean (4.18) was observed, $t(24) = 2.47$, $p = .02$. For this contrast, the means were in the desired direction, so that participants indicated a stronger level of self efficacy for controlling their violent behavior after the VIP program than before it.

The third variable to reach significance was a self efficacy item concerned with empathy and understanding for why peers behave violently ("Talking about violence with my friends helps me to understand why young people are violent sometimes", rated on a 1=strongly disagree to 5=strongly agree scale). A significant difference between the pretest mean (2.93) and the post-test mean (3.90) was observed, $t(24) = 2.36$, $p = .02$. For this contrast, the means were in the desired direction, so that participants indicated a stronger level of empathy and understanding from talking with peers about violent behavior after the VIP program than before it.

The fourth variable came close to reaching significance. The item measured a behavioral intention to employ conflict reduction among peers ("If I saw my friends fighting, I would try to get them to talk out the problem instead", rated on a 1=strongly disagree to 4=strongly agree scale). A significant difference between the pretest mean (2.46) and the post-test mean (3.09) was observed, $t(24) = 1.88$, $p = .07$. For this contrast, the means were in the desired direction, so participants indicated a stronger intention to get peers to talk out a conflict after the VIP program than before it.

The fifth and final variable to reach significance was the knowledge variable, which assessed knowledge levels about conflict and conflict reduction via a series of true-false items that were then scored and summed together for an overall correct score. There were 20 total true-false items on the questionnaire, so that scores on this variable can theoretically range between 0 and 20. A significant difference between pretest mean (11.33 - 56% correct on average) and the post-test mean (13.63 - 68% correct on average) was observed, $t(24) = 2.26$, $p = .03$. The means were in the desired direction, indicating that participants knew more about the nature of conflict and conflict reduction after the VIP program than before it, a knowledge gain of 12% on the knowledge measure. All other pretest-post-test contrasts proved nonsignificant.

Pretest-Post-test results summary. Based on these results, the VIP program impacted participant's estimated likelihood of getting into family arguments, their self efficacy for controlling their violent behavior in family conflicts, their self efficacy for empathy and understanding other peers who behave violently, their intention to employ conflict reduction techniques with their peers, and their knowledge of conflict and conflict reduction. While the reader should bear in mind our earlier qualifications about the nature of the present results,

the data nonetheless are encouraging in that these results were obtained with a small sample size and limited statistical power. More conclusive evidence could be obtained from a randomized treatment vs. control design with adequate sample size, and with longer follow-up periods in the design (at three month intervals for a year, for example). Further, it should be noted that no differences in self-reported incidence of violent behavior were found in the data, and that differences on these variables, as well as an analysis of recidivism variables, would provide convincing evidence as to the effectiveness of the VIP program. As is, the data indicate that the VIP program does impact a variety of participants' cognitive variables. Firm conclusions about the efficacy of the VIP program await further data gathering and the use of more powerful designs.

Program component evaluation results. Another goal of the current evaluation project was to provide a variety of data that would indicate to program managers what particular parts of VIP were perceived to be effective by the participants. One of the ways this evaluation was accomplished was by eleven items administered to the adolescent participants on the post-test. Each of these items focused on the perceived effectiveness of either the VIP program globally or some particular aspect of the program. The means and standard deviations for each of the eleven items are presented in Table 1 below.

Table 1

Being in the Violence Intervention program has helped me with my problems with conflict and anger.	m=4.27, sd=.64**
I am generally satisfied with my experiences in the Violence Intervention program.	m=4.18, sd=.60
The Violence Intervention program has helped me get along better with other members of my family	m=4.09, sd=.94
The Violence Intervention program has helped me get along better with my friends.	m=4.09, sd=.70
The Violence Intervention program has helped me get along better with other people my age.	m=4.00, sd=.63
I enjoyed being in the Violence Intervention Program.	m=3.45, sd=1.21
The experiential components of the Violence Intervention Program (such as the Ropes Course) were very effective.	m=4.54, sd=.68
The role playing exercises used in the Violence Intervention Program (such as 'Understanding Point of View' exercise, or the 'Practicing Problem Solving' exercise) were very effective.	m=4.45, sd=.68
The interactional activities used in the Violence Intervention Program (such as the 'Heart Surgery' activity, or the 'Feelings Game' activity) were very effective.	m=3.63, sd=.92
The kinesthetic activities used in the Violence Intervention Program (such as the 'Group Juggle' activity or the 'Wind in the Willows' activity) were very effective.	m=3.63, sd=1.02
The talks and discussions given by the program facilitators were very effective.	m=4.36, sd=.67

**All items rated on a 1-5 scale, 1 = strongly disagree, 5 = strongly agree.

In general, most of the above items received moderate agreement (an average rating of 4) or better, and most items had rather small standard deviations (less than 1 scale point) to indicate general agreement among the participants. These data indicate that participants feel that the VIP program has helped them with conflict and anger problems, helped them get along better with family members, friends, and others their age, and participants indicated

they are generally satisfied with their experiences in the program. Participants indicated mostly neutral views on having enjoyed being in the VIP program (though opinion for this item varied among participants as indicated by a standard deviation of 1.21), and indicated neutral views on the interactional activities and the kinesthetic activities employed in the program. On the other hand, participants indicated strong positive views of the experiential components, role playing exercises, and facilitator talks in the VIP program. While these data do not indicate what components of the program are in fact the most effective, they do indicate what components are perceived to be so by the participants, and which components the participants enjoy the most.

Process involvement rating results. Trained raters visited VIP sessions on 3 randomly chosen evenings and rated the involvement of the participants in the evening's session on a 1 = not very involved to 5 = very involved rating scale. The ratings were made every 10 to 15 minutes during the evening sessions, and judgments were drawn about involvement based on the observed verbal and nonverbal cues that are indicants of involvement. The rating form can be found in appendix 1. The reader should note that these ratings were made for both parents and adolescents, so the results reported here stand for both program groups.

Generally, the raters were in close agreement on their ratings (either within one scale point or on the same scale point for 90% of the ratings). These data indicate the overall level of involvement of the participants, and provide a view of how engaging the VIP process is for participants. For session one, the averaged involvement ratings were: time period one: 3.5, time period two: 2, time period three: 1.5, time period four: 3. For session two, the averaged involvement ratings were: time period one: 3.5, time period two: 2.5, time period three: 3, and time period four: 2. For the last observed session, the ratings were: time period

one: 4, time period two: 3, time period three: 4, and time period four: 2. Overall, the ratings indicate a fluctuating level of involvement in the VIP sessions, and on average, a very moderate level of involvement. Averaged over all observed time periods, the average involvement rating is 2.83, a moderate to slightly low level on an involvement scale of one to five. It may be that the VIP staff need to consider techniques to keep the level of interest, involvement, and pace up during the VIP sessions, as the observed level of involvement of the participants often lagged below what is desirable.

Formative evaluation results. As indicated earlier, formative evaluation questions were posed to the participants either during interviews conducted during the VIP sessions, or on the final post-test, or both. A summary of the comments on the post-test questionnaire are presented below:

Question 1: List three things about the VIP program that were most effective for you.

1. Problem solving
2. Anger management
3. The activities
 1. The people
 2. The help they gave me
1. Being on probation
2. curfew
3. counseling
 1. The problem solving
 2. Working with other kids I don't know
 3. Learning how to control your anger
1. Talking about problems
2. Doing activities
3. Hearing better advice from others
 1. Passive-assertive-aggressive
 2. Problem solving
 3. activities
 1. controlling my temper
 2. Get along with people
 3. Feel better about myself
1. Problem solving
2. Steps to cool down
3. Activities

1. Problem solving
2. Point of view
3. The staff
1. Problem solving

Of the activities and processes mentioned, problem solving is mentioned most often by the participants for a total of seven times. Mentioned second most often is anger management (listed four times). These two related processes are the ones that come through most clearly to the adolescent participants in the VIP program, according to their questionnaire responses.

Question 2: List three things about the VIP Course that were least effective for you.

1. Ropes course
2. Juggle activity
3. Wind in the Willows
1. House arrest
2. Court
3. Calling in
1. Time it took
1. I statements
1. The Tuesday meetings everyone hated that
2. that's really about it
1. Having to call in every time I leave
1. Have to talk a lot
1. How long they were
2. 2 hour meetings
3. 3 a week

As can be seen, not much consistency emerges in these responses. Having to call in is mentioned twice, as well as length of meetings receiving two comments, with other responses occurring only singularly. Thus it appears that there is no feature of the VIP program that was universally disliked by the adolescent participants according to these responses.

Finally, a complete summary and transcript of the interview questions and answers can be found in appendix 2. In general, those responses from the adolescents indicated very positive and favorable views of the VIP program.

METHODS AND RESULTS - PARENT PARTICIPANTS

Participants. Participants were 12 parents of the adolescents assigned to the two waves of the VIP program during the spring and summer of 1993. Of this sample, 10 were female, 1 male, and 1 gender unreported. Sixty-four percent of the parents were of Hispanic ethnicity ($n=7$), and 36% of the parents were Anglo ($n=4$). The average age of the parent participants was 37.8 years, with a range of 31 to 52 years of age.

Design and Procedures. The same three procedures that were employed to gather outcome, process, and formative evaluation data for the adolescent sample were also employed here. First, for outcome data, a quasi-experimental single group pretest-post-test design was employed with all parent participants. The participants were given questionnaire measures prior to the start of the VIP program and at the completion of the VIP program. The questionnaire and measures are described below. Second, for process data, structured ratings of participant involvement were performed at randomly selected intervals by the evaluator and a trained research assistant. These ratings provide a gauge of participant involvement in the program activities, an important indicant of the power of program curricula and activities. However, since that data is common to both parents and adolescents, it will not be re-presented here. Third, formative evaluation data were gathered via structured interviews with parent participants and their adolescents. In these interviews, a series of questions were posed that asked participants what they liked about the program, what they didn't like, and what they would seek to change in the program. These data will provide the program directors an indication of what portions of the program may need adjustment. It should be noted that confidentiality and anonymity were guaranteed to all participants for all data gathering procedures.

Measures. Three measurement procedures were employed in the design and procedures described above. The questionnaire employed in the pretest-post-test design assessed a variety of program-related variables. Two slightly different versions of the questionnaire were employed at pretest and post-test assessment points. Specifically, the questionnaire assessed 1) self-report violent behavior for six month and six week time frames for family members and peers, 2) items that assessed the estimated likelihood of violent behavior with peers and family members in the future, 3) self efficacy for controlling anger with family members and peers, 4) self efficacy for communicating with peers and adolescents, 5) items that assess empathy with others that are involved in violent situations, 6) items that assess perceived level of communication effectiveness with adolescents, 7) demographic items (age, gender, and ethnicity), and 8) a series of items that assessed attitudes and beliefs concerning conflict and conflict resolution. The post-test version of the questionnaire differed from the pretest version only in the addition of a series of items that assess perceived effectiveness of the components of the VIP program. A complete copy of both pretest and post-test questionnaires can be found in Appendix 1.

Interviews were conducted by posing four questions to both adolescent and then parent(s): 1) Tell me three things you like about the program so far, and tell me three things you don't like about the program. 2) Do you think the program is helping with the problems you have. If so, how is the program helping? If not, why do you think the program isn't helping? 3) How involved do you feel in the program so far? If you feel very involved, what is it that has gotten you involved in the program? If you don't feel very involved, why do you think that is? 4) Do you have anything else that you would like to tell us about the program so far. Finally, these questions were posed again in the post-test questionnaire

measures in open-ended format to give participants a second chance to provide formative feedback to the program.

Results

Outcome evaluation results. Pretest to post-test contrasts of questionnaire variables were completed. Only one variable reached significance. A pretest to post-test difference for a self-report behavior item concerning violent behavior with a peer ("Within the last six weeks, how often have you been involved in a violent situation (where one person hits another) with a person about your age?" - rated on a 1=none at all to 7=more than twelve times scale). A difference between the pretest mean (1.18) and the post-test mean (1.83) was detected, $t(21) = 2.17$, $p = .04$. Unfortunately, the direction of the means are contrary to what would be expected for a program effect, such that parent participants reported slightly more violent behavior toward a peer after the program than before. All other tests proved nonsignificant.

While the reader should take extreme care in interpreting this result due to the low sample size and volatility of the results, it is of concern that a counter-program finding was obtained here. Combined with the overall lack of results for parent participants, the data suggest that the program may be more effective for adolescents than their parents, and that some programmatic analysis of why this may be is in order.

Program component evaluation results. As with the adolescent analyses, a goal of the current evaluation project was to provide a variety of data that would indicate to program managers what particular parts of VIP were perceived to be effective by the participants. One of the ways this evaluation was accomplished was by eleven items administered to the

parent participants on the post-test. Each of these items focused on the perceived effectiveness of either the VIP program globally or some particular aspect of the program. The means and standard deviations for each of the eleven items are presented in Table 2 below.

Table 2

Being in the Violence Intervention program has helped me with my problems with conflict and anger.	m=4.25, sd=.96**
I am generally satisfied with my experiences in the Violence Intervention program.	m=4.16, sd=1.93
The Violence Intervention program has helped me get along better with other members of my family	m=4.33, sd=.88
The Violence Intervention program has helped me get along better with my friends.	m=4.16, sd=.71
The Violence Intervention program has helped me get along better with other people my age.	m=4.25, sd=.96
I enjoyed being in the Violence Intervention Program.	m=4.41, sd=.90
The experiential components of the Violence Intervention Program (such as the Ropes Course) were very effective.	m=4.16, sd=.83
The role playing exercises used in the Violence Intervention Program (such as 'Understanding Point of View' exercise, or the 'Practicing Problem Solving' exercise) were very effective.	m=4.41, sd=.66
The interactional activities used in the Violence Intervention Program (such as the 'Heart Surgery' activity, or the 'Feelings Game' activity) were very effective.	m=4.18, sd=.98
The kinesthetic activities used in the Violence Intervention Program (such as the 'Group Juggle' activity or the 'Wind in the Willows' activity) were very effective.	m=3.80, sd=1.13
The talks and discussions given by the program facilitators were very effective.	m=4.66, sd=.49

**All items rated on a 1-5 scale, 1=strongly disagree, 5= strongly agree.

In general, the parent participants gave all the above items for positive ratings (4 or better), and were in substantial agreement as evidenced by the small standard deviations, for the most part. One program component, that being the kinesthetic activities used in the program, received a moderately positive average score, though the agreement was not high (sd of 1.13). Overall, the perceived effectiveness and satisfaction of parents based on this data appears to be high. The one program component not receiving positive reaction by the parents, the kinesthetic activities component, also received moderate ratings from the adolescents.

Formative evaluation results. As indicated earlier, formative evaluation questions were also posed to the parent participants either during interviews conducted during the VIP sessions, or on the final post-test, or both. A summary of the parent comments on the post-test questionnaire are presented below:

Question 1: List three things about the VIP program that were most effective for you.

1. Activities with my son
2. problem solving
3. Ron visiting my son, helping with rides
1. It showed my son to respect me more
2. When he talked, he was showing me how he felt
3. People talked to one another
1. It made me understand things better
2. It made me think before speaking
3. It made me understand him better
1. Teaching better communication skills
2. Having the kids and the parents work separately for half the meetings each week, everyone had their own space and time.
3. Comparing real life situations was a great help.
1. Interaction with the group
2. Group discussion
3. Ropes course therapy
1. Knowing that others are going through the same problem
2. problem solving
3. The activities were fun
1. Learning to listen more
2. Thinking before reacting

3. Dealing with anger
 1. I liked the people that gave the classes
 2. Thinking and understanding problems
 3. Learning to talk to child without yelling
 1. Listen to another person
 2. How to get along with other people - not to fight.
 1. Getting to know my son a little better
 2. Getting to know other families with same problems
 3. Problem Solving!
 1. The instructors
 2. The activities
 3. Interacting with parent with similar problems

Question 2: List three things about the VIP program that were least effective for you.

1. I don't know
1. Can't think of anything
1. Don't understand all of this
1. Breaks
1. It took a lot of time
1. Too long
2. Need more group activities
3. More discussion on topics
1. I feel that everything was effective - different degrees at different points
1. needed individual parenting therapy
2. all in all was effective

Although there is less consistency in these comments than those from adolescents, several themes do emerge from those comments concerning liked characteristics of the program. Parents felt they understood their adolescents better, valued the communication skills training, perceived the problem solving training as effective, and found it comforting to get to know other parents and families with the same difficulties. Very little consistency emerges from the least effective comments, so that a summary of those program characteristics that are perceived to be ineffective is unclear here. Similarly, parent comments derived from the interviews were similar in that they praised the positive nature of the program and its characteristics, had little by way of suggestion to make it better (though

several parents felt the program should be longer in length), and had little to nothing to critique about the program. One parent did clearly indicate that she wished for more one-on-one parental counseling, and more access to services outside the class format. That comment is echoed in the responses from the questionnaire above. Program managers will get a view from these data of the characteristics of the program that were perceived to be effective and positive, but not those perceived to be ineffective or negative, presuming there are such perceptions.

OVERALL SUMMARY AND RECOMMENDATIONS

Taken together, the results presented above allows for several conclusions and recommendations. First, in terms of evaluation recommendations, further data collection will be necessary in the present design or an extended version of it to give the evaluation of the program an adequate test. The small amount of data collected to date allows for only preliminary conclusions to be reached. Though the initial results for adolescents are encouraging, they primarily fall in the cognitive variable domain. Obtaining self-report behavior results will likely require a larger sample size and more associated statistical power.

A second recommendation stems from the results obtained from both adolescents and parents. The results suggest that, at present, the program impacts the adolescents more (pretest to post-test results obtained for adolescents) than the adults (lack of any pretest to post-test differences obtained). The program managers may need to consider other ways for the program to become more involving for parents, or consider ways to revamp the program curricula and activities, and to consider more joint activities for adolescents and parents. Such changes may serve to strengthen the bond between adolescent and parent (some of the

qualitative comments made on the post-test suggest this already occurs to some extent), and to further bolster the impact of the program for both adolescent and parent.

The third recommendation centers on some of the program components that did not fare as well as others in the formative evaluation. Specifically, the interactional activities were not rated highly by the adolescents and the kinesthetic activities were not rated highly by either adolescents or parents. These activities should be examined to see if they can be revised or replaced with activities that would provide more strength to the program.

The final recommendation to be made at this juncture involves the level of involvement measured by the process evaluation techniques. While the overall level of involvement observed was not so low as to be of great concern, an analysis of what can be done to increase the level of participant involvement during program sessions needs to be undertaken. Very simply, if both adolescents and parents were more involved from moment to moment in the program, then the likelihood increases that useful and desirable effects can be obtained from the program. Some of this analysis should center on the organization and flow of each session, with attention given to the level of concentration both parents and adolescents bring to each session. Using a variety of experiential teaching techniques to keep the sessions involving and lively would be worth considering.

In sum, the results reported here provide encouraging news concerning the potential of the VIP program. Further research along these lines should be more revealing yet. It is to those tasks that the evaluators will turn next.

APPENDIX 1

ADOLESCENT PRETEST

Part. # _____

Please answer each of the following questions as completely and honestly as you can. Remember, your answers are confidential, so be truthful.

FOR THE FOLLOWING QUESTIONS, PLEASE CIRCLE ONE ITEM ONLY FOR YOUR ANSWER.

1. Within the last six months, how often have you been involved in a violent situation (where one person hits another) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

2. Within the last six weeks, how often have you been involved in a violent situation (where one person hits another) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

3. Within the last six months, how often have you been involved in a big argument (where people yell and shout at each other) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

4. Within the last six weeks, how often have you been involved in a big argument (where people yell and shout at each other) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

5. Within the last six months, how often have you been involved in a violent situation (where one person hits another) with a person about your age?

- a. none at all
- b. once
- c. two to three times
- d. 4 to 5 times
- e. 6 to 8 times
- f. 10-12 times
- g. more than 12 times

6. Within the last six weeks, how often have you been involved in a violent situation (where one person hits another) with a person about your age?

- a. none at all
- b. once
- c. two to three times
- d. 4 to 5 times
- e. 6 to 8 times
- f. 10-12 times
- g. more than 12 times

7. Within the last six months, how often have you been involved in a big argument (where people yell and shout at each other) with a person about your age?

- a. none at all
- b. once
- c. two to three times
- d. 4 to 5 times
- e. 6 to 8 times
- f. 10-12 times
- g. more than 12 times

8. Within the last six weeks, how often have you been involved in a big argument (where people yell and shout at each other) with a person about your age?

- a. none at all
- b. once
- c. two to three times
- d. 4 to 5 times
- e. 6 to 8 times
- f. 10-12 times
- g. more than 12 times

FOR THE NEXT SET OF QUESTIONS, SHOW HOW LIKELY YOU THINK IT IS THAT THE EVENT IN THE QUESTION WILL HAPPEN. MARK ON THE LINE OVER THE WORDS THAT BEST DESCRIBES WHAT YOU THINK.

9. How likely is it that you will get in a big argument with other family members in the future?

very
likely

somewhat
likely

neither
likely or
unlikely

somewhat
unlikely

very
unlikely

10. How likely is it that you will get involved in a violent situation with other family members in the future?

very
likely

somewhat
likely

neither
likely or
unlikely

somewhat
unlikely

very
unlikely

11. How likely is it that you will get in a big argument with a person about your age in the future?

very
likely

somewhat
likely

neither
likely or
unlikely

somewhat
unlikely

very
unlikely

12. How likely is it that you will get involved in a violent situation with a person about your age in the future?

very
likely

somewhat
likely

neither
likely or
unlikely

somewhat
unlikely

very
unlikely

18. I am sure that when I begin to get violent, I can get myself under control and prevent myself from being violent.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

19. Talking about violence with my friends helps me to understand why young people are violent sometimes.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

20. Talking about violence with my parents helps me to understand why young people are violent sometimes.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

21. I am sure that understanding why other young people are violent helps me to understand why I sometimes become violent.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

22. I think that communication between me and my parents is very good.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

INSTRUCTIONS: Please read these along with the instructor. They answer the questions at the end of each part. Remember, there are no right or wrong answers:

FIRST PART: For each statement, put an "x" on the line under the word that describes best how you feel.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. Most of the time I feel good about myself.	_____	_____	_____	_____
2. Most kids would like to have me for a friend.	_____	_____	_____	_____
3. If I saw my friends fighting, I would try to get them to talk out the problem instead.	_____	_____	_____	_____
4. I have a hard time resolving conflicts with other people.	_____	_____	_____	_____
5. I get along really well with other people.	_____	_____	_____	_____
6. When people talk I have a hard time paying attention.	_____	_____	_____	_____
7. Its hard to talk to a teacher about my feelings.	_____	_____	_____	_____
8. If I don't fight when someone makes me mad, other kids will think I'm afraid.	_____	_____	_____	_____

STRONGLY DISAGREE DISAGREE AGREE STRONGLY AGREE

- 9. If someone hits me I usually hit them back to get even. _____
- 10. Fighting with someone can be a good way to solve a problem. _____
- 11. I'm good at helping solve their problems. _____
- 12. I work well with others. _____
- 13. I try to talk out a problem _____
- 14. Teachers think I cause a lot of trouble. _____

SECOND PART: For each question circle "T" if you think it is true, or "F" if you think it is false.

- | | | |
|---|---|---|
| 1. Conflict is not part of every day life. | T | F |
| 2. Many people avoid conflict because they don't have the skills to handle it. | T | F |
| 3. Fighting and violence can put an end to most conflict. | T | F |
| 4. Conflict can give people an opportunity to grow and change. | T | F |
| 5. "You rat, you cut right in front of me in the lunch line." A statement like this usually makes a conflict worse. | T | F |
| 6. Active listening means that the listener agrees with everything you say. | T | F |
| 7. Poor listening can lower the self-esteem of the speaker and make him/her angry. | T | F |
| 8. A good listener shares stories about him/herself that are similar to the speaker's. | T | F |
| 9. Someone's body language can tell us how a person is feeling. | T | F |
| 10. Talking about feelings isn't very important in solving problems between people. | T | F |
| 11. When people take position it's easy to solve a conflict. | T | F |
| 12. Listening and understanding another person's point of view is not hard to do when people are in conflict. | T | F |
| 13. Mediation helps people in conflict to reach solutions of their own making. | T | F |
| 14. Good mediators will find solutions for people. | T | F |
| 15. It is a good idea for people to interrupt in a mediation if necessary to get their ideas across. | T | F |
| 16. Mediation won't work unless both of the parties try to reach a solution. | T | F |

- | | | |
|--|---|---|
| 17. If everything goes right in mediation, the mediators will be on the side of the person who is right. | T | F |
| 18. Good mediators just listen; they don't ask questions. | T | F |
| 19. Feelings are never right or wrong. | T | F |
| 20. Most people are not used to dealing with feelings in their every day relationships. | T | F |
-

QUESTIONS ABOUT ANGER AND DEALING WITH CONFLICT

INSTRUCTIONS: Please read these along with the staff and other residents, then answer the questions at the end of each part. Remember, there are no right or wrong answers, just say what you think.

FIRST PART: When Robert was walking to the table with his lunch tray, he slipped and fell. He was not hurt, but the food spilled all over his pants. Andrew, Tina, and Doreen saw him fall and laughed at him for being so clumsy. Robert got really angry, slugged Andrew, and cussed out Tina and Doreen.

Questions:

1. What do you think will happen next? _____

2. How do you think Robert handled this situation? (mark one:)

Very well Pretty badly
 Pretty well Really badly

3. Do you think Robert's behavior will help or hurt his relations with Andrew, Tina, and Doreen in the long run? (mark one:)

Help Hurt

4. Why do you feel this way? _____

Gina spent a long time getting ready to go out with Michael. When she was just about ready to go, her mother told her that she didn't like her seeing Michael and that she'd have to stay home to do the dishes and clean the bathroom. Gina got angry and sneaked out of the house to see Michael anyway.

Questions:

1. What do you think will happen next? _____

2. How do you think Gina handled this situation? (mark one:)

- Very well Pretty badly
 Pretty well Really badly

3. Do you think Gina's behavior will help or hurt her relations with her mother in the long run? (mark one:)

- Help Hurt

4. Why do you feel this way? _____

Jimmy and Jose were having a good time playing Monopoly. Larry saw them and asked if he could play, too. Jimmy said that Larry was so stupid that he would just ruin the game, and Jose laughed. Larry said that they had really hurt his feelings, and that they should think about what it would be like if they were insulted.

Questions:

1. What do you think will happen next? _____

2. How do you think Larry handled this situation? (mark one:)

- Very well Pretty badly
 Pretty well Really badly

3. Do you think Larry's behavior will help or hurt his relations with Jimmy and Jose in the long run? (mark one:)

- Help Hurt

4. Why do you feel this way? _____

PARENTAL PRETEST

Part. # _____

Please answer each of the following questions as completely and honestly as you can. Remember, your answers are confidential, so be truthful.

FOR THE FOLLOWING QUESTIONS, PLEASE CIRCLE ONE ITEM ONLY FOR YOUR ANSWER.

1. Within the last six months, how often have you been involved in a violent situation (where one person hits another) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

2. Within the last six weeks, how often have you been involved in a violent situation (where one person hits another) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

3. Within the last six months, how often have you been involved in a big argument (where people yell and shout at each other) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

4. Within the last six weeks, how often have you been involved in a big argument (where people yell and shout at each other) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

5. Within the last six months, how often have you been involved in a violent situation (where one person hits another) with a person about your age?

- a. none at all
- b. once
- c. two to three times
- d. 4 to 5 times
- e. 6 to 8 times
- f. 10-12 times
- g. more than 12 times

6. Within the last six weeks, how often have you been involved in a violent situation (where one person hits another) with a person about your age?

- a. none at all
- b. once
- c. two to three times
- d. 4 to 5 times
- e. 6 to 8 times
- f. 10-12 times
- g. more than 12 times

7. Within the last six months, how often have you been involved in a big argument (where people yell and shout at each other) with a person about your age?

- a. none at all
- b. once
- c. two to three times
- d. 4 to 5 times
- e. 6 to 8 times
- f. 10-12 times
- g. more than 12 times

8. Within the last six weeks, how often have you been involved in a big argument (where people yell and shout at each other) with a person about your age?

- a. none at all
- b. once
- c. two to three times
- d. 4 to 5 times
- e. 6 to 8 times
- f. 10-12 times
- g. more than 12 times

FOR THE NEXT SET OF QUESTIONS, SHOW HOW LIKELY YOU THINK IT IS THAT THE EVENT IN THE QUESTION WILL HAPPEN. MARK ON THE LINE OVER THE WORDS THAT BEST DESCRIBES WHAT YOU THINK.

9. How likely is it that you will get in a big argument with other family members in the future?

very
likely

somewhat
likely

neither
likely or
unlikely

somewhat
unlikely

very
unlikely

10. How likely is it that you will get involved in a violent situation with other family members in the future?

very
likely

somewhat
likely

neither
likely or
unlikely

somewhat
unlikely

very
unlikely

11. How likely is it that you will get in a big argument with a person about your age in the future?

very
likely

somewhat
likely

neither
likely or
unlikely

somewhat
unlikely

very
unlikely

12. How likely is it that you will get involved in a violent situation with a person about your age in the future?

very
likely

somewhat
likely

neither
likely or
unlikely

somewhat
unlikely

very
unlikely

FOR THE NEXT SET OF STATEMENTS, SHOW HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT. MARK ON THE LINE OVER THE WORDS THAT BEST DESCRIBES WHAT YOU THINK.

13. I am sure that I can control my anger when I am in an argument with other family members.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

14. I am sure that I won't get violent when I am in an argument with other family members.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

15. I am sure that I can go to a party with people I don't know and feel comfortable talking to them.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

16. I am sure that I can talk to my adolescent about any problem that he/she may have.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

17. I am sure that I can talk to friends about any problem that I have.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

18. I am sure that when I begin to get violent, I can get myself under control and prevent myself from being violent.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

19. Talking about violence with my friends helps me to understand why young people are violent sometimes.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

20. Talking about violence with my adolescent helps me to understand why young people are violent sometimes.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

21. I am sure that understanding why other young people are violent helps me to understand why my adolescent sometimes become violent.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

22. I think that communication between me and my adolescent is very good.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

23. I have a difficult time talking to my adolescent about his/her problems.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

24. When I talk with my adolescent, he/she listens carefully to what I have to say.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

25. When I talk with my adolescent, he/she understands what I have to say.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

FINALLY, JUST A FEW MORE QUESTIONS:

How old are you (in years)? _____

Are you (circle one):

1. Male

2. Female

Please circle the answer that best describes you:

1. Hispanic (Spanish, Chicano, Mexican, Cuban, Latin American)

2. American Indian/Native American

3. White/Anglo/Caucasian

4. Oriental/Asian American

5. Black/African American

6. Other _____
(please describe)

THANKS FOR YOUR HELP!

POSTEST FOR PARENTS & ADOLESCENTS

Part. # _____

Please answer each of the following questions as completely and honestly as you can. Remember, your answers are confidential, so be truthful.

FOR THE FOLLOWING QUESTIONS, PLEASE CIRCLE ONE ITEM ONLY FOR YOUR ANSWER.

1. Within the last six months, how often have you been involved in a violent situation (where one person hits another) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

2. Within the last six weeks, how often have you been involved in a violent situation (where one person hits another) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

3. Within the last six months, how often have you been involved in a big argument (where people yell and shout at each other) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

4. Within the last six weeks, how often have you been involved in a big argument (where people yell and shout at each other) with other members of your family?
 - a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times

5. Within the last six months, how often have you been involved in a violent situation (where one person hits another) with a person about your age?
- a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times
6. Within the last six weeks, how often have you been involved in a violent situation (where one person hits another) with a person about your age?
- a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times
7. Within the last six months, how often have you been involved in a big argument (where people yell and shout at each other) with a person about your age?
- a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
 - g. more than 12 times
8. Within the last six weeks, how often have you been involved in a big argument (where people yell and shout at each other) with a person about your age?
- a. none at all
 - b. once
 - c. two to three times
 - d. 4 to 5 times
 - e. 6 to 8 times
 - f. 10-12 times
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FOR THE NEXT SET OF QUESTIONS, SHOW HOW LIKELY YOU THINK IT IS THAT THE EVENT IN THE QUESTION WILL HAPPEN. MARK ON THE LINE OVER THE WORDS THAT BEST DESCRIBES WHAT YOU THINK.

9. How likely is it that you will get in a big argument with other family members in the future?

_____	_____	_____	_____	_____
very likely	somewhat likely	neither likely or unlikely	somewhat unlikely	very unlikely

10. How likely is it that you will get involved in a violent situation with other family members in the future?

_____	_____	_____	_____	_____
very likely	somewhat likely	neither likely or unlikely	somewhat unlikely	very unlikely

11. How likely is it that you will get in a big argument with a person about your age in the future?

_____	_____	_____	_____	_____
very likely	somewhat likely	neither likely or unlikely	somewhat unlikely	very unlikely

12. How likely is it that you will get involved in a violent situation with a person about your age in the future?

_____	_____	_____	_____	_____
very likely	somewhat likely	neither likely or unlikely	somewhat unlikely	very unlikely

FOR THE NEXT SET OF STATEMENTS, SHOW HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT. MARK ON THE LINE OVER THE WORDS THAT BEST DESCRIBES WHAT YOU THINK.

13. I am sure that I can control my anger when I am in an argument with other family members.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

14. I am sure that I won't get violent when I am in an argument with other family members.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

15. I am sure that I can go to a party with people I don't know and feel comfortable talking to them.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

16. I am sure that I can talk to my adolescent about any problem that he/she may have.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

17. I am sure that I can talk to friends about any problem that I have.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

18. I am sure that when I begin to get violent, I can get myself under control and prevent myself from being violent.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

19. Talking about violence with my friends helps me to understand why young people are violent sometimes.

strongly
agree

moderately
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uncertain

moderately
disagree

strongly
disagree

20. Talking about violence with my adolescent helps me to understand why young people are violent sometimes.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

21. I am sure that understanding why other young people are violent helps me to understand why my adolescent sometimes become violent.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

22. I think that communication between me and my adolescent is very good.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

23. I have a difficult time talking to my adolescent about his/her problems.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

24. When I talk with my adolescent, he/she listens carefully to what I have to say.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

25. When I talk with my adolescent, he/she understands what I have to say.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

FOR THE NEXT SERIES OF QUESTIONS, PLEASE THINK ABOUT THE VIOLENCE INTERVENTION PROGRAM AND YOUR OPINIONS OF IT AS YOU GIVE AN ANSWER TO EACH ITEM.

26. Being in the Violence Intervention Program has helped me with my problems with conflict and anger.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

27. I am generally satisfied with my experiences in the Violence Intervention Program.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

28. The Violence Intervention Program has helped me get along better with other members of my family.

strongly agree

moderately agree

uncertain

moderately disagree

strongly disagree

29. The Violence Intervention Program has helped me get along better with my friends.

strongly agree

moderately agree

uncertain

moderately disagree

strongly disagree

30. The Violence Intervention Program has helped me get along better with other people my age.

strongly agree

moderately agree

uncertain

moderately disagree

strongly disagree

31. I enjoyed being in the Violence Intervention Program.

strongly agree

moderately agree

uncertain

moderately disagree

strongly disagree

32. The experiential components of the Violence Intervention Program (such as the Ropes Course) were very effective.

strongly agree

moderately agree

uncertain

moderately disagree

strongly disagree

33. The role playing exercises used in the Violence Intervention Program (such as 'Understanding Point of View' exercise, or the 'Practicing Problem Solving' exercise) were very effective.

strongly agree

moderately agree

uncertain

moderately disagree

strongly disagree

34. The interactional activities used in the Violence Intervention Program (such as the 'Heart Surgery' activity, or the 'Feelings Game' activity) were very effective.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

35. The kinesthetic activities used in the Violence Intervention Program (such as the 'Group Juggle' activity, or the 'Wind in the Willows' activity) were very effective.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

36. The talks and discussions given by the program facilitators were very effective.

strongly
agree

moderately
agree

uncertain

moderately
disagree

strongly
disagree

37. Now, we would like you to list below the three things about the Violence Intervention Program that were **most effective** for you:

1. _____
2. _____
3. _____

38. Now list the three things about the Violence Intervention Program that were **least effective** for you:

1. _____
2. _____
3. _____

39. Please list below anything that you would like to change in the Violence Intervention Program (use the back of this sheet if necessary).

FINALLY, JUST A FEW MORE QUESTIONS:

How old are you (in years)? _____

Are you (circle one): 1. Male 2. Female

Please circle the answer that best describes you:

1. Hispanic (Spanish, Chicano, Mexican, Cuban, Latin American)
2. American Indian/Native American
3. White/Anglo/Caucasian
4. Oriental/Asian American
5. Black/African American
6. Other _____
(please describe)

THANKS FOR YOUR HELP!