

A STUDY OF SELECTED VARIABLES AND THEIR  
RELATIONSHIP TO VICTIMS' AND OFFENDERS'  
WILLINGNESS TO PARTICIPATE IN A  
RESTORATIVE JUSTICE  
PROGRAM

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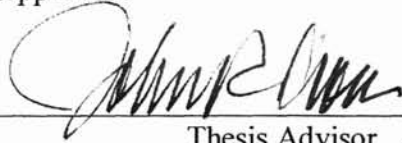
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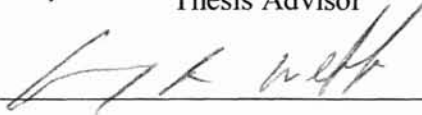
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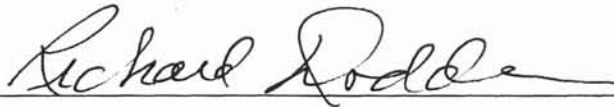


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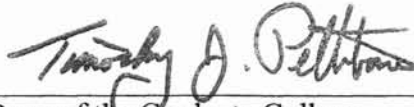
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Dean of the Graduate College

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## **CHAPTER I**

### **INTRODUCTION**

The purpose of this study is to examine the attitudes of both victims and offenders in relation to a Restorative Justice program. Restorative Justice can be defined as "a systematic response to wrongdoing that emphasizes healing the wounds of victims, offenders and communities caused or revealed by crime" (Restorative Justice Online: 2002). Descriptive statistics are given for ten variables assessed in this study as well as the dependent variable of willingness to participate in a Restorative Justice program. Three main variables are used to find any correlation to attitudes toward participating in a Restorative Justice program. Hypotheses are made about these three variables. Four other variables are looked at to find any correlation to willingness to participate in a Restorative Justice program.

All too often our society turns to punishment as the only method of deterring crime. However, through the Restorative Justice process, one can believe in rehabilitation through meeting with victims and offenders. Barajas (1995) explained that the concept of rehabilitation has been relegated to the lowest rung on the ladder and punishment is at the top. The Restorative Justice model attempts to move away from the

mind-set that punishment is the only method for treating criminals and for pacifying victims. Communication and relating to one another can be almost therapeutic to the victims and offenders of crime if utilized in the correct way.

Some questions that this study will consider are: Is there a relationship between victims' and offender's attitudes towards participating in a Restorative Justice program? Which variables considered will have a positive correlation with willingness to participate in a Restorative Justice program? Is it possible that offenders would want to meet the victims of the crime they committed to come to terms with what they have done? What is the motive of inmates to meet victims? Thus, the research question to be analyzed is: Are victims or offenders going to be more favorable towards participating in a Restorative Justice program? What factors will influence their views? Age, time since the offense, and type of offense are the three main variables that this researcher examined. Number of children at the time of the offense, employment status, length of sentence, and years of schooling are the four other variables that are briefly examined but no hypotheses are made. Race, sex, and marital status at the time of the offense are the three variables in which only descriptive statistics are given.

The process of Restorative Justice seeks to establish a more positive relationship between victims and offenders of a crime. What can be gained by victims and offenders meeting face-to-face or with a mediator present? Would the victims be coming into a Restorative Justice program to find some healing, or would they be there to condemn the offenders? Likewise, would the offenders like to offer an apology to the victims, or would they be participating to make excuses for their actions? All these questions that have been presented are important when looking at the effectiveness of Restorative



Justice. However, for the purposes of this study, this researcher will look at both victims' and inmates' attitudes about going into and participating in such a program.

Taking responsibility for one's own actions is central to Restorative Justice. A renewal of hope, a level of satisfaction with the overall disposition, and some repair for damages done are all vital when measuring outcomes of Restorative Justice. These outcomes are something that victims and offenders can look forward to if the initial attitudes of both are ones of acceptance, forgiveness, and understanding. Of course, the meaning and commitment of Restorative Justice takes place within the individual. Each encounter with victims or offenders is subjective. With that comes a renewed sense of hope for both the victims and offenders. Victims can feel safe once again and let the offenders know what the crime has done to them. As for offenders, listening to the victims and accepting what pain the crime has caused can be a tool for the deterrence for future recidivism.

### **Importance of Study**

Restorative Justice is a relatively new way of looking at the criminal justice system. In the traditional criminal justice system, victims of crime are often left out of making any decisions concerning the offenders. Many times, the victims are not even allowed in the courtroom while offenders are on trial. The victims often feel helpless, hopeless, and without any sense of closure. Then, after the offenders are sentenced, the victims are often left with a sense of no security. Living in a world of fear and of wondering why this had to happen to them.

The increasing number of correctional facilities and inmates is troubling. Along with the increased number of these institutions comes a feeling that no program within

the walls of a prison works. However, the optimism of Restorative Justice comes at a time when administrators and politicians are looking for a new and inventive program to reduce recidivism of inmates.

When Restorative Justice is used the victims, offenders, friends, family, and community can meet with one another to discuss the crime and why it happened. This researcher believes this is important for several reasons. First, it gives the victims some sense of hope and security. Second, the Restorative Justice process holds the offenders accountable for his actions. Third, it also helps offenders realize the full impact their actions had on the victims and the surrounding community.

The existence of a Restorative Justice program could increase the possibility of offenders not committing the crime in the future. Restorative Justice could provide the tools offenders need to deter future criminal acts in society. If there is successful mediation between the victims and offenders, it could give the victims a reason to believe that their security can be restored. With the growing interest in Restorative Justice and the rapid expansion of victim-offender mediation programs, it is important to gain a clear understanding of how the field is developing and becoming highly responsive and sensitive to the needs of crime victims.

Adopting more Restorative Justice programs in correctional facilities such as victim-offender mediation and dialogue, family group conferencing, and peacemaking circles could offer more parolees an idea of the full impact of their previous crime. In turn, it is more likely they will not commit the crime again. Financial restitution to victims, personal services to victims, community service, written or verbal apology to

“The justice focus is primarily on the government and/or the offender; hence, critical rectification is necessary. Also, because of the pain inflicted upon so many, and the exorbitant cost of corrections, remedies must be sought to ease both the physical and financial injured caused by crime.”

Personal and social order can be restored after a crime takes place. Until the process of Restorative Justice was brought about- this was not likely to be the case. Meeting in a secure place with a mediator, both victims and offenders can start to repair the damage that was inflicted. Clearly there is a strong social importance in attempting to prevent recidivism in criminals. Restorative Justice supports the idea that people can feel safer and more able to live without fear after a crime has been committed against them.

### **Preview of the Remaining Chapters**

Chapter II offers an extensive review of literature relevant to Restorative Justice, and some current programs that are utilizing the Restorative Justice process are noted. The chapter begins with a background of the concept of Restorative Justice, locating its origins in various religions. Whether it be Buddhism, Muslim, American Indian practices, or Christianity, one can find some tradition that “offers us the benefit of thousands of years of a kind of natural human empiricism that moves us toward personal and community transformation” (Braswell, Fuller, and Lozoff 2001:11).

Reintegrative Shaming will be introduced as the theoretical framework for conducting the ensuing study. As will be expanded on in Chapter II, Reintegrative Shaming “communicates disapproval within a continuum of respect for the offender; the offender is treated as a good person who has done a bad deed” (Braithwaite 2000:281). Braithwaite’s Reintegrative Shaming theory relates the idea that societies and

communities that are forgiving and “respectful” have lower crime rates than those societies that rely solely on punishment for crime.

Chapter III describes the methodology used to conduct the research study. Using quantitative analysis, the basic hypothesis is that victims will be more likely than offenders to participate in a Restorative Justice program. This is not to say that offenders will not want to participate; however, as will be discussed, substantial evidence exists to support this hypothesis. As will be discussed further in Chapter III, surveys were administered to both victims and offenders to look at the various attitudes that are surrounding a Restorative Justice program.

In Chapter IV, the findings of the research will be discussed. This chapter will discuss in detail what the data indicate about inmates' and victims' feelings toward participating in a Restorative Justice program. It will also point out any similarities or differences in victims' and offenders' opinions of how a Restorative Justice program will meet their needs. The variables are analyzed to see if any statistical significance is found that relates to the dependent variable. Statistical significance is found at the .05 level.

Finally, in Chapter V, this researcher makes concluding remarks about the study and the need for more Restorative Justice programs in the nation. There are some recommendations that will be given to help more facilities adopt a Restorative Justice program. From the perspective of the justice system in general, this researcher makes some assumptions regarding the possible impact the results of this study could have on justice and corrections operations. Implications and suggestions for future research are presented.

## **CHAPTER II**

### **LITERATURE REVIEW**

In 1971 there were fewer than 200,000 inmates in our state and federal prisons. By the end of 1996 we were approaching 1.2 million. Adding in local jails brings the total to nearly 1.7 million. It is justified to say that our overall population has grown, too, of course, but

“the prison population has grown much faster: as a proportion of the American population, the number behind bars has more than quadrupled...These extraordinary increases do not simply reflect a rising crime rate that has strained the capacity of a besieged justice system” (Currie 1998: 12-14).

Currie also contends that crime did rise over this time period; however, it is due to the “tough on crime” policies that state legislatures and federal government have adopted that adds more offenders in prison settings.

With all these dramatically increasing statistics, it is not a time to make good inmates but a time to assist inmates to become better citizens within the community. Along with the current programs in the prison system, a Restorative Justice program could be the answer to some of the questions facing our society today. Obviously, something needs to be done or else we are in danger of adding more potential healthy citizens to the bars of prison.

## **Victims' Rights Movement**

There are four primary movements that influenced victims' rights- the Civil Rights Movement, the Anti-War Movement, the Women's Movement, and "Law and Order" Movement (Colorado Organization for Victim Assistance [COVA]: 1). There are also four historical stages of the Victims' Movement. Stage one was the response to crime (1972-1976). During this stage, there was the first Crime Victims' Compensation Program, the National Crime (Victimization) Survey, the National Organization for Victim Assistance, and the first Victim Impact Statement. Stage two was the polarization and unstable funding stage, which occurred during the years of 1977-1981. The new organizations to develop were the National Coalition Against Sexual Assault (NCASA), the National Coalition Against Domestic Violence (NCADV), Parents of Murdered Children (POMC), Mothers Against Drunk Driving (MADD), and Victims' Assistance Legal Organization (VALOR). Also during this time, the President proclaimed "Crime Victims' Week".

Stage three in the historical stages of the Victims' Movement is the public awareness stage (1982-1986). The Federal Victim and Witness Protection Act came into existence at this time. There was also the establishment of the Office for Victims of Crime (OVC). Finally, stage four was the Legislation and Professionalism stage (1987-present). The four major issues surrounding this stage were funding, victims' rights, law and order concerns, and professionalism (COVA 2000: 1).

## **Victimless Crimes**

For the purposes of the ensuing study, this researcher will not look into victimless crimes. These crimes can be defined as “acts that violate moral order crimes; they may

offend the majority but they do not harm other people” (Eitzen and Zinn 2000: 500). However, victimless crimes can, in fact, harm other people. Eitzen and Zinn (2000:480) give an example of a family member of an alcoholic, drug addict, or compulsive gambler... “They are affected both materially and emotionally by his or her habit.” But, when looking at Restorative Justice in this particular study, the focus will lie primarily on incarcerated offenders and victims of crime.

### **Definition of Terms**

Criminologists “have long distinguished several ways in which putting people in prison might reduce the crime rate” (Currie 1998:28). The following terms are traditional justifications for incarceration. One is deterrence,

“meaning that people who are sent to prison may be less inclined to commit crimes when they get out because they don’t want to go back and/or that potential offenders generally will be inhibited by the threat of being put behind bars” (Currie 1998:28).

Another is rehabilitation, “if we provide schooling, job training, drug treatment, or other services in prison, offenders may be better able to avoid returning to crime when released” (Currie 1998:28). Then there is the “simplest mechanism”, incapacitation, which means, “as long as offenders are behind bars they cannot commit crimes- at least not against people on the outside” (Currie 1998:28). Unfortunately, the United States is turning more towards incapacitation as a means to control all crime. However, what do we do with people that have paid their debt to society? Eventually, prisoners will be released and return to society after serving their time. There has to be a better method of dealing with criminals- a way in which victims and offenders can get involved and learn to deal with the crime committed.

Restorative Justice is a new and innovative approach when dealing with crime. It “is a process whereby parties with a stake in a specific offense resolve collectively how to deal with the aftermath of the offense and its implications for the future” (Tutorial: 1). The “venerable concept of Restorative Justice holds that when a crime is committed the offender incurs an obligation to restore the victim...to the state of well-being that existed before the offense” (Bilchik: 1) Restorative Justice is about “healing the harm done to victims and communities as a result of criminal acts, while holding offenders accountable for their actions (Schiff 1998:1).

Restorative justice is different from contemporary criminal justice in several ways.

1. It views criminal acts more comprehensively- rather than defining crime as simply lawbreaking, it recognizes that offenders harm victims, communities and even themselves.
2. It involves more parties in responding to crime- rather than giving key roles only to government and the offender, it includes victims and communities as well.
3. It measures success differently- rather than measuring how much punishment is inflicted, it measures how many harms are repaired or prevented (Tutorial 2001).

It is important to note that since Restorative Justice is new, it is not known how victims and offenders feel about this process. Furthermore, to know if it works, there is a need for more studies in this area.

### **Background of Restorative Justice**

As Braswell et al. (2001:11) suggest, when looking at ways to reclaim and restore those who offend,

“it is important that we look backward as well as forward; backward into ancient wisdom traditions that offer us the benefit of thousands of years of a kind of natural human



empiricism that moves us toward personal and community transformation.”

The principles and approaches now being referred to as Restorative Justice are “grounded in ancient codes of conduct and practices that have been at the core of many religious and ethical traditions” (Bazemore 1998: 773). Peacemaking draws from a diversity of religious traditions such as Christianity, Buddhism, Hinduism, Islam, Judaism, and traditional and contemporary American Indian law.

### **Christianity**

Howard Zehr (1998:4) states that:

“Now, as much as ever, those of us guided by Christ’s model of salvation and peacemaking are needed. The church, with its mandate for justice that heals and restores, must play a key role in maintaining the vision and values of restorative justice as it is managed and massaged by secular systems.”

The essential teaching of Christianity concerning peacemaking is that “all of us are children of God and therefore we are to love one another” (Braswell et al. 2001:12). In the Bible, Matthew 6:14 says, “For if you forgive men when they sin against you, your heavenly Father will also forgive you.” The belief of forgiveness that is so prevalent in Christianity is part of the basis for victim reconciliation in the current Restorative Justice movement.

Martin Luther King, Jr., Gandhi, and Mother Theresa are excellent examples of Christian leaders who can be explained in terms of peacemaking. They all taught love and acceptance of one another- just as Christ did. Be this as it may, Christians have more often than not resorted to violence when differences of opinion are exposed. These

peacemakers have taught that forgiveness and the helping of each of our neighbors can replenish the love that was lost. For example, a prayer that was originally written by St. Francis of Assisi that Mother Theresa prayed each day says:

Lord, make me a channel of thy peace, that where there is hatred, I may bring love; That where there is wrong, I may bring the spirit of forgiveness; that where there is discord, I may bring harmony; That where there is error, I may bring truth; That where there is doubt, I may bring faith; that where there is despair, I may bring hope; That where there are shadows, I may bring light; That where there is sadness, I may bring joy. Lord, rant that I may seek rather to comfort than to be comforted, To understand than to be understood; To love than to be loved. For it is by forgetting self that one finds; It is by forgiving that one is forgiven; It is by dying that one awakens to eternal life (Mother Theresa online source: 2000).

When looking at Christianity and how it relates to Restorative Justice one can see that the forgiveness that is so critical to early Christianity can also be applied to the practice of Restorative Justice. While offenders are urged to ask for forgiveness, victims are advised to see the crime for what it was and, in turn, forgive the inmate.

### **Judaism**

The sacred book of Judaism is called the Decalogue. The whole Judaeo-Christian religion is based upon the Ten Commandments. These provide the basic guidelines for human conduct and interaction (Braswell et al. 2001). Within the religion of Judaism lies the movement of Hasidism, which “encourages a more personal and transcendent peacemaking perspective” (Braswell et al. 2001:15). Hasidism recognizes that “...reality as seen by our eyes cannot be hanged, therefore change the eyes which see reality” (Crim as quoted in Braswell et al. 2001:15).

The Baal Shem Tov, a Hasidic Rabbi, “embarked upon a journey of developing his inner spiritual life and expressing it outwardly through teaching and helping others” (Braswell et al. 2001:15). The Baal Shem Tov can be considered a major figure within the field of peacemaking. He dedicated his life to a practice which emphasized living according to God- not judging others and having nothing but love for one’s friends as well as enemies.

To apply Judaism to Restorative Justice is remarkably similar to other religions. Nearly all seem to teach that forgiveness, not judging others for their actions, love, and acceptance is vital to living harmoniously with one another. Looking past all the negativity surrounding an individual is important when practicing Restorative Justice.

#### **American Indian Legal Traditions**

Native American peoples consider the “primary elements of life”, which include the sun, rain, wind, fire, and the seasons. The “primary elements of life” are those things in which humans are in a relationship (Braswell et al. 2001:17). In American Indian traditions there is the belief that everything on the planet has a lesson to be learned for each human being. Their thought is that planet Earth does not belong to us, but rather we belong to a bigger picture. Therefore, to let neighbors and other members of the community commit acts against the public disrupts the peaceful cooperation that they have with one another.

Indian peacemaking “is a modern yet ancient form of alternative dispute resolution which Native Americans have developed to settle conflicts within their communities and with outside groups” (Bernard 1996:264). Bernard (1996:268) goes on to state that “tenants of Native American communities recognize there is more to creating

a new environment than merely evicting convicted felons.” Through Alternative Dispute Resolution (peacemaking) they can resolve issues by coming face-to-face with a mediator to facilitate the meetings. Other forms of Alternative Dispute Resolution include mediation and arbitration.

Adopting Alternative Dispute Resolution (ADR) within American Indian tribes provides them with a sense of community as well as a feeling of togetherness. Indians, when using this method of conflict resolution, rely solely on community members and those affected by the crime. There is no incapacitation when dealing with individuals one-on-one. By allowing people to come together and talking about the crime, Restorative Justice can be very successful.

The Navajo peacemaking courts, established in 1982, blend traditional Navajo mediating methods with regular court operations. Bernard (1996:270) quotes Justice Tom Tso of the Navajo Supreme Court describing the Navajo culture and how they deal with disputes:

In traditional Navajo culture the concept of a disinterested, unbiased decision maker was unknown. Concepts of fairness and social harmony are basic to us; however, we achieve fairness and harmony in a manner different from the Anglo world. For the Navajo people, dispute settlement required the participation of the community elders and all those either knew the parties or were familiar with the history of the problem. Everyone was permitted to speak. Private discussion with an elder who could resolve a problem was also acceptable. It was difficult for Navajos to participate in a system where fairness required the judge to have no prior knowledge of the case, and where who can speak and what they can say are closely regulated.

Navajos believe that harmony "can be achieved by restoring the minds, physical being, spirits and emotional well-being of all people involved" (Bernard 1996:271). By healing the individual, the Navajo community as a whole is also healed.

### **Buddhism**

Buddha, or the Enlightened One, went on a journey to find the purpose of suffering. Eventually, he found the answer. Through the four Noble Truths and the Eight-Fold Path, Buddha taught that pain and suffering could be overcome. The four Noble Truths are:

1. All existence is suffering
2. The cause of suffering is attachment or clinging to that which is impermanent such as desire for fame, sensual pleasures, and power
3. The cessation of suffering comes from a state of being beyond suffering, which is nirvana
4. The Buddha taught that the Eight-Fold Path is the way one moves toward nirvana (Braswell et al. 2001:19).

Buddha taught that when humans give up their worldly possessions and focus on their universal selves, a state of nirvana occurs. As Braswell et al. (2001:19) states, "We can see that the experience of non-attachment to what most of us in the West, including offenders and non-offenders, value...could be a basis for peacemaking..." love comes from understanding others. To know where another's anger is coming from helps us to not turn that animosity around on another.

There can be many underlying reasons why the crime was committed. However, victims usually see the crime as a personal act against them. Through Restorative Justice, victims can learn why the crime was committed as well as helping them understand their offenders and why they did what they did. To make victims and offenders fully aware of the motives of the crime is vital when using the Restorative Justice model.

## **Hinduism**

The concept of Samsara offers a framework for seeking salvation that includes three ways: the way of action, the way of knowledge, and the way of the love of God. As previously mentioned, Mohandas Gandhi practiced this framework, and he became an inspirational leader for others. He saw all people as one. They are all God's people. Hinduism offers the concept of reincarnation. The individual soul "keeps going through time, keeps dying and being born again, in varying life circumstances" (Braswell et al. 2001:20-21).

Hinduism teaches people to accept others. Violence against your enemy is considered to be the equivalent of violence against God. Compassion towards others includes willingness to sacrifice one's own well being for another's. As previously stated, to be able to forgive an offender and treat people equally is at the heart of Restorative Justice. To be able to let go of all the animosity towards the offenders, victims can live with more security and love. The victims' forgiveness towards offenders is an example of sacrificing feelings of hatred for those of love and acceptance.

## **Islam**

The Qur'an, Islam's holy book, outlines strict ways of living for people. There are five pillars of Islam which include:

- (1) Fasting during Ramadan
- (2) Making a pilgrimage to the holy city of Mecca at least once during one's lifetime
- (3) Daily prayer
- (4) Almsgiving
- (5) Profession of faith in the one God and his prophet.  
(Braswell et al. 2001:22).

From a peacemaking perspective, the pillar of almsgiving has the most importance.

When speaking of almsgiving, this is more than the act of giving money. Monetary gifts

are of significance because the money goes to those who cannot afford to provide for themselves. Peacemaking is firm in the idea of reducing social inequality. By providing the funds for others, society is supporting each other.

### **Current Programs**

First, it needs to be said that Restorative Justice is not limited to the United States. Many victim/offender reconciliation programs have developed in Europe. Germany has several hundred such programs and Finland has more than a hundred. In New Zealand, Restorative Justice has “served to guide and help shape the family group conference approach rooted in indigenous Maori tradition” (Zehr 1998:4). It is the case that the United States has been slower to embrace Restorative Justice because of our conservative, more punitive, crime policies such as the Three Strikes laws. So, although limited in the United States, there are some notable programs to discuss.

Dave Cook of Victim Offender Reconciliation Project (VORP), coordinator from the University of Wisconsin Law School, helped in a project which included about 25 cases a year, where a “suitable offender and volunteer victim met with a trained mediator in a minimum or maximum security prison in the area” (Zehr 1994:5). Offenses involved burglary and assault, and mediation focused on reconciling relationships and addressing the feelings resulting from criminal activity and victimization.

The Restorative Community Reintegration Project (formerly Restorative Parole) operates in two institutions in Canada, Stony Mountain and Rockwood. The two facilities together house approximately 600 inmates of minimum to medium security rating. The three-year pilot is currently in the “implementation phase, and is for all but the most serious offenders” (Grier and Reddoch 1999:5). There is positive community

acceptance, with victims taking the opportunity to identify themselves and become involved. Grier and Reddoch (1999:5) identify eight objectives of this program:

1. To increase public knowledge of the parole process
2. To increase public participation and satisfaction regarding the release process
3. To help victims understand the release process
4. To help victims in reducing their fears and apprehensions regarding the release of the individual who victimized them
5. To help inmates develop insight and awareness of the offense impact on victims
6. To provide victims with a meaningful role in release planning for offenders
7. To develop culturally appropriate community support referrals for victims and offenders
8. To reduce the likelihood of offender re-offending.

At the Waterloo Detention Center, a maximum-security facility in Cambridge, Ontario, a Community Justice Initiative established a mediation program at the pre-release stage, between offenders and their families. It recognized the fact that offenders' families are "often indirect victims of their criminal behavior, that in many cases significant and unaddressed disputes or issues exist between families and offenders, and that imprisonment puts additional stress on these situations" (Zehr 1994:7). The objective of the program was to bring offenders and their families together to resolve concerns that might prove harmful to offenders' "successful reintegration into the community" (Cleland-Moyer 1990:7). Victims, employers and others were also involved, and the program also provided support counseling, parole and discharge planning and post-release support. Follow up mediation was offered for offenders and their parents.

Mark Bitel (1991:8) described the victim/offender workshop at Sing Sing Correctional Facility in Ossining, New York: "The victim/offender workshops offer a



forum for dialogue between offenders and surrogate victims of crime, or their family members in the case of homicide.” Prior to the victims coming into the prison, the offenders undergo a period of readiness to help them understand victim issues and to orient them about what to expect. The meetings have proved to be very successful and transforming for both victims and offenders. Offenders are encouraged to accept responsibility for their actions and to become sensitive to crime from the victims' perspective. Meanwhile, victims are offered insight into behaviors which may help them to protect themselves from future victimization and to learn the reality of what prison does and does not achieve. Often it allows victims for the first time to feel that they are getting a chance to participate in the criminal justice system rather than being used by it. Bitel (1991) goes on to state that “it is our hope that the Restorative Justice program will reduce recidivism and serve as a bridge back to the community.”

Another example is the Minnesota Correctional Facility in Shakopee, the women's prison in Minnesota. Their program includes:

1. Developing offender awareness of injury to victims
2. Involving the offender in repairing the harm
3. Involving the community in holding the offender accountable
4. Increasing offender competency
5. Increasing offender connections to conventional community members (Angeles 1999:12).

A study coming out of Seattle University took place at the Washington State Reformatory over a period of three years. Inmates, victims of crime, and citizen participants were all involved in the study. Over a 12-week duration, there were weekly meetings in the prison with all of their conversations and stories recorded. There were four objectives which the researchers were wanting to accomplish during this time:

1. To create an oasis within the prison environment where interested offenders are provided with the opportunity, support to express feelings of remorse, regret and the tools with which to become responsible and accountable for past, present, and future actions.
2. To facilitate constructive communication between victims, offenders, and citizens so that justice can become more meaningful for everyone involved (i.e., through human understanding and/or acceptance as opposed to adversarial relationships).
3. To contribute to advancement of new and creative ways of thinking about justice and dealing with crime in local communities and the larger society.
4. To foster hope for the future of criminal justice and corrections that goes beyond temporary solutions such as “Three Strikes” legislation and mass imprisonment through a balancing of victim, offender, and citizen rights and responsibilities (Helfgott, Lovell, and Lawrence 2000:49).

There are numerous other programs in the United States and Canada that deals with Restorative Justice. Many are very similar to the ones mentioned above. One thing in common with these programs is that the process of Restorative Justice strives to include all that were involved, directly or indirectly, with the crime. More and more institutions in the United States are adopting these programs. However, it is moving at a fairly slow pace in many states.

### **Victim-Offender Reconciliation**

One increasingly popular version of Restorative Justice is the Victim-Offender Mediation Program (VORP). The first VORP program began as an experiment in Kitchener, Ontario in the early 1970s when a youth probation officer convinced a judge that two youths convicted of vandalism should meet the victims of their crimes (Bright 1997). After the meetings, the judge ordered the two youths to pay restitution to those victims as a condition of probation. Thus, VORP began as a “probation-based/ post-

conviction sentencing alternative inspired by a probation officer's belief that victim-offender meetings could be helpful to both parties" (Bright 1997).

VORP involves a meeting with the victim and offender of the particular crime and is facilitated by a trained mediator. With the assistance of the mediator, "the victim and offender began to resolve the conflict and to construct their own approach to achieving justice in the face of their particular crime" (Van Ness and Strong 1997:69). Both speak their minds during these meetings about how the crime has affected their lives- along with their family's lives. The conclusion of the meeting should be dedicated to an attempt to come to some agreement on steps the offender will take to repair the harm done to the victim as well as the surrounding community.

It should be noted that participation by the victims is completely voluntary. It should also be recognized that "offenders may volunteer in order to avoid more onerous outcomes that would otherwise be imposed" (Umbreit 1994:7). As Chupp (1989:65) points out, "unlike the traditional criminal justice system, VORPs involve active involvement by the victim and the offender, giving them the opportunity to mutually rectify the harm done to the victim in a process that promotes dialogue between them." Therefore, if one of the parties is forced into VORP, the outcome could potentially be less effective for them both.

Restoration of the crime committed is an essential part of VORP. Through this program the parties agree to meet to identify the injustice, rectify the harm, and to establish payment or monitoring schedules. The victims have a chance to tell the offenders exactly what the crime has meant to them personally. On the other hand,

offenders have a chance to express remorse and to explain circumstances surrounding their behavior.

### **Family Group Conferencing**

Based on traditions of the Maori of New Zealand, a family group conference is “a meeting of the community of people who are most affected by a crime or harmful behavior” (Oklahoma Juvenile Justice and Delinquency Prevention [OJJDP]: 2) Family group conferencing varies from victim-offender reconciliation in that the family participates with the noted victim and offender. Friends of the family and other affected community members are all invited to share how the crime has impacted their lives. The purpose of the meeting is to decide, as a group, how the offender will repair the harm.

### **Peacemaking Circles**

A peacemaking circle is “a community-directed process, in partnership with the justice system, for developing consensus on an appropriate disposition that addresses the concerns of all interested parties” (OJJDP: 3). As stated before, peacemaking circles use traditional circle ritual and structure from Native-American culture.

“Circles typically involve a multistep procedure, including application by the offender to the circle process, a healing circle for the victim, a healing circle for the offender, a disposition circle to develop consensus on the elements of a disposition agreement, and follow-up circles to monitor progress of the offender. The disposition plan may incorporate commitments by the system, community, family members, and the offender” (OJJDP: 3)

## **Theoretical Framework**

Bazemore (1998) argues that because Restorative Justice ideas have in fact emerged from the field, it is a framework largely practiced in search of a theory of crime.

He contends that while Restorative Justice is not associated with a specific etiological perspective, its principles are consistent with several traditions in criminological theory.

Reintegrative Shaming, as stated before, is a theory that promotes forgiveness rather than stigmatization. The difference between the two is that stigmatization is “disrespectful shaming” where the offender is treated as a bad person while Reintegrative Shaming “communicates shame to a wrongdoer in a way that encourages him or her to desist” (Braithwaite 2000:281).

Braithwaite (2000:287) goes on to state that, “It is family we love, friends we respect who have the most influence over us. Precisely because their relationships with us are based on love and respect, when they shame us they will do so reintegratively.” Scheff (1990:742) similarly argues that in family settings, punishment for wrongdoing occurs, yet it occurs “within the framework of reconcilable, mutually supportive interests among family members. [Reintegrative Shaming involves] shaming followed by a ritual of acceptance.” Braithwaite combines key ideas from several other theories such as Social Control, Differential Association, and Labeling theory.

“Labeling theory is obviously the other mainstream theory that has the conditions of its validity specified by the theory of Reintegrative Shaming. Labeling, according to the theory, will actually reduce crime when it is respectful, focused on the act rather than the person and where disapproval is terminated by ceremonies of forgiveness and apology. It will only make things worse when it is stigmatizing” (Braithwaite 2000:288)

Contemporary labeling theories have generally focused only on the stigmatization process rather than the reintegration process.

Differential Association theory is another useful theoretical framework when looking at Reintegrative Shaming. However, Differential Association lacks “specificity” in what it implies and rejects (Braithwaite 2000:288). Reintegrative Shaming provides that meaning. Braithwaite argues that:

“Even the most effective theory, learning theory, does not explain all of them and that most of the theories (control, opportunity, subculture, and labeling) explain only a few at best. Some theories (differential association and labeling) are not sufficiently explicit to apply, others are too limited in their parameters” (as found in Scheff 1990:741).

Reintegrative Shaming can be used at the macro and micro-level. Scheff (1990:74) states “Braithwaite’s analysis of crime and crime control points toward a general theory of the building, maintenance, and disruption of social order.” Scheff (1990:745) continues, stating

“in a just social order, according to the general framework outlined here, deviant behavior will be punished by highly visible public shaming, followed by public reacceptance, as suggested in Braithwaite’s theory of Reintegrative Shaming of crime.”

At the micro-level, Reintegrative Shaming and victim-offender mediation plays a significant role in the rehabilitation of offenders. By taking responsibility for their actions, the offenders can completely be held accountable for what has happened, and in return, the victims can offer reacceptance to them.

Reintegrative Shaming “is disapproval dispensed within an ongoing relationship with the offender based on respect, shaming which focuses on the evil of the deed rather than on the offender as an irremediably evil person” (Braithwaite 1993:7).

In this chapter, this researcher has discussed the history of Restorative Justice, locating its origins in various religious ideas, describing recent programmatic examples of it, and linking its principles to broader theoretical concerns in criminology. In the next chapter, this researcher describes the methodology used to assess victims' and offenders' attitudes toward Restorative Justice and identifies variables that affect those attitudes.

### **CHAPTER III**

#### **METHODOLOGY**

Quantitative research methodology was employed as the primary design. The 2-tailed significance test is used. A survey questionnaire was administered to approximately 40 inmates at a medium-security prison in Oklahoma. A similar survey was given to nearly 30 victims of crime. Victims were found at victim impact groups throughout the state. It is important to note that it is possible that the hypothesis will be confirmed due to bias because the victims participating in the survey are already participating in some kind of program. The survey was distributed to inmates and victims on a voluntary basis.

For this study, personal contact and self-administered questionnaires were used to insure against non-response and incomplete returns. All of the survey questions are closed-ended. There are no “Don’t Know” or “Undecided” categories included in the responses to questions.

The research question to be analyzed is: Is it more likely that victims of crime or the offenders would participate in a Restorative Justice seminar if given the opportunity? The general hypothesis for this study is: Victims feel more favorable toward Restorative Justice programs than offenders do.

Past literature supports the general hypothesis. However, this is not to say that offenders will not be willing to participate, or that they will not receive healing or



forgiveness for their actions. In general, Restorative Justice caters towards victims in that it gives them a sense of inclusion with the criminal justice system.

“The victim is absolutely central, and indeed, this is the only process developed thus far that gives victims a fair deal. In the retributive system, by way of contrast, there’s no place for them except as witnesses. But, in the restorative justice system, the victims are placed in a situation where they are in control; so it’s about re-focusing the power and balance” (Consedine 2000:9).

Victims need closure. The crime is often turned towards a crime against the state, but victims still feel that the crime was a personal act towards them. Beckett and Sasson (2000) contend that in the early Middle Ages, blood feuds were used to receive "justice" for the victims of a crime. Gradually, the notion that crimes are committed "against society rather than against the individual led authorities to frown on private means of resolving disputes" (Beckett and Sasson 2000:158). It was with industrialization and urbanization that the state created a public system of criminal law. The idea that the crime was against the state rather than the victim took precedence in the criminal law system. Bazemore (1998) quotes Elaine Berzins as saying,

“I can tell you that what most victims want most is quite unrelated to the law. It amounts more than anything else to three things: victims need to have people recognize how much trauma they’ve been through...They need to express that, and have it expressed to them; they want to find out what kind of person could have done such a thing, and why to them; and it really helps to hear that the offender is sorry—or that someone is sorry on his or her behalf.”

One reason why offenders would be weary to participate in a Restorative Justice program is that:

“Being required to face one’s victim or face the community and work to repair the harm caused by one’s crime may well be tougher and more painful for offenders than standard punishments focused on incarceration” (Bazemore 1998).

Through shaming, offenders could be suspicious of the victims' intent to participate. Also, the offenders may think that there are underlying motives of victims- such as condemnation, stigmatizing, or blaming. Restorative Justice is a giant step for both victims and offenders, and with that, they have to be willing to completely accept what will be said and felt by the other.

### **Discussion of the Variables**

#### **Age**

It is hypothesized that the victims' and offenders' age will relate to their attitude towards participating in a Restorative Justice program. The author’s supposition is that the older the person, the more likely he is to have a favorable attitude towards a Restorative Justice program. Society looks at older individuals as “wiser” and more knowledgeable about life. Incarcerated persons are no different. With age comes the notion that vengeance and punishment cannot be the only way to heal. Forgiveness is more than likely accepted with the older population rather than the younger.

Based on the foregoing discussion the following sub-hypothesis is stated: (For the remainder of this section, S.H. will refer to sub-hypothesis)

S.H. 1: There will be a positive relationship between the ages of offenders and their willingness to participate in a Restorative Justice program. As age increases their willingness to participate in a Restorative Justice program will increase.

S.H. 2: There will be a positive relationship between the ages of victims and their willingness to participate in a Restorative Justice program. As age increases their willingness to participate in a Restorative Justice program will increase.

### **Time Since the Offense**

Many times, immediately after the crime is committed, victims want vengeance toward their offenders. Punishment, as stated previously, is the only solution used by the criminal justice system to deal with offenders. However, eventually many people turn toward other methods to help them heal. Victims are often left with a sense of emptiness after a crime. The more time goes by, the greater the feeling of hopelessness.

Likewise, offenders feel cheated by the criminal justice system right after the crime. Some feel like they were treated unfairly. Then, when incarcerated, some inmates begin to feel a sense of guilt because of the crime committed. Some feel a need to relate the crime to others. The more time inmates have to think about what has happened, the more the obligation is to come to terms with victims. Therefore, the following sub-hypothesis is stated:

S.H. 3: There will be a positive relationship between the length of time since the crime was committed and offender's willingness to participate in a Restorative Justice program. That is, the more time goes by after the offense, the willingness to participate in a Restorative Justice program increases.

S.H. 4: There will be a positive relationship between the length of time since the crime was committed and victim's willingness to participate in a Restorative Justice program. That is, the more time goes by after the offense, the willingness to participate in a Restorative Justice program increases.

## **Type of Offense**

It is hypothesized that the more serious the crime, the more likely victims and offenders will have positive attitudes towards participating in a Restorative Justice program. This statement does not dismiss the fact that victims and offenders of all crimes could have favorable attitudes towards Restorative Justice. However, the sense of insecurity left with the victims and their families after a serious crime (such as murder or rape) could have longer lasting effects than a non-violent crime (such as drug possession).

Offenders might be more willing to participate in a Restorative Justice program if they feel like they truly have affected somebody's life. Such non-violent crimes such as drug possession or possession of a weapon could tend not to warrant feelings of regret in offenders. On the other hand, if inmates take accountability for a serious crime, they might want to make amends with those they have hurt. With that, the sub-hypothesis is stated:

S.H. 5: There will be a positive relationship between the type of offense and the offender's willingness to participate in a Restorative Justice program. As the seriousness of the crime increases so will the willingness to participate in a Restorative Justice program.

S.H. 6: There will be a positive relationship between the type of offense and the victim's willingness to participate in a Restorative Justice program. As the seriousness of the crime increases so will the willingness to participate in a Restorative Justice program.

Four other variables including the number of children at the time of the offense, employment status, length of sentence, and years of schooling will be briefly analyzed in

the next chapter. No hypotheses are made about these variables because it is this researcher's contention that they will not be as great of identifiers of the dependent variable as the previous three mentioned. Furthermore, three other variables including race, sex, and marital status at the time of the offense will be examined by using some descriptive statistics.

The instrument was made up of items gathered from various sources. The primary source for the instrument being a study coming out of Seattle University, Citizens, Victims, and Offenders Restoring Justice, (2000) in which a survey of approximately 120 questions was distributed to victims, offenders, and community members. Although not all the questions are given in this survey, the researcher chose the questions that were appropriate for the ensuing study. Another source is Peachey's (1986) work entitled Restorative Justice in Criminal Conflict: Victims' and Observers' Perspectives. One more source that is used for the survey instrument is Bradfield's (2000) work The Influence of Offense-Generated Factors Social Perceptions, and Preexisting Individual Characteristics on Restorative Justice Coping Responses. Again, a combination of the items of these three instruments is employed on this study's survey.

### **Limitations**

One of the limitations of this research is the sample size of both victims and offenders. A larger sample would have helped seeing a clearer relationship among the variables. Furthermore, a larger sample size could have eliminated some of the missing data that was found. There were not too many respondents, so having a larger sample could have improved the data, making some more variables statistically significant.

The issue of generalizability, discussed further in Chapter IV, is another limitation to this study. Gathering inmates from various facilities could be advantageous to this research. Furthermore, more victims not already participating in a victim's organization would be useful to gain clearer insight into feelings about participating in a Restorative Justice program.

This chapter provided information about the methodology of this thesis. There was a discussion of the variables of age, time since the offense, and type of offense. Hypotheses were made about these three variables. Finally, some limitations of the study were presented. In Chapter V the researcher presents the method for data collection, the measurement of the dependent and independent variables, data analysis and findings, and some possible explanations for those findings.

## **CHAPTER IV**

### **DATA ANALYSIS**

This chapter includes a discussion of the collection of data that were utilized in this thesis, how the general and directional hypotheses were measured, a description of the statistical analyses used in testing the general and directional hypotheses, and the findings of the research.

#### **Data Collection**

The empirical setting of this study was from two different locations- differentiating victims and offenders. Offenders were given surveys at Cimarron Correctional Facility (CCF) in Cushing, Oklahoma. CCF is a private prison owned by Corrections Corporation of America. It is a 960-bed facility that houses offenders that have been convicted of almost every type of crime. It should be noted that the views presented in this thesis are not necessarily reflective of CCF. There are eight case managers at this particular prison. They were used to gain the consent from the inmates. At a weekly meeting, the case managers were to inform the inmates of this study. The inmates were told that this was on a voluntary basis only, and that they did not have to participate in completing the survey if they did not desire. It is not known by this researcher if all the case managers did, in fact, tell the inmates about the study. There was a period of approximately two weeks the inmates could have signed up to participate in this study. Approximately 60 inmates signed consent forms to participate, and out of those 60, only 37 actually completed the survey. The questionnaire was distributed by

this researcher in the visitation room at the correctional facility. On average, it took the inmates approximately ten minutes to complete the survey.

This researcher contacted the Director of the Victim Impact Panel for the state of Oklahoma about a mailing list for victims who participated in this group. The researcher then sent 80 packets to the Director who then mailed out the packets, which included a survey, a cover letter, a consent form, and two self-addressed stamped envelopes to victims of crime. The envelopes were enclosed so that the respondent could mail the consent form and the survey separately. The Director of the Victim Impact Panel had only 27 addresses for victims that participated in the program. Out of those 27 surveys that were sent out, approximately half were returned to this researcher. Fifteen other surveys were administered to victims of various crimes. Acquaintances of this researcher agreed to take surveys and consent forms to administer to friends and family members of their own. All fifteen surveys and consent forms were returned to the researcher. The process for gaining consent of victims and offenders as well as completing the survey remained anonymous and confidential.

All respondents signed a consent form to complete the research survey. As stated previously, the victims signed the consent form and returned it to this researcher in a separate envelope than the survey. Case managers from CCF were involved in getting the consent from the offenders. Inmates signed the researcher's consent form as well as another one for CCF use.

Both sample populations were employed on a voluntary basis only. Because of the nature of the prison environment there could be no random sample process. Furthermore, the victim sample had to be done on a voluntary basis.



## Operational Measures

As previously stated, the general hypothesis for this research study is: There will be a relationship between certain selected variables and the victim and offenders' willingness to participate in a Restorative Justice program. After reviewing the literature on this particular subject it is concluded through six sub-hypotheses that victims will be more favorable to want to participate in a Restorative Justice program than offenders are.

### Measurement of the Dependent Variable

The dependent variable used in this research is willingness to participate in a Restorative Justice program. It is measured by the sixteen questions on the survey, which the Likert scale was used. Each item is arbitrarily assigned a value of equal interval, e.g., 1, 2, 3, or 4 on a continuous scale. This reveals both the direction of the individual's stand on the issue and the intensity with which they hold it.

TABLE I

**SCORE OF VICTIMS AND OFFENDERS BY MINIMUM SCORE, MAXIMUM SCORE, MEAN, AND STANDARD DEVIATION**

	Min	Max	Mean	Std. Dev.
<b>Victims</b>	35	54	43.91	4.62
<b>Offenders</b>	37	61	49.70	6.93

Note: Willingness to participate in a restorative justice program.

An overall test score is obtained by finding the sum of the numerical scores for the alternatives individual checks on the various questions. The overall individual score can be interpreted only in relations to other individual test scores. A high score would be indicative of a stronger willingness to participate in a Restorative Justice program while a low score would be indicative of a lesser willingness to participate in a Restorative Justice program. The maximum score one could score is a 64 while the lowest score one

could score is a 16. The lowest a respondent scored on the dependent variable was a 35 while the highest was a 61.

### **Measurement of the Independent Variables**

Only three variables were discussed in Chapter III; however, four more variables can be assessed because they were added to the instrument. Another three variables are explored using descriptive statistics such as mean, standard deviation, maximum and minimum scores. The three variables discussed in Chapter III are age, time since the offense, and the type of offense that was committed. Below are the variables discussed as well as the measure used to operationalize them.

#### **Age**

Age was hypothesized to relate to participation in a Restorative Justice program. It is expected that as the victims as well as the offenders get older the more willing they will be towards participating in a Restorative Justice program. The following question was used to obtain the victims' and the offenders' age.

Question 1: What was your age at your last birthday? \_\_\_\_\_

After examining the data, it was found that respondents aged from 18 to 65. Then, after consideration, the data was collapsed by the following scale:

18-22 .....	1
23-27 .....	2
28-32 .....	3
33-37 .....	4
38-42 .....	5
43-47 .....	6
48-52 .....	7
53-57 .....	8
58-62 .....	9
63-67 .....	10

There were two respondents who did not report their age. They both came from victims' responses. Again, the hypothesis is the higher the age of the victims and offenders then the higher the overall score of the dependent variable, willingness to participate in a Restorative Justice program, will be. The theoretical range for this score is one through ten.

**TABLE II**

**AGES OF VICTIMS AND OFFENDERS BY MINIMUM SCORE, MAXIMUM SCORE, MEAN, AND STANDARD DEVIATION**

	Min	Max	Mean	Std. Dev.
<b>Victims</b>	18	65	40.37	13.97
<b>Offenders</b>	19	65	33.00	10.47

Note: Age at time of offense.

**Time Since the Offense**

It was hypothesized that the time since the offense would be positively related to victims' and offenders' willingness to participate in a Restorative Justice program. The following question was used to measure the amount of time since the offense occurred:

Question 4: How long ago was the crime committed?

- 11 months ago or less.....1
- 1 year-5 years.....2
- 6 years-10 years.....3
- 11 years- 15 years.....4
- 16 years- 20 years.....5
- 21 years- 25 years..... 6
- 26 years- 30 years.....7
- More than 30 years ago.....8

Time since the offense is measured by the coding presented above. The time since the offense of all respondents was therefore given a score according to their response to the question. The theoretical range for this score is one through eight. There are no missing responses for this variable.

list. Again, after consideration, this researcher collapsed the data into four categories.

The scale is as such:

- Murder, Manslaughter, Forcible Rape, Robbery, and Trafficking.....4
- Aggravated Assault, Burglary, Larceny, Auto/Motor Theft, and Theft.....3
- Arson, Other Assault, Forgery/Counterfeiting, Fraud, and Embezzlement.....2
- Stolen Property, Vandalism, Weapons (Possession), Drug Abuse, Other.....1

Of course, the more serious the offense is coded by a four while a one codes the lesser offense. The type of offense of all respondents was therefore given a score according to their responses to the question. The theoretical range for this score is one through four.

**TABLE IV**

**TYPE OF OFFENSE BY VICTIMS AND OFFENDERS USING FREQUENCIES AND PERCENTAGES**

	Frequency	Percent
<b>Victims (n 32)</b>		
<b>Murder</b>	3	9.4
<b>Manslaughter</b>	11	34.4
<b>Forcible Rape</b>	2	6.3
<b>Robbery</b>	1	3.1
<b>Trafficking</b>	0	0
<b>Aggravated Assault</b>	1	3.1
<b>Burglary</b>	8	25.0
<b>Larceny</b>	0	0
<b>Auto/Motor theft</b>	1	3.1
<b>Theft</b>	1	3.1
<b>Arson</b>	0	0
<b>Other Assault</b>	0	0
<b>Forgery/Counterfeiting</b>	1	3.1
<b>Fraud</b>	0	0
<b>Embezzlement</b>	0	0
<b>Stolen Property</b>	0	0
<b>Vandalism</b>	0	0
<b>Weapons (Possession)</b>	0	0
<b>Drug abuse</b>	0	0
<b>Other</b>	3	9.4
<b>Total</b>	32	100

TABLE IV CONTINUED

<b>Offenders (n 37)</b>		
<b>Murder</b>	4	10.8
<b>Manslaughter</b>	1	2.7
<b>Forcible Rape</b>	5	13.5
<b>Robbery</b>	3	8.1
<b>Trafficking</b>	4	10.8
<b>Aggravated Assault</b>	2	5.4
<b>Burglary</b>	2	5.4
<b>Larceny</b>	0	0
<b>Auto/Motor theft</b>	1	2.7
<b>Theft</b>	0	0
<b>Arson</b>	0	0
<b>Other Assault</b>	3	8.1
<b>Forgery/Counterfeiting</b>	1	2.7
<b>Fraud</b>	0	0
<b>Embezzlement</b>	0	0
<b>Stolen Property</b>	1	2.7
<b>Vandalism</b>	0	0
<b>Weapons (Possession)</b>	6	16.2
<b>Drug abuse</b>	2	5.4
<b>Other</b>	2	5.4
<b>Total</b>	37	100

### **Other Variables Not Examined Previously**

Four other variables were included in the survey instrument; however, the researcher did hypothesize they would not have any correlation to the dependent variable. The variables are: How many children at the time of the offense, employment status at the time of the offense (*for offenders*) and currently (*for victims*), the length of sentence given, and years of schooling. As mentioned previously, three variables including race, sex, and marital status at the time of the offense are included in the discussion by the use of descriptive statistics. The following is a discussion of each.

### **Race**

The following question was used to gain knowledge of a person's race.

Question 2: What is your race?

The respondents had the chance to check a possible 14 answers. This researcher collapsed the data into two possible categories because many of the possibilities the respondent could check were not used. The majority of the respondents checked either Caucasian or African American. It should be noted that there were 14 possible answers that the respondents could have chosen.

Caucasian .....1  
 Non-Caucasian.....2

It should be noted that the possibilities that the respondents could check were found at the Bureau of the Census web site. The theoretical range for this score is one through two. Below are some descriptive statistics about this variable for both victims and offenders.

**TABLE V**

**RACE BY VICTIMS AND OFFENDERS USING FREQUENCIES AND PERCENTAGES**

		<b>Frequency</b>	<b>Percent</b>
<b>Victims (n 32)</b>			
	<b>White</b>	26	81.3
	<b>Non-White</b>	5	15.6
	<b>Total</b>	31	96.9
<b>Offenders (n 37)</b>			
	<b>White</b>	20	54.1
	<b>Non-white</b>	16	43.2
	<b>Total</b>	36	97.3

**Sex**

The following question was used as a measure of the respondent's sex.

Question 3: What is your sex?

Male.....1  
 Female.....2

All offender responses were coded as a one. However, there was one offender survey in which the offender checked both because he is a transsexual. For the purposes of this

study, this researcher coded the item as a one because the respondent was in a male institution and was born a male.

The victim respondents were almost equal in regards to male and female responses. There was no missing data for either victim or offender surveys. The theoretical range for this score is one and two. Below are descriptive statistics about this variable for both victims and offenders.

**TABLE VI**

**SEX BY VICITMS AND OFFENDERS USING FREQUENCIES AND PERCENTAGES**

		<b>Frequency</b>	<b>Percent</b>
<b>Victims (n 32)</b>			
	<b>Male</b>	17	53.1
	<b>Female</b>	15	46.9
	<b>Total</b>	32	100
<b>Offenders (n 37)</b>			
	<b>Male</b>	37	100

**Marital Status**

The following question was used to find out a respondent's marital status.

Question 6: What was your marital status at the time of the offense?

Married.....2  
 Non-Married.....1

Respondents had the opportunity to check one out of five possible answers. The researcher collapsed this data into two categories- married and non-married. Marital status is measured by the coding presented above. The marital status of each respondent was therefore given a score according to his response to the question. The theoretical range for this score is one through two. Below are descriptive statistics for this variable for both victims and offenders.

**TABLE VII****MARITAL STATUS BY VICTIMS AND OFFENDERS USING FREQUENCIES AND PERCENTAGES**

		<b>Frequency</b>	<b>Percent</b>
<b>Victims (n 32)</b>			
	<b>Married</b>	15	46.9
	<b>Not Married</b>	17	53.1
	<b>Total</b>	32	100
<b>Offenders (n 37)</b>			
	Married	28	75.7
	<b>Not Married</b>	9	24.3
	<b>Total</b>	37	100

Note: Marital status at time of offense.

**How Many Children at the Time of the Offense**

This variable was asked by the following question for both victims and offenders.

Question 7: How many children did you have at the time of the offense?

Many respondents did not have any children at the time of the offense. Thirteen victims did not report any children while eleven offenders did not report any. Excluding zero children, victims noted four possible answers: One, two, three, four and ten children. Again, excluding zero children, offenders ranged as such: One, two, three, four, five and eight children.

**TABLE VIII****CHILDREN BY VICTIMS AND OFFENDERS MINIMUM, MAXIMUM, MEAN, AND STANDARD DEVIATIONS**

	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Victims</b>	1	10	2.47	2.04
<b>Offenders</b>	1	8	2.27	1.64

Note: Number of children at the time of the offense.



## Employment Status

Employment status was measured the same for both victims and offenders; however, because employment status is not possible for incarcerated individuals, this researcher asked for the employment status before incarceration for inmates. For victims, this researcher asked employment status at the current time of completing the survey. The following is the question used and the appropriate coding.

Question 9: What was your employment status before incarceration?  
(*For offenders*)

What is your employment status now? (*For victims*)

Non-farm Labor .....1  
Semi-Skilled Worker .....2  
Skilled (craft) Worker .....3  
Clerical Worker.....4  
Administrator .....5  
Manager .....6  
Technical Worker.....7  
Professional.....8

The theoretical range for this score is one through eight.

TABLE IX

### EMPLOYMENT BY VICTIMS AND OFFENDERS USING FREQUENCIES AND PERCENTS

	Frequency	Percent
<b>Victims (n 32)</b>		
Non-farm labor	2	6.3
Semi-skilled worker	2	6.3
Skilled (craft) worker	1	3.1
Clerical worker	3	9.4
Administrator	1	3.1
Manager	4	12.5
Technical worker	0	0
Professional	12	37.5
<b>Total</b>	<b>25</b>	<b>78.1</b>

TABLE IX CONTINUED

Offenders (n 37)		
Non-farm labor	5	13.5
Semi-skilled worker	8	21.6
Skilled (craft) worker	9	24.3
Clerical worker	1	2.7
Administrator	0	0
Manager	3	8.1
Technical worker	1	2.7
Professional	6	16.2
<b>Total</b>	<b>33</b>	<b>89.2</b>

Note: Current employment status for victims. Former employment status for offenders.

### Length of Sentence

The following question was used to determine the responses of the individuals concerning the length of sentence given.

Question 10: What is the length of sentence given to you? (*For offenders*)

What is the length of sentence given to the person that committed the crime against you or your family member? (*For victims*)

- 11 months or less .....1
- 1 year- 5 years.....2
- 6 years- 10 years .....3
- 11 years- 15 years .....4
- 16 years- 20 years .....5
- 21 years- 25 years .....6
- More than 25 years.....7
- Life with the possibility of parole.....8
- Life without parole.....9
- Death Penalty .....10

The length of sentence is measured by the coding presented above. The theoretical range for this score is one through ten.

TABLE X

**LENGTH OF SENTENCE BY VICTIMS AND OFFENDERS FREQUENCY AND PERCENTAGES**

	Frequency	Percent
<b>Victims (n 32)</b>		
11 months or less	2	6.3
1 - 5 years	2	6.3
6 – 10 years	1	3.1
11 – 15 years	3	9.4
16 – 20 years	1	3.1
21 – 25 years	4	12.5
More than 25 years	0	0
Life with possibility of parole	12	37.5
Life without parole	0	0
Death penalty	0	0
<b>Total</b>	<b>25</b>	<b>78.1</b>
<b>Offenders (n 37)</b>		
11 months or less	5	13.5
1 - 5 years	8	21.6
6 – 10 years	9	24.3
11 – 15 years	1	2.7
16 – 20 years	0	0
21 – 25 years	3	8.1
More than 25 years	1	2.7
Life with possibility of parole	6	16.2
Life without parole	0	0
Death penalty	0	0
<b>Total</b>	<b>33</b>	<b>89.2</b>

**Years of Schooling**

Years of schooling were measured by the following question for both victims and offenders.

Question 11: How many years of schooling do you have?

Less than 6 <sup>th</sup> grade .....	1
6 <sup>th</sup> or 7 <sup>th</sup> grade .....	2
8 <sup>th</sup> or 9 <sup>th</sup> grade .....	3
10 <sup>th</sup> or 11 <sup>th</sup> grade .....	4
High School Graduate.....	5
Completed the GED.....	6

Currently working on the GED.....	7
Some college.....	8
College Degree.....	9
More than a college degree.....	10

Years of schooling are measured by the coding presented above. The average year of schooling for an inmate in Oklahoma is approximately 10<sup>th</sup> grade. Of new inmates entering the prison system, about 29% read below the eighth-grade level and 67% have not graduated high school (Department of Corrections 2000). That is the reason why this researcher set the lower limit of schooling at less the 6<sup>th</sup> grade.

**TABLE XI**

**SCHOOLING BY VICTIMS AND OFFENDERS USING FREQUENCIES AND PERCENTAGES**

	Frequency	Percent
<b>Victims (n 32)</b>		
Less than 6 <sup>th</sup> grade	0	0
6 <sup>th</sup> or 7 <sup>th</sup> grade	0	0
8 <sup>th</sup> or 9 <sup>th</sup> grade	1	3.1
10 <sup>th</sup> or 11 <sup>th</sup> grade	1	3.1
High school graduate	4	12.5
Completed GED	2	6.3
Currently working on GED	0	0
Some college	10	31.3
College degree	9	28.1
More than a college degree	5	15.6
<b>Total</b>	<b>32</b>	<b>100</b>
<b>Offenders (n 37)</b>		
Less than 6 <sup>th</sup> grade	0	0
6 <sup>th</sup> or 7 <sup>th</sup> grade	0	0
8 <sup>th</sup> or 9 <sup>th</sup> grade	3	8.1
10 <sup>th</sup> or 11 <sup>th</sup> grade	5	13.5
High school graduate	7	18.9
Completed GED	7	18.9
Currently working on GED	2	5.4
Some college	11	29.7
College degree	2	5.4
More than a college degree	0	0
<b>Total</b>	<b>37</b>	<b>100</b>

### **Method of Data Analysis**

The correlation coefficient of .05 was used as the method of statistical analysis for this study to determine the degree of relation between two or more variables. A correlation coefficient provides a prediction of the value of one variable (the dependent variable) based on information on an independent variable. It also provides a measure of the strength of the relationship between these variables (Ott 1993:460). The correlation coefficient can range from a -1 to a +1, indicating negative or positive linear correlation.

### **Analysis of Data and Findings**

As previously stated in this thesis, factors related to the victims' and offenders' willingness to participate in a Restorative Justice program are being investigated. Each independent variable has been correlated with the dependent variable to test for significance at the .05 and .01 levels. The total "N" here refers to 37 offenders and 32 victims.

Each of the hypotheses of the three variables examined previously states the expected direction of the relationship between the variables. No hypotheses were made for the other four variables because this researcher did not think that they would be determining variables to correlate with the dependent variable. However, this researcher examined their correlation with the dependent variable. The general hypothesis has been generated, and the empirical measures used to measure each of the variables have been stated. In this section an interpretation of the results of the test of the empirical hypothesis will be given for each empirical hypothesis used to test the general hypothesis. For the remainder of this chapter N.H. will refer to Null Hypothesis and E.H. will refer to Empirical Hypothesis.

General Hypothesis: There will be a relationship between certain selected variables and victim and offenders' willingness to participate in a Restorative Justice program.

E.H. 1: There will be a positive relationship between the ages of offenders and their willingness to participate in a Restorative Justice program. As age increases their willingness to participate in a Restorative Justice program will increase.

N.H. 1: There is no relationship between the ages of offenders and their willingness to participate in a Restorative Justice program.

The calculated correlation coefficient is  $-.111$ . This value is not significant at the  $.05$  level. These data do not support the empirical hypothesis.

E.H. 2: There will be a positive relationship between the ages of victims and their willingness to participate in a Restorative Justice program. As age increases their willingness to participate in a Restorative Justice program will increase.

N.H. 2: There is no relationship between the ages of victims and their willingness to participate in a Restorative Justice program.

The calculated coefficient is  $-.011$ . This value is not significant at the  $.05$  level. These data do not support the empirical hypothesis.

E.H. 3: There will be a positive relationship between the length of time since the crime was committed and offender's willingness to participate in a Restorative Justice program. That is, the more time goes by after the offense, the willingness to participate in a Restorative Justice program increases.

N.H. 3: There is no relationship between the length of time since the crime was committed and offender's willingness to participate in a Restorative Justice program.

The calculated coefficient is  $.112$ . This value is not significant at the  $.05$  level. These data do not support the empirical hypothesis.

E.H. 4: There will be a positive relationship between the length of time since the crime was committed and victim's willingness to participate in a Restorative Justice program. That is, the more time goes by after the

offense, the willingness to participate in a Restorative Justice program increases.

N.H.4: There is no relationship between the length of time since the crime was committed and victim's willingness to participate in a Restorative Justice program.

The calculated coefficient is  $-.057$ . This value is not significant at the  $.05$  level. These data do not support the empirical hypothesis.

E.H.5: There will be a positive relationship between the type of offense and the offender's willingness to participate in a Restorative Justice program. As the seriousness of the crime increases so will the willingness to participate in a Restorative Justice program.

N.H. 5: There is no relationship between the type of offense and the offender's willingness to participate in a Restorative Justice program.

The calculated coefficient is  $.159$ . This value is not significant at the  $.05$  level. These data do not support the empirical hypothesis.

E.H. 6: There will be a positive relationship between the type of offense and the victim's willingness to participate in a Restorative Justice program. As the seriousness of the crime increases so will the willingness to participate in a Restorative Justice program.

N.H. 6: There is no relationship between the type of offense and the victim's willingness to participate in a Restorative Justice program.

The calculated coefficient is  $.000$ . This value is not significant at the  $.05$  level. These data do not support the empirical hypothesis.

### **Data Analysis of Other Variables**

No hypotheses were made regarding the variables of number of children when the crime was committed, employment status, length of sentence, and how much education has been received. However, for the purposes of this study, this researcher did examine the correlation these variables had with the independent variable. Length of sentence for offenders is the only variable that is found to be statistically significant at the  $.05$  level.

The independent variable of children at the time of the offense was found to not be a significant identifier for both victims and offenders. The calculated coefficient of this variable for victims is  $-.101$  and for offenders is  $.034$ . These levels are not significant at the  $.05$  level.

Employment status is examined for both victims and offenders. This variable was found not to be a significant identifier for both sample populations. The calculated coefficient for victims is  $-.138$ . The calculated coefficient for offenders, when analyzing employment status, is  $.106$ . These levels are not significant at the  $.05$  level..

Length of the sentence is found to be statistically significant for offenders. The calculated coefficient for victims is  $.057$  while the calculated coefficient for offenders is significant at the  $.342$  level. The offenders' correlation is significant at the  $.05$  level. This means that as the length of sentence increases for the offenders the more likely they would be to want to participate in a Restorative Justice program.

How many years of schooling is found to not be significant for both victims and offenders. The calculated coefficient for victims is  $-.083$  and for offenders is  $.156$ . These data are not significant at the  $.05$  level.

### **Explanations for Statistical Results**

There were seven variables total that were analyzed. This researcher divided these variables according to victims and offenders. There was one variable that was statistically significant to have an effect on the dependent variable, willingness to participate in a Restorative Justice program. However, both victims and offenders were not included on this variable, only one was found to be significant.



A major reason that could be offered as an explanation for the lack of support of the empirical hypotheses that were tested to ascertain the hypothesized relationship is the method used to measure the degree of attitude of the respondent. Consciously, or unconsciously, the respondents may have been set upon showing this researcher that their attitudes towards participating in a Restorative Justice program was favorable or unfavorable. The researcher hypothesizes that this is more true for offenders of crime than victims. The reason for this being that they may have felt that if this survey promoted Restorative Justice than possibly a program of this sort would be implemented and they could have received good time for participation. It is important to note that the consent form made mention that there would be no Restorative Justice program implemented at this facility due to this research. However, inmates could have forgotten this information. In any case, respondents may have answered according to what they thought the researcher wanted or marked what was socially acceptable. The researcher can only assume that the responses given by both victims and offenders are the truth and what they truly feel.

For that variable that was statistically significant, further research is needed to make certain that they remain consistent with this researcher's findings. An explanation as to why the length of sentence for offenders had a positive correlation to willingness to participate in a Restorative Justice program is that the more time an inmate is incarcerated, the more they may want to make amends for their actions that caused others harm. When an inmate begins thinking about the amount of time he has to be behind the walls of a prison, the more time he thinks about why he is in there and how it could have been prevented. This hypothesis is in opposition of the concept of prisonization. This

concept is one that states that the longer an individual is incarcerated, the more resentful he becomes. While these two perspectives are at odds with one another, it would be beneficial to conduct more research in this area to make certain this variable is indeed a positive correlation.

Many of the victim surveys came from participants of the Oklahoma Victims' Impact Panel. There are many programs within the United States that promote victim's rights, and the Victims' Impact Panel is just one of them. Many victims' rights groups support the punitive approach to justice. This is not the case for all victims' groups, but it is this researcher's contention that the Oklahoma Victim's Impact Panel supports, to some degree, punishment rather than restoration. The offenders are court-ordered to attend meetings with a victim of crime. The offenders are not to talk to the victims but are just there to listen to how the crime has affected the victim. This researcher believes that the offenders in these cases are irritated to go to a meeting in which they do not feel that they belong, and then to not be heard by the victim to apologize for the wrong doing which occurred leads to resentment of the whole process. If there was a more restorative type program that victims participated in, there could possibly be different outcomes of statistical analysis.

Furthermore, studying more low-income victims could change the statistical results. While many of the victims in this research were from middle-class backgrounds, administering to lower-class victims could result in different findings in that they could see the offender as more like themselves. It is a widely known fact that there is a growing low-income offender rate in correctional facilities. If more victims from lower-

income groups were surveyed, results could show that they are against the more punitive approach to criminal justice and more for restoration.

It should also be noted that by finding the statistical significance at the .05 level there is a one in twenty chance that these findings could be merely chance. There is the possibility that the variable that was found to be significant is only found significant due to chance. The test-retest method of reliability could find these significant variables to be chance or not.

### **Reliability**

Reliability is "a matter of whether a particular technique, applied repeatedly to the same object, would yield the same result each time" (Babbie 1998: 129). Because this study is exploratory in nature, reliability cannot be assessed. This researcher took the items from various surveys to score the dependent variable; however, no previous study of this nature has been conducted. There is no reliability measured thus far. A larger sample size; however, could change the results of the study in future tests.

### **Validity**

The term validity "refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration" (Babbie 1998:133). The items given on the survey to score the dependent variable are thought to be a valid source. The 16 questions presented on the survey using the Likert scale are thought to be reasonable items when assessing willingness to participate in a Restorative Justice program.

There is a problem when measuring willingness to participate in a Restorative Justice program among people already participating in a program that helps them deal

with a crime. Many victims that completed the survey are members of a Victim Impact Panel. This researcher believes it would be beneficial to retest this study without those already participating in some kind of a victim or offender program.

### **Generalizability**

Due to the small sample size of both victims and offenders, further studies in this area are needed to learn if this study is truly generalizable to the rest of the population being studied. The findings in this study may not be considered generalizable due to the fact that only a private prison was used to administer surveys to offenders. Also, both victims and offenders were only found in Oklahoma. Different regions of the nation could possibly affect the results of this research. It would have been an advantage to this study to examine female offenders along with male offenders. Victims were both females and males so it would have been beneficial to study female inmates.

Furthermore, victims were, on average, middle-class, Caucasian, and already participating in a program that assisted them in dealing with the crime that was committed. This could mean that some views about crime and punishment had already been established, and they react on those views. Studying victims from more low-class and minority backgrounds could have been beneficial to get differing views about crime and the process of Restorative Justice.

Another interesting point to make is that only inmates that were literate provided this researcher with a completed survey. An overhead monitor was in place in case some inmates required this researcher to read the survey to them; however, almost all inmates did not want this researcher to use it. This suggests that only inmates that knew they would have to read and write participated in the study.

## **CHAPTER V**

### **CONCLUSIONS**

As stated previously, the three main variables (age, time since the offense, and type of offense) were not supported by the data. One out of the four other variables, length of sentence for offenders, was significant at the .05 level. There was a positive relationship between length of sentence for offenders and willingness to participate in a Restorative Justice program. This means that as the length of sentence increased for offenders so did their willingness to participate in a Restorative Justice program.

The purpose of this chapter is to present a summary of the findings, how it relates to previous literature in the area, to show how it relates to the theoretical background, to explore what the data actually means, and suggestions and implications for future research.

Age, time since the offense, and type of offense are the three independent variables that were given in Chapter III, which this researcher hypothesized about. Later, in Chapter IV, four variables including number of children at the time of the offense, employment status, length of sentence and years of schooling were presented. This researcher did not previously make hypotheses in regards to these four variables because they were not thought to be significant identifiers to the dependent variable. Three other variables including race, sex, and marital status were assessed using descriptive statistics.

The only variable that was found to be a significant identifier at the .05 level was length of sentence for offenders. Possible reasons for this correlation were presented in

Chapter IV. However, as was also stated, more research is needed in this area to determine if this positive correlation is actually reliable or just a chance finding.

Previous literature suggests that Restorative Justice can be beneficial to both victims and offenders of crime. In fact, those people that have developed Restorative Justice programs throughout the United States and other countries provide positive reports. While the general hypothesis implied that victims would be more willing than offenders to participate in a Restorative Justice program, the findings presented in this particular research show that there is a slightly more willingness from offenders. Again, more research is needed to determine if this is truly the case or not.

Reintegrative Shaming is an idea that promotes forgiveness rather than stigmatization. This concept is the basis for Restorative Justice. A reacceptance from the victim towards the offender is vital when looking at the Restorative Justice process and how it relates to Reintegrative Shaming. Whereas other theories of crime, such as social control and labeling theories, take a more stigmatizing approach to justice, Reintegrative Shaming contributes restoration into the community at large.

The data found in this research implies that while there is no real difference between victims' and offenders' willingness to participate in a Restorative Justice program, that for the most part, there is a willingness to participate. The variables used show that there is no significant difference in relation to the dependent variable; however, this does not mean that victims and offenders do not want to participate in a Restorative Justice program if one was offered.

This study focuses on how willing victims and offenders would be towards participating in a Restorative Justice program. No literature, thus far, has determined

this. Of course, both victims and offenders could have differing perspectives on victim-offender mediation. However, this research can aid others when analyzing the effects of Restorative Justice as well as who may benefit more from such a program. A replication of this study could be useful at state prison facilities as well as various detention centers around the country.

A qualitative study could be beneficial when looking at the willingness to participate in a Restorative Justice program. Whereas statistical research is useful, it may also be helpful to actually interview both offenders and victims of crime to understand how they have dealt with the crime thus far. Possibly, victims and offenders alike could present thought and ideas that a survey could not answer.

This study could also be beneficial to those who work with juveniles. More and more youth are being placed in detention centers as well as prisons for crime. It would be interesting to find if these youth would benefit from a Restorative Justice program or to see if they would have positive feelings about participating in such a program.

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**APPENDIX A**

**Corrections Corporation of America  
Research Consent Statement**

CORRECTIONS CORPORATION OF AMERICA  
RESEARCH CONSENT STATEMENT

I, \_\_\_\_\_, understand the purpose of the study titled A Study of  
Selected Variables and Their Relationship To Victims' and Offenders' Willing-  
ness To Participate In A Restorative Justice Program

\_\_\_\_\_ I consent to participate in the study. I understand that my participation is voluntary and am free to end my participation at any time. I understand that all research information will be handled in the strictest confidence and my participation will not be individually identifiable in any reports. I understand that there is no penalty or prejudice of any kind for not participating in the study.

NA \_\_\_\_\_ I consent to the release of information in my records to the Researchers for the purpose of the study. I understand that the information in my records will be handled in the strictest of confidence. I understand that my consent is voluntary. I understand that there is no penalty or prejudice of any kind for not participating in the study.

NA \_\_\_\_\_ I agree to being individually identifiable in the Research Project outlined at the present.

\_\_\_\_\_ I do not wish to participate in the Research Project.

INMATE/RESIDENT/STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

STAFF WITNESS: \_\_\_\_\_ DATE: \_\_\_\_\_

STAFF WITNESS: \_\_\_\_\_ DATE: \_\_\_\_\_

**NOTE:** This form will accompany a cover sheet prepared by the researcher that contains an explanation of the purpose of the data collected, the identity of the researcher, and the methods of research and any other information the researcher wishes to convey.

4/1/91

**APPENDIX B**

**Victim Consent Form**

## CONSENT FORM

### Instructions and Notification of Voluntary Participation and Anonymity

This study is one which is for a Master's Thesis at Oklahoma State University. It is a study which will measure how willing a person would be to participate in a Restorative Justice program. This questionnaire will be used to gain insight into the willingness to participate in a Restorative Justice program. Participation is strictly voluntary. If you do not wish to fill out the questionnaire you can decide not to return it. The questionnaire will only take around ten to fifteen minutes to complete. The data collected will only be reported in the aggregate only- meaning that it will be used primarily for research using numbers and statistics. The anticipated benefit of this study is to better understand who wants to participate in a Restorative Justice program, and therefore, hopefully reduce recidivism rates of offenders as well as restore feelings of safety among victims of crime. The information can be used to create more Restorative Justice programs around the state of Oklahoma. Please note that there will not be a program of this sort available to you through your participation in this study.

Please note that some of the questions on the survey could produce feelings of emotional or psychological stress. There is also a possibility that some of the questions could be sensitive or personal. If this is the case, feel free to leave the question blank. If you do feel upset by any of these questions you can contact your local Victim's Impact Panel, a local counseling service, or a local minister. There are no benefits that will come to you by your participation in this project. This is for educational purposes only.

This questionnaire is anonymous. Do not place your name or any identifying information on the questionnaire itself. The questionnaires will be shredded after they have been coded for the final product. The researcher and the advisor for the project will be the only persons who will see the completed questionnaires. Your responses and consent forms will be kept by the researcher in a secure location where only she will have access to them. Nobody else will have access to them.

There are two enclosed envelopes. Please use one for the return of the consent form and the other for the survey. This will insure the researcher that the consent form cannot be correlated with your responses on the survey.

Please answer the question as honestly and accurately as possible. There are no "right" or "wrong" answers to the questions.

Again, your participation is strictly voluntary and anonymous; do not feel you have to answer the questions. **DO NOT COMPLETE THE CONSENT FORM AND SURVEY IF YOU ARE UNDER THE AGE OF 18.** There are no penalties or rewards for your participation. If any of the questions are too sensitive or personal in nature you may leave it blank or may choose not to send in the survey.

If you have any questions about the survey or the research project, please feel free to call Jaime L. Dick at (405) 744-9557. And, should you have any other questions you can call Dr. Carol Olsen from the Oklahoma State University Institutional Review Board at (405) 744-6501.

**Signature of Participant:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**APPENDIX C**

**Offender Consent Form**



**APPENDIX D**

**Corrections Corporation of America  
Statement of Researcher**

**CORRECTIONS CORPORATION OF AMERICA  
STATEMENT OF RESEARCHER**

This is to certify that I have been informed of the requirements of the commencing Research at a Corrections Corporation of America facility. I further certify that I have read and understand the CCA policy on Research Projects and fully intend to comply with all the provisions of this policy statement. If any materials are copyrighted as the result of my project, I grant the CCA and contracting agencies a royalty - free, non-exclusive and irrevocable license to reproduce, publish, translate, and to otherwise use and authorize others to publish and use such materials.

SIGNATURE OF PROJECT DIRECTOR: Jaime L. Dick

DATE: 4-5-02

TITLE OF PROJECT: A study of selected variables and their relationship to victims and offenders willingness to participate in a restorative justice program.

4/1/91

**APPENDIX E**  
**Nondisclosure Agreement**

### NONDISCLOSURE AGREEMENT

This agreement is made and entered into by and between Oklahoma Department of Corrections hereinafter called Agency and (Jaime L. Dick) hereinafter called Recipient.

- A. This agreement is to provide administratively created correctional client criminal case history information for research, evaluation, or statistical activities. The recipient agrees that the information will not be used to the detriment of the record subject nor for any purpose other than those stated in the research plan. The recipient agrees further to abide by the confidentiality and security provisions of Section 524a of the Omnibus Crime Control and Safe Street Act of 1973, any regulations pursuant to that section.
- B. Agency agrees to provide Recipient with the correctional client case history information requested in the attached access request.
- C. Recipient agrees to limit the use of this information to the purpose for which it was provided and to destroy the source documents when they are no longer needed for the purpose for which it was provided.
- D. Recipient agrees that only persons allowed access to this information are Jaime L. Dick/John Cross/OSU Library and agrees not to disseminate or redisclose the information to any other agency or person.
- E. Recipient agrees to implement reasonable procedures to protect this information from unauthorized access, alteration, or destruction.
- F. Recipient agrees to abide by the laws or regulations of this state and the federal government, any present or future rules, policies, or procedures adopted by Agency or adopted by NCIC Policy Board to the extent that they are applicable to the information provided under this agreement.
- G. If the agreement is to provide correctional client criminal case history information on a continuing basis, Agency reserves the right to immediately suspend furnishing information under this agreement when any rule, policy, procedure, regulation, or law described in Section F is violated or appears to be violated.
- H. If this agreement is to provide correctional client case history information on a continuing basis, then either Agency or Recipient may, upon 30 days notice in writing, terminate this agreement.

Jaime L. Dick  
Signature of Recipient Representative

3-1-07  
Date

\_\_\_\_\_  
Signature of Department of Corrections Representative

\_\_\_\_\_  
Date

**APPENDIX F**

**Oklahoma Department of Corrections  
Approval for Research**

RON J. WARD  
DIRECTOR



FRANK KEATING  
GOVERNOR

STATE OF OKLAHOMA  
OKLAHOMA DEPARTMENT OF CORRECTIONS

March 28, 2002

Jaime L. Dick  
Arts & Sciences  
Department of Sociology  
Oklahoma State University  
006 Classroom Building  
Stillwater, Oklahoma 74078-4062

Dear Ms. Dick:

The Oklahoma Department of Corrections has reviewed your request for research assistance on "A Study of Selected Variables and Their Relationship to Victims' and Offenders' Willingness to Participate in a Restorative Justice Program," and find that it does meet the criteria for assistance.

This agency will provide you with all information that is public record and not protected by privilege, as well as researcher access to 200 inmates.

At the conclusion of your research report, please forward three complete copies to Bill Chown, administrator of Data Analysis and Statistics, 50 N.E. 23<sup>rd</sup>, Oklahoma City, OK 73105.

If you have any questions, please contact my office or Mr. Chown, at 405-522-4964.

Sincerely,

A handwritten signature in black ink that reads "Ron J. Ward".

Ron J. Ward

cc Debbie G. Mahaffey  
Edward L. Evans  
Bill Chown

d:\word\ksap\researchOSUDick032802


**APPENDIX G**

**Corrections Corporation of America  
Approval for Research**

*Keep on file*

**MEMORANDUM**

**TO: Warden Daren Swenson**  
**Cimarron Correctional Facility**

**FROM: Jimmy L. Turner** 

**DATE: May 1, 2002**

**RE: Research Project**

---

I have reviewed and approved the research report by your employee, Jamie Dick, at Cimarron Correctional Facility. In addition, it has been reviewed and approved by Steve Groom in the Legal Department.

The only request that I have is that you have Ms. Dick review Corporate Policy 5-2: Research Projects to ensure that she is in compliance with company guidelines and requirements.

Thank you.

JLT/jsw



**APPENDIX H**

**Cimarron Correctional Facility  
Approval for Research**



Cimarron Correctional Facility

May 2, 2002

Renee Watkins, Assistant Warden  
Cimarron Correctional Facility  
3700 S. Kings Hwy.  
Cushing, OK. 74023

Re: Research Project

To Whom It May Concern:

I am approving Ms. Jamie Dick's request to interview inmates (approximately 200) at the Cimarron Correctional Facility as indicated in the request for research approval.

If any additional information is needed, please feel free to call.

Sincerely,

A handwritten signature in cursive script that reads "Renee Watkins".

Renee Watkins, Assist. Warden

xc: Ms. Jamie Dick  
File

3700 South Kings Highway, Cushing, Oklahoma 74023, Phone: 918-225-3336, Fax: 918-225-3363

**APPENDIX I**  
**Offender Survey**

## SURVEY FOR OFFENDERS

- 1      What was your age at your last birthday? \_\_\_\_\_
- 2      What is your race? (*Please check only one*)
- Caucasian \_\_\_\_\_
- African American \_\_\_\_\_
- Hispanic \_\_\_\_\_
- Latino \_\_\_\_\_
- Puerto Rican \_\_\_\_\_
- American Indian/ Alaska Native \_\_\_\_\_
- Asian Indian \_\_\_\_\_
- Chinese \_\_\_\_\_
- Filipino \_\_\_\_\_
- Japanese \_\_\_\_\_
- Korean \_\_\_\_\_
- Vietnamese \_\_\_\_\_
- Native Hawaiian \_\_\_\_\_
- Other (*specify*) \_\_\_\_\_
- 3      What is your sex?
- Male \_\_\_\_\_      Female \_\_\_\_\_
- 4      How long ago was the crime committed?
- 11 months ago or less \_\_\_\_\_
- 1 year- 5 years \_\_\_\_\_
- 6 years-10 years \_\_\_\_\_
- 11 years-15 years \_\_\_\_\_
- 16 years-20 years \_\_\_\_\_
- 21 years-25 years \_\_\_\_\_
- 26 years-30 years \_\_\_\_\_
- More than 30 years ago \_\_\_\_\_
- 5      How old were you when the offense occurred? \_\_\_\_\_
- 6      What was your marital status at the time of the offense?
- Married \_\_\_\_\_
- Divorced \_\_\_\_\_
- Single \_\_\_\_\_
- Widowed \_\_\_\_\_
- Separated \_\_\_\_\_

7 How many children did you have at the time of the offense? \_\_\_\_\_

8 What was the offense that you were convicted of for which you are now in prison?

- Murder \_\_\_\_\_
- Manslaughter \_\_\_\_\_
- Forcible Rape \_\_\_\_\_
- Robbery \_\_\_\_\_
- Trafficking \_\_\_\_\_
- Aggravated Assault \_\_\_\_\_
- Burglary \_\_\_\_\_
- Larceny \_\_\_\_\_
- Auto or other Motor Theft \_\_\_\_\_
- Theft \_\_\_\_\_
- Arson \_\_\_\_\_
- Other Assault \_\_\_\_\_
- Forgery/ Counterfeiting \_\_\_\_\_
- Fraud \_\_\_\_\_
- Embezzlement \_\_\_\_\_
- Stolen Property \_\_\_\_\_
- Vandalism \_\_\_\_\_
- Weapons (Possession) \_\_\_\_\_
- Drug Abuse Violations \_\_\_\_\_
- Other (*specify*) \_\_\_\_\_

9 What was your employment status before incarceration?

- Professional \_\_\_\_\_
- Technical Worker \_\_\_\_\_
- Manager \_\_\_\_\_
- Administrator \_\_\_\_\_
- Clerical Worker \_\_\_\_\_
- Skilled (craft) Worker \_\_\_\_\_
- Semi-skilled Worker \_\_\_\_\_
- Non-farm Labor \_\_\_\_\_

10 What is the length of sentence given to you?

- 11 months or less \_\_\_\_\_
- 1 year-5 years \_\_\_\_\_
- 6 years-10 years \_\_\_\_\_
- 11 years-15 years \_\_\_\_\_
- 16 years-20 years \_\_\_\_\_
- 21 years-25 years \_\_\_\_\_
- More than 25 years \_\_\_\_\_
- Life with the possibility of parole \_\_\_\_\_
- Life without parole \_\_\_\_\_
- Death Penalty \_\_\_\_\_

11 How many years of schooling do you have?

- Less than 6<sup>th</sup> grade \_\_\_\_\_
- 6<sup>th</sup> or 7<sup>th</sup> grade \_\_\_\_\_
- 8<sup>th</sup> or 9<sup>th</sup> grade \_\_\_\_\_
- 10<sup>th</sup> or 11<sup>th</sup> grade \_\_\_\_\_
- High School Graduate \_\_\_\_\_
- Completed the GED \_\_\_\_\_
- Currently working on the GED \_\_\_\_\_
- Some college \_\_\_\_\_
- College degree \_\_\_\_\_
- More than a college degree \_\_\_\_\_

12 Have you ever served in the military?

- Yes: \_\_\_\_\_
- No: \_\_\_\_\_
- If yes: What are the branches served? \_\_\_\_\_
- Length of service? \_\_\_\_\_
- Type of discharge? \_\_\_\_\_

**These next questions are personal opinion. Mark what you feel is the best answer according to the four possible answers below:**

- 1 Strongly Agree (SA)**
- 2 Agree (A)**
- 3 Disagree (D)**
- 4 Strongly Disagree (SD)**

- |                                                                               |                                           |
|-------------------------------------------------------------------------------|-------------------------------------------|
| 1. I feel that I am willing to be forgiven.                                   | SA    A    D    SD<br>1-----2-----3-----4 |
| 2. I believe that the crime committed could have been prevented.              | SA    A    D    SD<br>1-----2-----3-----4 |
| 3. I generally feel comfortable discussing the crime which was committed.     | SA    A    D    SD<br>1-----2-----3-----4 |
| 4. I spend a lot of time thinking about the victim in my case.                | SA    A    D    SD<br>1-----2-----3-----4 |
| 5. I feel that I would like to meet with the victim in my case.               | SA    A    D    SD<br>1-----2-----3-----4 |
| 6. I feel that there is healing that can come about by meeting the victim.    | SA    A    D    SD<br>1-----2-----3-----4 |
| 7. I care what happened to the victim after the crime.                        | SA    A    D    SD<br>1-----2-----3-----4 |
| 8. I think that the criminal justice system is fair.                          | SA    A    D    SD<br>1-----2-----3-----4 |
| 9. I am open to the idea that the harms caused can be repaired.               | SA    A    D    SD<br>1-----2-----3-----4 |
| 10. I believe some people are born evil.                                      | SA    A    D    SD<br>1-----2-----3-----4 |
| 11. I believe that the crime committed is partially due to social influences. | SA    A    D    SD<br>1-----2-----3-----4 |

- |                                                                             |                                               |
|-----------------------------------------------------------------------------|-----------------------------------------------|
| 12. I do <b>NOT</b> want to meet with the victim in my case.                | SA    A        D    SD<br>1-----2-----3-----4 |
| 13. I am angry about the consequences that came about because of the crime. | SA    A        D    SD<br>1-----2-----3-----4 |
| 14. I feel that I am a giving person.                                       | SA    A        D    SD<br>1-----2-----3-----4 |
| 15. I take time out for others.                                             | SA    A        D    SD<br>1-----2-----3-----4 |
| 16. I am sensitive to the emotions of others.                               | SA    A        D    SD<br>1-----2-----3-----4 |



**APPENDIX J**

**Victim Survey**

## SURVEY FOR VICTIMS

1      What was your age at your last birthday? \_\_\_\_\_

2      What is your race? (*Please check only one*)

- Caucasian \_\_\_\_\_
- African American \_\_\_\_\_
- Hispanic \_\_\_\_\_
- Latino \_\_\_\_\_
- Puerto Rican \_\_\_\_\_
- American Indian/ Alaska Native \_\_\_\_\_
- Asian Indian \_\_\_\_\_
- Chinese \_\_\_\_\_
- Filipino \_\_\_\_\_
- Japanese \_\_\_\_\_
- Korean \_\_\_\_\_
- Vietnamese \_\_\_\_\_
- Native Hawaiian \_\_\_\_\_
- Other (*specify*) \_\_\_\_\_

3      What is your sex?

Male \_\_\_\_\_      Female \_\_\_\_\_

4      How long ago was the crime committed?

- 11 months ago or less \_\_\_\_\_
- 1 year- 5 years \_\_\_\_\_
- 6 years-10 years \_\_\_\_\_
- 11 years-15 years \_\_\_\_\_
- 16 years-20 years \_\_\_\_\_
- 21 years-25 years \_\_\_\_\_
- 26 years-30 years \_\_\_\_\_
- More than 30 years ago \_\_\_\_\_

5      How old were you when the offense occurred? \_\_\_\_\_

6      What was your marital status at the time of the offense?

- Married \_\_\_\_\_
- Divorced \_\_\_\_\_
- Single \_\_\_\_\_
- Widowed \_\_\_\_\_
- Separated \_\_\_\_\_

7 How many children did you have at the time of the offense? \_\_\_\_\_

8 What was the offense that the person committed against you or your family member?

- Murder \_\_\_\_\_
- Manslaughter \_\_\_\_\_
- Forcible Rape \_\_\_\_\_
- Robbery \_\_\_\_\_
- Trafficking \_\_\_\_\_
- Aggravated Assault \_\_\_\_\_
- Burglary \_\_\_\_\_
- Larceny \_\_\_\_\_
- Auto or other Motor Theft \_\_\_\_\_
- Theft \_\_\_\_\_
- Arson \_\_\_\_\_
- Other Assault \_\_\_\_\_
- Forgery/ Counterfeiting \_\_\_\_\_
- Fraud \_\_\_\_\_
- Embezzlement \_\_\_\_\_
- Stolen Property \_\_\_\_\_
- Vandalism \_\_\_\_\_
- Weapons (Possession) \_\_\_\_\_
- Drug Abuse Violations \_\_\_\_\_
- Other (*specify*) \_\_\_\_\_

9 What is your employment status now?

- Professional \_\_\_\_\_
- Technical Worker \_\_\_\_\_
- Manager \_\_\_\_\_
- Administrator \_\_\_\_\_
- Clerical Worker \_\_\_\_\_
- Skilled (craft) Worker \_\_\_\_\_
- Semi-skilled Worker \_\_\_\_\_
- Non-farm Labor \_\_\_\_\_

10 What is the length of sentence given to the person that committed the crime against you or your family member?

- 11 months or less \_\_\_\_\_
- 1 year-5 years \_\_\_\_\_
- 6 years-10 years \_\_\_\_\_
- 11 years-15 years \_\_\_\_\_
- 16 years-20 years \_\_\_\_\_
- 21 years-25 years \_\_\_\_\_
- More than 25 years \_\_\_\_\_
- Life with the possibility of parole \_\_\_\_\_
- Life without parole \_\_\_\_\_
- Death Penalty \_\_\_\_\_

11 How many years of schooling do you have?

- Less than 6<sup>th</sup> grade \_\_\_\_\_
- 6<sup>th</sup> or 7<sup>th</sup> grade \_\_\_\_\_
- 8<sup>th</sup> or 9<sup>th</sup> grade \_\_\_\_\_
- 10<sup>th</sup> or 11<sup>th</sup> grade \_\_\_\_\_
- High School Graduate \_\_\_\_\_
- Completed the GED \_\_\_\_\_
- Currently working on the GED \_\_\_\_\_
- Some college \_\_\_\_\_
- College degree \_\_\_\_\_
- More than a college degree \_\_\_\_\_

12 Have you ever served in the military?

Yes: \_\_\_\_\_

No: \_\_\_\_\_

If yes: What are the branches served? \_\_\_\_\_

Length of service? \_\_\_\_\_

Type of discharge? \_\_\_\_\_

**These next questions are personal opinion. Mark what you feel is the best answer according to the four possible answers below:**

- 1 Strongly Agree (SA)**
- 2 Agree (A)**
- 3 Disagree (D)**
- 4 Strongly Disagree (SD)**

- |                                                                               |                                           |
|-------------------------------------------------------------------------------|-------------------------------------------|
| 1. I feel that I am willing to forgive.                                       | SA    A    D    SD<br>1-----2-----3-----4 |
| 2. I believe that the crime committed could have been prevented.              | SA    A    D    SD<br>1-----2-----3-----4 |
| 3. I generally feel comfortable discussing the crime which was committed.     | SA    A    D    SD<br>1-----2-----3-----4 |
| 4. I spend a lot of time thinking about the offender in my case.              | SA    A    D    SD<br>1-----2-----3-----4 |
| 5. I feel that I would like to meet with the offender in my case.             | SA    A    D    SD<br>1-----2-----3-----4 |
| 6. I feel that there is healing that can come about by meeting the offender.  | SA    A    D    SD<br>1-----2-----3-----4 |
| 7. I care what happened to the offender after the crime.                      | SA    A    D    SD<br>1-----2-----3-----4 |
| 8. I think that the criminal justice system is fair.                          | SA    A    D    SD<br>1-----2-----3-----4 |
| 9. I am open to the idea that the harms caused can be repaired.               | SA    A    D    SD<br>1-----2-----3-----4 |
| 10. I believe some people are born evil.                                      | SA    A    D    SD<br>1-----2-----3-----4 |
| 11. I believe that the crime committed is partially due to social influences. | SA    A    D    SD<br>1-----2-----3-----4 |

- |                                                                             |                                                   |
|-----------------------------------------------------------------------------|---------------------------------------------------|
| 12. I do <b>NOT</b> want to meet with the offender in my case.              | SA    A        D        SD<br>1-----2-----3-----4 |
| 13. I am angry about the consequences that came about because of the crime. | SA    A        D        SD<br>1-----2-----3-----4 |
| 14. I feel that I am a giving person.                                       | SA    A        D        SD<br>1-----2-----3-----4 |
| 15. I take time out for others.                                             | SA    A        D        SD<br>1-----2-----3-----4 |
| 16. I am sensitive to the emotions of others.                               | SA    A        D        SD<br>1-----2-----3-----4 |

**APPENDIX K**  
**Correlations by Offenders**

### Correlations by Offenders

		AGE	TIME SINCE OFFENSE	OFFENSE	KIDS	EMPLOY- MENT STATUS	LENGTH	SCHOOL	SCORE
AGE	Pearson	1.000	.355	.033	.239	.310	.411	.359	-.111
	Correlation								
	Sig. (2-tailed)	.	.031	.848	.240	.079	.012	.029	.514
	N	37	37	37	26	33	37	37	37
TIME SINCE OFFENSE	Pearson	.355	1.000	.466	.307	.302	.636	.319	.112
	Correlation								
	Sig. (2-tailed)	.031	.	.004	.127	.088	.000	.054	.509
	N	37	37	37	26	33	37	37	37
OFFENSE	Pearson	.033	.466	1.000	.358	.160	.511	.267	.159
	Correlation								
	Sig. (2-tailed)	.848	.004	.	.073	.373	.001	.110	.348
	N	37	37	37	26	33	37	37	37
KIDS	Pearson	.239	.307	.358	1.000	.185	.515	.324	.034
	Correlation								
	Sig. (2-tailed)	.240	.127	.073	.	.375	.007	.107	.869
	N	26	26	26	26	25	26	26	26
EMPLOY- MENT STATUS	Pearson	.310	.302	.160	.185	1.000	.358	.280	.106
	Correlation								
	Sig. (2-tailed)	.079	.088	.373	.375	.	.041	.114	.556
	N	33	33	33	25	33	33	33	33
LENGTH	Pearson	.411	.636	.511	.515	.358	1.000	.581	*.342
	Correlation								
	Sig. (2-tailed)	.012	.000	.001	.007	.041	.	.000	.038
	N	37	37	37	26	33	37	37	37
SCHOOL	Pearson	.359	.319	.267	.324	.280	.581	1.000	.156
	Correlation								
	Sig. (2-tailed)	.029	.054	.110	.107	.114	.000	.	.358
	N	37	37	37	26	33	37	37	37
SCORE	Pearson	-.111	.112	.159	.034	.106	.342	.156	1.000
	Correlation								
	Sig. (2-tailed)	.514	.509	.348	.869	.556	.038	.358	.
	N	37	37	37	26	33	37	37	37

\* Correlation is significant at the 0.05 level (2-tailed).



**APPENDIX L**

**Correlations by Victims**

### Correlations by Victims

		AGE	TIME SINCE OFFENSE	OFFENSE	KIDS	EMPLOY- MENT STATUS	LENGTH	SCHOOL	SCORE
AGE	Pearson	1.000	.213	.013	.494	.105	-.396	-.149	-.011
	Correlation								
	Sig. (2-tailed)		.258	.945	.044	.626	.084	.433	.954
	N	30	30	30	17	24	20	30	30
TIME SINCE OFFENSE	Pearson	.213	1.000	-.094	.215	.154	-.282	.160	-.057
	Correlation								
	Sig. (2-tailed)	.258		.610	.377	.461	.215	.382	.758
	N	30	32	32	19	25	21	32	32
OFFENSE	Pearson	.013	-.094	1.000	.018	-.350	.194	-.129	.000
	Correlation								
	Sig. (2-tailed)	.945	.610		.940	.086	.401	.480	.998
	N	30	32	32	19	25	21	32	32
KIDS	Pearson	.494	.215	.018	1.000	-.457	.000	-.601	-.101
	Correlation								
	Sig. (2-tailed)	.044	.377	.940		.056	1.000	.006	.681
	N	17	19	19	19	18	12	19	19
EMPLOYMENT STATUS	Pearson	.105	.154	-.350	-.457	1.000	-.256	.544	-.138
	Correlation								
	Sig. (2-tailed)	.626	.461	.086	.056		.357	.005	.510
	N	24	25	25	18	25	15	25	25
LENGTH	Pearson	-.396	-.282	.194	.000	-.256	1.000	-.274	.057
	Correlation								
	Sig. (2-tailed)	.084	.215	.401	1.000	.357		.230	.805
	N	20	21	21	12	15	21	21	21
SCHOOL	Pearson	-.149	.160	-.129	-.601	.544	-.274	1.000	-.083
	Correlation								
	Sig. (2-tailed)	.433	.382	.480	.006	.005	.230		.653
	N	30	32	32	19	25	21	32	32
SCORE	Pearson	-.011	-.057	.000	-.101	-.138	.057	-.083	1.000
	Correlation								
	Sig. (2-tailed)	.954	.758	.998	.681	.510	.805	.653	
	N	30	32	32	19	25	21	32	32

**APPENDIX M**

**IRB Approval**

Oklahoma State University  
Institutional Review Board

Protocol Expires: 5/27/03

Date: Tuesday, May 28, 2002

IRB Application No: AS0267

Proposal Title: A STUDY OF SELECTED VARIABLES AND THEIR RELATIONSHIP TO VICTIMS' AND  
OFFENDERS' WILLINGNESS TO PARTICIPATE IN A RESTORATIVE JUSTICE  
PROGRAM

Principal  
Investigator(s):

Jamie Dick  
006 Classroom  
Stillwater, OK 74078

John Cross  
004 CLB  
Stillwater, OK 74078

Reviewed and  
Processed as: Full Board

Approval Status Recommended by Reviewer(s): Approved

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Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,



Carol Olson, Chair  
Institutional Review Board

**Vita**

✓

Jaime L. Dick

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF SELECTED VARIABLES AND THEIR RELATIONSHIP TO VICTIMS' AND OFFENDERS' WILLINGNESS TO PARTICIPATE IN A RESTORATIVE JUSTICE PROGRAM

Major Field: Sociology

Biographical:

Personal Data: Born in Twin Falls, Idaho, On July 8, 1977, the daughter of Stephen and Carole Dick.

Education: Graduated from Jenks High School, Jenks, Oklahoma in June 1995; Received Bachelor of Science degree in History and Sociology from Ouachita Baptist University, Arkadelphia, Arkansas in June 1999. Completed the requirements for the Master of Science degree with a major in Sociology at Oklahoma State University in December 2002.

Experience: Employed by Oklahoma State University, Department of Sociology, Teaching Assistant, August 2000 to May 2002; Research Assistant, December 2000 to May 2001.

Professional Membership: Mid-South Sociological Association and Alpha Kappa Delta.