

PEER MEDIATION IN A JUVENILE INSTITUTION

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
May, 1997

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ACKNOWLEDGMENTS

I wish to express my sincere appreciation to my committee chair, Dr. Harjit Sandhu for his guidance, expertise and intelligence, inspiration, and mentoring. I wish to thank each of my committee members, Dr. Bell, Dr. Dodder, and Dr. Lawler for guidance, support, and continued encouragement. My doctoral committee provided inspiration throughout my program and this research could not have been accomplished without their dedication and motivation.

I would like to thank the Office of Juvenile Affairs, State of Oklahoma for allowing the opportunity to explore the usefulness of mediation within the institutions. A special word of thanks to Marvin Weibener for his continued support and encouragement of this project.

I would like to thank Chan Hellman, Director of Institutional Research for Tulsa Community College, for his effortless assistance and suggestions.

I would like to thank my parents, Ted and Jean, for instilling the belief that I could accomplish anything for which I strive. My appreciation and love goes to my sister, Stephanie and my nieces, Kristen, Heather, and Brandy for always helping with life while the education process was being completed.

Words can not express the tireless effort and dedication of my husband, Charlie, in accomplishing this goal. His support has brought me strength, his encouragement has brought me wisdom, and his faith has brought me hope.

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CHAPTER 1

INTRODUCTION

Statement of the Problem

The purpose of this study is to examine the relative effects of mediation skills, anger management, and self-esteem training among incarcerated juveniles. That is, do mediation skills impact effective anger management and expression? Answers to the following questions will provide information about the impact of mediation training. First, does mediation skills acquisition relate positively with effective anger management and expression? Second, does participation in a peer mediation program enhance the level of effective anger management? In addition to these areas of exploration, this study addressed the following questions:

1. Does peer mediation training positively impact self-esteem and self-attitudes in the juvenile delinquent population?
2. Does the acquisition of mediation skills increase self-esteem in the juvenile delinquent population?
3. Does peer mediation prove to be a viable treatment component for incarcerated delinquents?

Background of the Problem

The Federal Bureau of Investigation's Uniform Crime Reports indicate that nearly two million arrests occurred in 1994 for juveniles, that is people under the age of 18. These arrests show an increase of 28% since 1985. Murder and nonnegligent manslaughter increased 150% from 1985 to 1994 for juveniles, with only an 11% increase reported for adults. Aggravated assault was the next highest increase for juveniles during

this period at 97%. The Uniform Crime Reports indicate that violent crime for juveniles increased by 75% from 1985 to 1994 as compared to a 47% increase for adults. These violent crimes include murder, forcible rape, robbery, and aggravated assault. These statistics indicate that a growing concern about juvenile crime is warranted. Violent crimes involve aggressive behavior that is usually impulsive. Addressing this impulsive, aggressive behavior has been a focus of juvenile treatment programs historically (Howell, Krisberg, Hawkins, and Wilson, 1995).

The first institutions to deal with children who committed crimes appeared in the early 1800's. The first actual reformatory or training school, The Lyman School for Boys, was built in Westborough, Massachusetts in 1846 (Empey, 1982). The early reformatories and training schools operated very similar to the adult prison systems. By the end of the 19th century, the handling of juvenile delinquents had turned to rehabilitation. As the 20th century progressed, the question of "best treatment intervention" prevailed (Empey, 1982). The punishment versus treatment debate of two centuries ago still exists today. Two classic works in the area of treatment are the Provo Experiment and the Highfields Study. The Provo Experiment ran from 1959 to 1964. The purpose of the study was to examine the effectiveness of a community based program for juvenile delinquents as opposed to incarceration (Empey and Erickson, 1972). This was an extensive project exploring the basic question of treatment effectiveness. The Highfields Study of 1950 included the establishment of a guidance center that would provide short-term treatment for juvenile delinquents. The main treatment methodology employed was guided-group interaction. This center would provide noncustodial residential care for a short time aimed at aiding a juveniles rehabilitation (Weeks, 1958).

Treatment effectiveness has historically been linked to recidivism rates as the aforementioned studies indicated. This remains to be the case today. According to Lipsey (1992) the interventions and treatment methodologies labeled as “best” report 20% to 30% reduction in recidivism rates. Those treatment methodologies include a component of career training, behavior modifications that increase interpersonal relationships, school performance, and address self control.

The main point of research on treatment methodologies is that treatment works (Andrews et al., 1990). Mediation is designed to promote communication skills, critical thinking, decision-making, and negotiation skills. Mediation may be a very useful and beneficial component of a treatment program for juvenile delinquents.

Theory

Self image is argued to be a product of communication and involvement with others (Cooley, 1902). This image is not static but rather dynamic in that it is capable of change over time. Individuals are not immune from the interactions of daily life. The images of people are influenced by their constant involvement with others. Cooley (1902) suggests, “ Our thought is never isolated, but always some sort of a response to the influences around us so that we can hardly have thoughts that are not in some way aroused by communication.”(p.57). Interpersonal interaction becomes the main element for developing the self.

George Herbert Mead (1934) further expanded Cooley’s notion of self by focusing on communication, language, objects, and meanings. Mead (1934) indicated that the development of self was an ongoing process as individuals interacted and responded to their experiences. Without social interactions, individuals would be unable to produce

meanings of the situation. As these meanings are internalized, they provide development of self. Edwin H. Sutherland and Donald R. Cressey (1978) explain about deviance, “ But in another sense, a psychological or sociological sense, the situation is not exclusive of the person, for the situation which is important is the situation as defined by the person who is involved.” Symbolic interaction requires that the individual be an active player in the development of self. Larmar T. Empey (1982) summarizes:

In other words, the social relations and self-conceptions of a particular group of people will reflect a continuous process of change in which new ideas and courses of action emerge which may not have existed before they came together.
(p. 216)

The interactionist focus is what mediation intends to accomplish. Interaction that produces new meanings through communication and understanding will be internalized. The internalized interactions will impact the development of self and anger management. The mediation sessions will structure the interactions with all parties engaged in a win/win situation. Participation in disputants, as well as mediators, will produce new experiences and techniques for managing conflicts. Cooley (1902) noted that individuals contribute to the change in self by their actual participation in the interaction. Mediation will involve participation in the interaction for both the disputants as well as the mediator.

Definition of Terms

For the purpose of this study, peer mediation was defined as a method of dispute resolution in which participants share the same basic identifiers such as age, sex, status (criminal versus noncriminal), and living arrangements. Jan Cameron and Ann Dupis (1991) state, “ In brief, mediation involves neutral, impartial, nonauthoritative mediators who do not advise, judge or direct, but rather facilitate the expression of grievances

among disputants, clarify the issues under dispute and help those involved to work toward a mutually acceptable resolution.” Peer mediation training will involve a specific, structured, twelve hour training program in which participants will learn the basic components of conflict management and the structured mediation process to be discussed in depth in Chapter Three. The training will provide participants with the skills and practice necessary to implement the mediation program. The mediation program will involve the implementation of peer mediation in the institutional facility in which the participants reside. The mediation program will be conducted for three months on a daily basis as part of the institutional treatment program.

For the purpose of this research, self-esteem will be defined as the reflected appraisal of self worth. Self worth and self attitude will be used interchangeably with self-esteem. Positive self attitude will be related to descriptions of high self-esteem and high self worth. Negative self attitude will be related to descriptions of low self-esteem and low self worth. The examination of self-esteem and its relationship to anger management might provide critical information about the usefulness of the mediation process in an juvenile institution.

Anger management will be defined as the ability to express anger in a socially acceptable mode and within age appropriate expectations. Conflict management will refer to the ability to resolve conflicts in a positive, socially acceptable manner. Anger management and anger control will be used interchangeably. Conflict resolution, conflict management, and dispute resolution will also be used interchangeably in this study. Prosocial will describe behaviors and attitudes that reflect socially acceptable norms,

expectations, and patterns of behavior. The definition by Ervin Staub (1984) will be used as the standard in this study. Staub (1984) claims:

...the determinants and development of behaviors that benefit other people- such as helpfulness, kindness, generosity, cooperation- which have been jointly called prosocial behaviors. The study of such behaviors, and of the values and emotional orientations that give rise to them, represents the study of the positive aspects of human morality... (p. 23)

Juvenile delinquents will be defined as the individuals under the age of majority, who have committed crimes, and have been adjudicated by a court of law as Delinquent.

Research Hypotheses

1. The peer mediation training program group will report lower posttest scores on the mode of anger expression items (anger-in and anger-out) on the Multidimensional Anger Inventory than on the pretest of this group on the same scale.
2. The posttest scores of the peer mediation training group will vary from the pretest scores on this same group on the Multidimensional Anger Inventory.
3. The changes in pretest/posttest scores on the Multidimensional Anger Inventory for the peer mediation training group will be greater than the Multidimensional Anger Inventory scores for the control group.
4. Posttest scores on the Rosenberg Self-Esteem Scale will reflect a different level of self-esteem for the peer mediation training group than the pretest scores for this group.
5. The posttest scores on the Rosenberg Self-Esteem Scale will reflect a different level of self-esteem for the peer mediation training group than for the control group.
6. The peer mediation training group posttest scores on the Rosenberg Self-Esteem Scale will relate inversely to the posttest scores on the Multidimensional Anger Inventory.

Summary

This research will involve examining the effects of a peer mediation program for institutionalized juvenile delinquents. Peer mediation could prove to be an essential component of a treatment program for juvenile delinquents because the participants could learn to resolve anger issues in a nonviolent way. The resolution of anger on a socially appropriate manner is a goal of this institution's behavior modification program. Anger management and self-esteem could be improved through the interactive process of mediation. Mode of anger expression as well as communication techniques could be improved as well as internalized for this population. The mediation program would be much shorter in terms of the amount of time spent to learn the program as opposed to long term psychotherapy. Mediation's internalization might be more readily accepted as a treatment component given its cost effectiveness in terms of time. The internalization of new meanings from interactions in mediation could provide the participants with higher levels of self-esteem. The implementation of a mediation component in an existing treatment program could prove to be cost effective in terms of time and rates of recidivism.

CHAPTER II

REVIEW OF THE LITERATURE

Symbolic Interactionism

Symbolic interactionism, as developed by George Herbert Mead, reveals that humans act toward objects, persons, and interactions based on the meanings these objects have for them. Meanings are produced in social interactions. Meanings can be changed and integrated through an interpretative process. The interactional process is the main focus of symbolic interactionism. Maykel Verkuyten (1988) claimed "According to Mead the fundamental social process is communication. To communicate it is essential to place oneself in the position of the other, to look upon things, including oneself, from the point of view of the other." This author explored the relationship between ethnic minorities and self-esteem and concluded that an individual's appraisal of self is an important factor. The process of the interaction gives rise to the growth and development of the individual. The relationship between the environment and the individual is crucial to understanding the interactional process. Mead (1936) states:

This is, the organism is not simply receiving impressions and then answering to them. It is not a sensitive protoplasm that is simply receiving these stimuli from without and then responding to them. The organism is doing something. It is primarily seeking for certain stimuli...Whatever we are doing determines the sort of a stimulus which will set free certain responses which are ready for expression, and it is the attitude of action which determines for us what the stimulus will be.
(p.243)

The individual interaction is not dependent of the behavior. The motivation for behavior is not a mere response to the stimuli. The inner experiences of the interaction help to create and form the individual self. The inner experiences are internalized interactions and are

based upon the meanings of the interaction. Mead (1934) believed that the inner characteristics of the interaction could be revealed in external behaviors such as attitude and speech. S. Frank Miyamoto and Sanford M. Dornbusch (1956) concluded that an individual's perception of self is related to his overall attitude of self, hence self-esteem. Miyamoto and Dornbusch's (1956) findings reinforced the interactionist theory of self empirically. Socialization then becomes the key vehicle for understanding the emergence of the self. As Sheldon Stryker (1990) explains, "It is in the context of the social process - the ongoing patterns of interaction joining individual actors - that social structure operates to constrain the conceptions of self, the definitions of the situation, and the behavioral opportunities and repertoires that abound and guide the interaction that takes place." For Mead, this becomes social behaviorism. Social behaviorism is the relationship between external behavior and inner processes and the existence of the social group. Social behaviorism operated in the interactions of the individuals. Schweitzer, Seth-Smith, and Callan (1992) found that self evaluation and self appraisal are "inextricably linked" to psychopathology in adolescents. The researchers further discovered that the relationships with family and friends also effect psychopathology. The behavior in social psychology begins with analyzing the observable behavior in terms of the social group. This observable behavior is then reviewed in context to the inner experiences of the individual. Instead of looking at behavior as motivated by internal processes, Mead reversed the process. The behavior was examined for it's relationship to external events and interactions. Mead (1934) discussed this process as working from the outside to determine the impact of the experience to the individual. The interactions and meanings of

symbols enhance and modify the experiences of the individual. Flexibility and evaluation of interactions help to shape the self, or the “I” and “me” as stated by Mead.

The self has been thought of as the body or consciousness or even the person itself. The self has been reviewed as to its importance in determining the existence of the identified self of the person. The components of human behavior have given rise to this examination of self. G.H. Mead claimed that understanding gestures became the essential component in understanding the self. Gestures become a pivotal point in the basic understanding of self. Mead (1956) explains:

The self is something which has a development; it is not initially there, at birth, but arises in the process of social experience as a result of his relations to that process as a whole and to other individuals within that process.

(p. 212)

The self maintains the capacity to view itself as a whole through becoming an object itself. Diane Mitsch Bush and Roberta G. Simmons (1992) claim that the reflexive self as Mead described it, is transformed during the interactional process with others. Observing others and being able to actually take on the role of others is instrumental in forming the self. Bush and Simmons (1992) state, “ Since the reflexive self is inherently changeable through social interaction, it appears plausible to suggest that as an individual takes on new roles and encounters new situations, the self will continue to evolve and change.” When individuals are engaged in interaction, a process of assuming the other person’s position in that situation is known as role-taking. Ross L. Matsueda (1992) claimed that the influence of actions is derived from this role-taking behavior. The continued action of role-taking in an interaction constructs the meaning of the interaction. The constructed meaning is therefore internalized for the individual. The expected patterns of behavior has

resulted from self appraisals and the appraisals of others (Matsueda, 1992). Self appraisal has been a pivotal point of the self-esteem literature.

Self-Esteem

Self-esteem is defined as “ the evaluation which the individual makes and customarily maintains with regard to himself, expressed as an attitude of approval or disapproval” (Rosenberg, 1965). The impact of self-esteem in adolescence has been researched for correlation between health, interpersonal relationships and family issues (Harper and Marshall, 1991), temperament (Klein, 1992), academics (Osborne, 1995), and decision-making competence (Brown and Mann, 1991). Self-esteem has become a pivotal point for understanding human behavior. It is the degree to which self-esteem is labeled that becomes important. Self- esteem is usually thought of in terms of high or low (Rosenberg, 1965). High self-esteem is defined as representing the feelings of worth (Rosenberg, 1965). The person with high self-esteem may possess qualities that society believes to be positive such as ambition, acceptance, satisfaction, and willingness to grow. Low self-esteem however is associated with negative indices of behavior. Rosenberg (1965) claims, “Low self-esteem, on the other hand, implies self rejection, self dissatisfaction, self contempt.” High self-esteem has been associated with well-being in that high self-esteem contributes to a stronger sense of well-being (Bustra, Bosma, and Jackson, 1994). It is hypothesized that the juveniles involved in the mediation training will experience a positive change in self esteem. These delinquent youth might then be more apt to display prosocial behaviors than previous criminal behaviors. Hong and Giannakopoulos (1994) discovered a strong correlation ($r = .463$, $p < .001$) between life satisfaction and self-esteem. Those individuals with high self-esteem are more likely to be

satisfied with their lives than those with low self-esteem (Hong and Giannakopoulos, 1994). Further research indicates that for young adults, hostility produced a low level of life satisfaction (Novaco, 1976).

Many factors have been related to the development of self-esteem such as parental interaction (Brown and Mann, 1991), parental nurturance (Buri, 1991), social acceptance (Harper, 1990) , and interpersonal relationships with close friends (Niebrzydowski, 1990). These factors are important in the prediction of self-esteem development. For purposes of this study, self-esteem as related to criminal behavior and violence is crucial. Robert Reasoner (1994) indicated that low self-esteem was definitely related to crime and violence. The adolescents in this study have clearly been involved in crime and violence. The factors contributing to the development of self-esteem are diverse but it is relatively safe to assume that these adolescents exhibit low self-esteem as defined earlier.

The correlation between self-esteem and delinquency has been widely researched (Rosenberg and Rosenberg, 1978; Jensen, 1972; McCarthy and Hoge, 1984; Lund and Salary, 1980). Understanding self-esteem and delinquency have been of interest in developing prevention and treatment programs. David Williams (1994) noted that young offenders participating in a work program that resulted in a commitment and satisfaction of the work process had an increase in self-esteem. The question as to whether self-esteem affects delinquency or delinquency affects self-esteem has been researched. Rosenberg and Rosenberg (1978) indicated that self-esteem makes more of an impact on delinquency than delinquency does on self-esteem. Lower self-esteem may be repaired by joining the delinquent subculture (Rosenberg and Rosenberg, 1978). These authors suggest:

In summary adolescent boys with low self-esteem are some what more likely that those with high self-esteem to manifest higher levels of delinquency, irrespective of their original delinquency level. On the other hand, delinquent boys, unless they already manifest low self-esteem, are not more likely than nondelinquents to develop lower self-esteem.

(p. 285)

In an equally extensive study, McCarthy and Hoge (1984) indicated different results. This panel study employing multiple measures of self-esteem over a three year period indicated that very weak correlations existed between delinquency and self-esteem. The authors report "that the effect on self-esteem and delinquent behavior is negligible." McCarthy and Hoge (1984) further conclude that other factors are more important than delinquent acts in the level of reported self-esteem. Delinquent youth tend to have an unequal sense of self, be less competent in social interactions, and are "more likely to choose a deviant response to immediate opportunities provided in the social environment" than nondelinquents (Oyserman and Saltz, 1993).

Anger Management

A 1987 survey of 2,621 residents from state-operated juvenile institutions revealed that nearly 40% were institutionalized for violent offenses (Beck, Kline, and Greenfeld, 1988). This study also revealed that 97% of all juveniles in these institutions had a current or prior violent offense. Conflict is an inevitable part of life but with the increase in violent crime committed by juveniles a more thorough examination of conflict is needed. Brett Laursen (1993) notes that management of conflict impacts adolescent relationships. Research on conflict management tends to focus on elements of aggression. Social cognition and aggression have been researched for determining the impact and treatment options for delinquents (Lochman and Dodge, 1994; Short and Simeonson, 1986; Davis

and Boster, 1992). Lack of social support and social failure are related to an increase in aggression in adolescents (Kashani and Shepperd, 1990; Guerra, Huesmann, and Zelli, 1990).

The most revealing literature on anger management and conflict resolution focuses on the deficiencies in interpersonal skills (Goldstein, Glick, Reiner, Zimmerman, Coultry, and Gold, 1986). The inability to negotiate, compromise, and failure to exert self control in conflict is viewed as psychological deficiencies (Goldstein, et al., 1986). Skills labeled prosocial include the ability to communicate effectively and understand another person's point of view. Adolescents deficient in these are more likely to engage in antisocial behavior such as vandalism and truancy (Freedman, Rosenthal, Donahoe, Schlundt, and McFall, 1978). The development of prosocial skills can impact aggressive adolescents by increasing their level of communication and understanding (Goldstein, Sherman, Gershaw, Sprafkin, and Glick, 1978). The ability to resolve conflicts has been linked to appropriate social skills (Argysis, 1994; Goldstein, 1987). Learning to handle and resolve conflict involves more than finding a solution to the problem. The intent of many anger management programs and treatment is to teach individuals that violence and aggression need not be the response of anger (Sorenson, 1992). Berkowitz (1989) notes that the frustration experienced by individuals who are in some way kept from achieving a desired goal plays a pertinent role in aggression. Interpretations of anger can be understood in terms of the importance of a goal. Berkowitz (1989) further explains that negative affect can also stimulate aggressive responses. Learning to effectively handle anger is learning to effectively handle emotions and behaviors (Grant and Findlay, 1990). Communication skills appear to be very important in handling conflict and aggression. Aggressive cues to

conflict can either escalate or de-escalate the aggression and violence. Rancer and Kosberg (1994) claim that verbal aggression can serve to increase the potential of violence and that programs aimed at communication training are likely to impact attitudes and behaviors positively. "The present results suggest that 'angry' speech will provoke anger and antagonism in others. Such verbalizations may also function as aggressive cues in fueling anger and instigating aggressive acts in the person expressing the anger." (Kubany, Richard, Bauer, and Muraoka, 1992). Expression of anger can impact the reactions of adolescent's negative emotions expressed in perceived negative ways, i.e. tone and "you" statements, may lead to intense verbal conflicts (Kubany et al., 1992). These authors further suggest that adolescents responded to situations that were designed to elicit emotional reactions and found that certain statements could lead to angry responses. Kubany et al. (1992) propose that adolescents who are mastering the tasks of independence and autonomy may react more strongly to "you" statements due to a judged accusatory stance of the communicator. Conflict management and resolution are necessary for prosocial living. Not all adolescents respond to conflictual situations with aggressive behaviors. Some adolescents are able to resolve conflict through such prosocial skills as reasoning and critical thinking (Kashani and Shepperd, 1990). Important developmental changes such as personality maturation occur during adolescence (Stein, Golombok, Marton, and Korenblum, 1991). Late adolescence, age 17-19, was found to have more individuals experiencing anxiety and depression than middle adolescence, age 15-16 (Stein et al., 1991). These authors suggest that a possible explanation might involve the issues of deciding on a vocation, education, and future living arrangements. Anxiety and stress may increase the sensitivity of adolescents to aggressive

cues in the environment. One psychological explanation of angry responses of adolescents is the “narcissistic rage provoked by the failure of society to live up to the fantasies of parental perfection” (Blos, 1977).

Prosocial Skills

Juvenile delinquents often experience a strong lack of problem-solving skills (Smith, 1991). It is not uncommon for juvenile delinquents to lack effective communication skills. Juvenile delinquents are many times unaware of other's point of view. Juvenile delinquents have been noted for intensive, impulsive behaviors (Davis and Boster, 1992). The lack of prosocial skills inhibit juvenile delinquents' abilities to function acceptably in society (Goldstein, et al., 1978). Melinda Smith (1991) claims that juvenile offenders lack values, skills, critical thinking, and social skills necessary to function appropriately in society. Many juvenile delinquents experience a strong inability to resolve conflict effectively and constructively as evidenced by their criminal record. Violent offenders have limited problem-solving skills, partially due to their inability to reason abstractly and their hostile view of neutral situations (Davis and Boster, 1992).

Nancy Wright (1995) studied a community based group home for conduct disordered juveniles. The program focused on a Social Skills Development Group (SSDG). The SSDG had three goals: 1) improve social skill competency, 2) enhance self esteem, 3) increase self control (Wright, 1995). This author noted that the biggest amount of change in overall behavior occurred in the first three months of the program. The program length was approximately two years. Wright (1995) declares, “To bring about changes in self control and self-esteem, considerable attention was given to the cognitive aspects of the program, especially the think aloud and problem solving aspects.” (p. 26).

This study found significant results ($p < .001$, two tailed test) on self-esteem and self control from admission to discharge (Wright, 1995). Interestingly, one year after discharge from the group home, the researcher found that 73.3% of the juveniles were still in their original placement and 80% had not had further adjudications of delinquency (Wright, 1995).

Mediation

Once known as dispute resolution, mediation is an attempt to settle conflict in neutral environment. Mediation involves the use of a trained, neutral third party who will guide the disputants towards a mutual agreement. The role of the mediator is one in which the individual must learn to be fair and impartial (Sorenson, 1992). The mediator is the individual who must be trained in the dynamics of conflict as well as the conflict resolution process (Hocker and Wilmot, 1995). The disputants do not necessarily participate in any formal mediation education unless they have been trained to be a mediator. Most disputants are introduced to the formal rules and expectations but are not given a training session on the nature of conflict or the steps involved in mediation.

Many ideologies exist about the importance of mediation (Bush and Folger, 1994). The underlying current with these ideologies is fueled by the question as to the importance of mediation. Is mediation just another therapeutic attempt to aid individuals in solving problems? Is mediation the answer to conflictual situations that have a potential to end in a legal barrage? Is mediation benefiting the parties involved, and if so how? Should mediators be only trained and licensed individuals who have had more formal training in human behavior? What long term effects or benefits are derived from the mediation process? To answer these questions and to form a framework for the exploration of this

study, it is necessary to decide upon a ideology that is compatible with the postulations and hypotheses that abound in this exploration of the usefulness of mediation with the juvenile delinquent population. Bush and Folger (1994) expose four the existing ideologies about mediation. The authors reference them as the “Satisfaction Story”, the “Social Justice Story”, the “Oppression Story”, and the “Transformation Story” . The “Satisfaction Story” heralds mediation as the process in which everyone is in a win-win situation (Bush and Folger, 1994). Individuals, according to these authors, participating in mediation have their needs of problem solving and satisfaction met through the use of mediation. The authors further support the notion that mediation can be cost effective in terms of dispute resolution in lieu of more costly court proceedings. The component of mutual satisfaction as well as cost effectiveness is supported in the literature (Fisher and Ury, 1981; Fisher and Brown, 1989).

Bush and Folger (1994) note that the “Social Justice Story” is another wave of support for mediation. This ideology can be best understood in terms of social structure. The authors elucidate that this dogma represents the collective activity of individuals and communities in solving problems. Bush and Folger (1994) assert:

In addition, by its capacity to help parties solve problems for themselves, mediation reduces dependency on distant agencies and encourages self-help, including the formation of effective ‘grassroots’ community structures.

(p. 18)

This interest in mediation is not as well documented in the literature as others presented (Bush and Folger, 1994).

The third perspective presented by Bush and Folger (1994) is the “Oppression Story”. The focus of this inclination is on the power imbalance that exists in social situations. The authors postulate that power imbalances that exist structurally may

become a dominant force in the mediation process because of absent “procedural and substantive rules.”(p.22). Examples of this type of oppression are cited in scenarios of landlord-tenant conflict, divorce mediation, and employment discrimination disputes (Bush and Folger, 1994). The concern lies in the efforts of mediation to “consolidate the power of the strong and increase the exploitation and oppression of the weak.” (Bush and Folger, 1994, p.23).

The final perspective presented by Bush and Folger (1994) is the “Transformation Story”. The underlying current of this ideology is that the disputants gain valuable information and can change their lives and character based on these experiences (Bush and Folger, 1994). According to these authors, individuals involved in mediation gain valuable interpersonal skills that aid in self-respect and self confidence. Bush and Folger (1994) note that through mediation, individuals gain self-acceptance and mutual empathy for each other, defined as empowerment and recognition, respectively. Bush and Folger (1994) explain about the transformation goal of mediation:

Achieving this goal means transforming people from dependent beings concerned only with themselves (weak and selfish people) into secure and self-reliant beings willing to be concerned with and responsive to others (strong and caring people).
(p.29)

It is the further argument of Bush and Folger (1994) that with transformation, individuals can aid in the changing of society as well as themselves. Mediation would provide a vehicle for self understanding and growth in a nonthreatening environment for disputants.

The “Transformation Story” served as a conceptual framework for the ideology surrounding this study. This perspective motivated this researcher to explore the mechanisms of mediation in relation to self-esteem and anger management. It was from this “Transformation Story” framework that the elements of this study were designed.

Mediation involves the important skill of communication. Communication or miscommunication is a key player in conflict (Hocker and Wilmot, 1995). Mediation serves to increase communication skills between disputants. Trained mediators also learn the importance of effective communication and its facilitation. Mediation can prove to be a win-win situation for all parties involved (Fisher and Ury, 1981). According to Fisher and Ury (1981) resolving conflicts mandates that parties focus on active listening and speaking to be understood not just to be heard. Communication during mediation follows guidelines such as disputants speaking about themselves and not the other party. This ownership of the problem may reduce the potential hostility provoked in typical accusatory statements (Fisher and Ury, 1981). Mediation is a vehicle to improve communication and understanding between parties (Bush and Folger, 1994).

Empirically based research on the effects of peer mediation is limited at best. Qualitative studies have indicated changes in behavior for all parties involved in mediation programs (Schneider, 1990; Lane and McWhirter, 1992). Mediation literature indicates that mediators develop a sense of empowerment and trust by participating in mediation programs (Cameron and Dupis, 1991; Smith, 1991; Araki, Takesita, and Kadomoto, 1989). The effects of mediation, although not well documented in research, indicate that both mediators and disputants will gain valuable information and skills that will aid in personal development.

The major goal of mediation is the acquisition of prosocial skills. Smith (1991) explains of mediation with juvenile offenders, "By giving residents a model for positive expression and resolution of problems, juveniles can learn alternatives to violent self-defeating behavior." The acquisition of these skills are imperative for constructive, legal

behaviors needed to live in society. Mediation training is the vehicle for teaching effective communication skills, critical thinking and reasoning skills, aggression management, and problem solving skills (Smith, 1991). The acquisition of these skills are not limited to the mediator but the disputants also benefit from the mediation process. Metis Associates (1990) report to William P. Casey noted that mediation training impacted not only the mediators but the entire school environment. Mediation provides the skills necessary for managing and resolving conflict.

Currently, a published study examining the effects of mediation and self esteem does not exist. An empirically based, quantitative study of mediation in terms of impacting anger management and control in juvenile delinquents does not exist. It will be useful to examine this particular approach and the current impact, if any, on self esteem and anger management. Anger management is of particular interest in this population given that most of the crimes these individuals have committed involve person offenses, meaning that the crime involved a victim.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study is to examine the relationships between mediation skills, anger management, and self-esteem in institutionalized juvenile delinquents. The study will examine the effect of peer mediation as it relates to anger management as measured by the Multidimensional Anger Inventory. The research will employ the Rosenberg Self-Esteem Scale to investigate the changes in self-esteem as related to the peer mediation program. The study will address the feasibility of introducing peer mediation as part of a treatment component for institutionalized delinquents.

Description of the Subjects

The population for this research involved the juvenile delinquent populations of two state operated institutions for juvenile delinquents. Both populations were in the custody of the Office of Juvenile Affairs, State Of Oklahoma and had been placed in the institutions by the Office of Juvenile Affairs Placement Unit. Information about the subjects was gained by examining the institutional records of each juvenile. Institutional records are kept in accordance with ACA (American Correctional Association) standards as well as OJA standards. These records are kept in the locked records room at each institution. The records were reviewed on site because removal of confidential files is prohibited by the institution. The records consist of individual charts that contain sections labeled "Background", "Legal", "Psychological", "Medical", and Miscellaneous" for each juvenile. This researcher accessed the information in the "Background" and "Legal" sections for the demographic data presented. The eighty subjects were males between the

ages of 12 and 19 with the mean age of 16.44 with a standard deviation of .99 for the experimental group. The control group had a mean age of 15.52 with a standard deviation of 1.12. Race of the subjects was found to be 39% white, 37% black, 16% Native American, and 8% Hispanic. The subjects had committed criminal offenses and had been adjudicated delinquent by the judiciary system. Offenses were separated into categories of either person or property offenses. A comparison of offenses between the control and experimental groups indicated no statistically significant difference between groups in terms of offenses. Seventy-five percent of the subjects had committed person offenses with 25% being adjudicated for property offenses. Of the 80 subjects, 57% were from urban areas of the state (Tulsa, Oklahoma City, Lawton, and Norman) while the other 43% were from rural areas of Oklahoma. The experimental group was comprised of 51 subjects from a 64 resident capacity, state operated institution for juvenile delinquents. The control group was comprised of 29 subject from a 32 resident capacity, state operated institution for juvenile delinquents. All 80 of the subjects voluntarily agreed to participate in the research project. Of the original 80 subjects, 65 subjects, or 81%, remained to complete the project through the posttest. Loss of subjects can be attributed to several factors such as some subjects completed the treatment program and were released by the court, some reached the age of majority and were released by the court, while some went AWOL from the institution.

Procedures

After securing approval of the dissertation committee, the researcher solicited approval of the Office of Juvenile Affairs. Once approval was secured from the Institutional Review Board, (see Appendix A), the subjects were informed of the project.

Subjects were asked to sign a consent form indicating their willingness to participate (see Appendix B). Subjects were then administered a pretest of the Rosenberg Self-Esteem Scale and the Multidimensional Anger Inventory (see Appendix C for complete survey instrument). After the instruments were completed, the subjects of the experimental group engaged in a twelve hour training course on peer mediation. The peer mediation training involved the following components:

- 1) Examine the nature of conflict and the type of outcomes
- 2) Examine the different styles of conflict management and when each may be appropriate
- 3) Examine the effects of conflict on cognitions, emotions, and actions, as well as their transformation during mediation
- 4) Examine one's own conflict styles and consequences, as well as one's own styles of intervention
- 5) Enhance the communication skills necessary for integrative problem-solving in conflict situations.
- 6) Explore the mediation process as a positive alternative to other methods of conflict resolution (e.g. phase court, sanctions, courts)
- 7) Distinguish between the content and the process of mediation, and establish the responsibilities of the mediator and the disputants.
- 8) Distinguish between the stages of the mediation process and practice the communication skills necessary to facilitate a mediation session through its stages
- 9) Examine the role of the mediator: duties, responsibilities, and needed characteristics.
- 10) Examine special issues that arise in the course of mediation and discuss how these may be handled
- 11) Participate in actual role plays and observe role play videos of adolescents in mediation sessions.

Every juvenile was asked to successfully mediate a role-played conflict between two volunteers. These role plays were situations made applicable to the population. For instance, role plays focused on actual conflicts that occur in a juvenile institution such as, one juvenile setting in another juvenile's chair. Successful mediation was defined as following all stages of the mediation program, i.e. opening the session, defining the problem, listening and identifying feelings, and reaching an agreement. Some role played conflicts could not be resolved but the mediator was responsible for following the

established guidelines. Once the juveniles completed a successful mediation session, they were given a certificate of completion. Upon completion of the training program, the subjects began participating in the peer mediation program for twelve weeks. During this three month period, all subjects had the opportunity to be the assigned mediator for a week. Mediator assignments were made by the researcher. The assigned mediator was responsible to mediate any sessions during his week unless he was the one involved in the conflictual situation in which the previous mediator or a volunteer would mediate the session. Subjects were given their mediation assignments on Tuesdays at the weekly mediation meeting. The weekly mediation meetings served to reinforce mediation skills and to keep the residents interested in the project. Weekly meetings were conducted in a roundtable style for discussion. Residents could bring up any issues or concerns about mediation. Feedback was provided to the researcher about the effectiveness of the mediation program. Mediation skills were practiced by utilizing role plays. The weekly meetings lasted between 30 to 45 minutes per residential cottage. The four residential cottages were comprised of 14 juveniles each. Assigned mediators documented any mediation sessions in the mediation log book (see Appendix D for log book documentation form). The log book was reviewed weekly by the researcher. At the end of the twelve weeks, the experimental and control groups completed a posttest of the Rosenberg Self-Esteem Scale and the Multidimensional Anger Inventory.

The Rosenberg Self-Esteem Scale and the Multidimensional Anger Inventory was administered to all subjects during the first hour of school. The classrooms consist of about four or five students so the testing procedures were manageable. The surveys were distributed by the researcher to all of the classrooms while the teachers served as monitors

and answered questions pertaining to reading comprehension or understanding if students had any questions. The researcher then collected all surveys once completed by the subjects.

The control group was administered the Rosenberg Self-Esteem Scale and the Multidimensional Anger Inventory pretest the day after the experimental group. The control group did not participate in any mediation training during the three months of the project. The control group was administered the posttest Rosenberg Self-Esteem Scale and the Multidimensional Anger Inventory at the conclusion of the project as was the experimental group.

Design

The Nonequivalent Control Group Design was used in this study as an empirical, quantitative methodology for assessing anger management and self-esteem in juvenile delinquents in an institutional setting. The Nonequivalent Control Group Design allows for evaluating the mediation process in groups that represent natural collectivities. The design was graphically represented by:

Experimental Group	O(1)	X	O(2)
Control Group	O(1)		O(2)

The experimental and control groups were similar in characteristics such as sex, age, race, and institutional status. The experimental group however consisted of residents of a maximum secure program while the control group were residents of a medium secure program. Both groups were involved in treatment programs with similar methodologies, i.e. behavior modification. A change in posttest scores of the experimental group might be due to selection maturation interaction, a threat to internal validity. The design addressed

this threat by exploring the components of the treatment programs for both groups.

Selection might also be a threat to internal validity because randomization can not occur with the two groups.

Mortality during the project was also of concern to the internal validity. Of the eighty subjects that initially began the project, 65 subjects remained to the posttest status of the project. Some subjects left the institution prior to the posttest because they reached the age of majority (either age 18 or age 19 in some high profile cases), were released by the court, went AWOL, or completed the treatment program. The twelve week design was intended to decrease the amount of mortality of the study.

The pretest-posttest design of this study effected the external validity of this study. The pretest may have sensitized the subjects in a way that a true baseline can not be established. Given this threat to external validity, the researcher could only address the nature of this threat to external validity.

The quasi-experimental design of this study was the best methodology for assessing the credibility of the intervention, i.e. the peer mediation program. A current study with an empirically based designed does not exist. It was this researcher's intent to provide quantitative data analysis of a peer mediation program. The Nonequivalent Control Group Design was the best methodology for the availability of the particular subject matter as well as subjects.

Variables

The independent variable for this research project was the peer mediation training and implementation of the peer mediation training program. The independent variable was

introduced to the subjects for the first time during this project. It was presumed that the peer mediation program would impact the dependent variables of self-esteem and anger management in the subjects. Self-esteem and anger management were the dependent variables as measured by the Rosenberg Self-Esteem Scale and the Multidimensional Anger Inventory.

Assessment and Measurement Techniques

Two instruments were employed this research project. The Rosenberg Self-Esteem Scale is an additive scale compromised of 10 items. Half of the items are reversed scored. Self-esteem measures such as the Rosenberg Self-Esteem Scale (Rosenberg, 1965), Coopersmith Self-Esteem Inventory (Coopersmith, 1981), and the Self-Perception Profile for Adolescents (Harter, 1988) intend to measure an individual's level of self-esteem. The results of these scales and inventories indicate the perception of self that one holds. The Rosenberg Self-Esteem Scale has been widely used and validated in the research (Hagborg, 1993). Hagborg (1993) claims of his extensive research, "Through the use of correlation and multiple regression analyses, findings are supportive of the Rosenberg Self-Esteem Scale's strong relationship with global self-worth beyond that found with other self concept domains." (p. 135). Rosenberg Self-Esteem Scale was used by Quanwu Zhang (1994) in investigating changes in self-esteem through participation in a constructive conflict resolution and cooperation learning model. The Rosenberg Self-Esteem Scale was given in a pre and posttest questionnaire. The results of this study reflect an enhancement in self-esteem through the positive changes in interpersonal relations and improvements in the management of conflicts (Zhang, 1994). Tanja Bekhuis (1994) employed the Rosenberg Self-Esteem Scale in finding that adolescent's global self

esteem is related to situational context in American public high schools. Another study using the Rosenberg Self-Esteem Scale produced results that self-esteem and delinquency behavior might be related inversely, i.e. more delinquent behavior, the lower self-esteem (McCarthy and Hoge, 1984). Savin-Williams and Demo (1983) used the Rosenberg Self-Esteem Scale in addressing adolescent self-esteem. Their research indicated that multiple measures of self-esteem were much more useful than using single measures. The Rosenberg Self-Esteem Scale has also been tested abroad. Verkuyten (1988) used a Dutch version of the scale to investigate general self-esteem of adolescents from ethnic minorities.

The Multidimensional Anger Inventory (MAI) by Judith M. Siegel was employed as the instrument to test anger management. Siegel (1986) claims that the MAI “was designed to assess the following dimensions of anger: frequency, duration, magnitude, mode of expression, and range of anger-eliciting situations.” (p. 192). The mode of expression items examined the extent to which respondents expressed their anger. Two sub scales, anger-in and anger-out were examined as a result of these mode of expression items. Anger-in sub scale intended to measure the expression of anger in terms of holding anger in such as brooding, harboring grudges, or experiencing guilt (Siegel, 1986). The anger-out sub scale focused on the subjects ability to discuss anger as opposed to holding it in (Siegel, 1986). The overall MAI score was used to assess the multidimensionality of anger for this population. This overall scale was considered important because it addressed the many components of anger and anger responses. Although this instrument has not been extensively validated in the research, it is an inventory that draws from some of the classic anger measurements in the field such as Buss and Durkee (1957), Williams et

al. (1980), Edwards (1966), and Baer et al. (1979). The instrument has also been compared with the MMPI (Minnesota Multiphasic Personality Inventory) for validity. This instrument was selected because of the amount of validated instruments used to construct it.

Both scales use Likert design of 1) completely descriptive of you, 2) mostly descriptive of you, 3) partly descriptive and partly undescriptive of you, 4) mostly undescriptive of you, 5) completely undescriptive of you. Both scales were also found in the public domain therefore permission for use did not have to be secured.

In addition to these scales, the institution's own incident reports were used to establish a baseline of the amount of serious incidents occurring in each cottage prior to the peer mediation program and during the mediation program. These documents already existed and could be readily accessed for this information. Experimental and control group were compared for overall changes as well as individual comparisons in the experimental group.

Limitations of Study

The Nonequivalent Control Group Design was selected for this research project given that it was most applicable to the institutional population. A random sampling was not feasible given the geographical locations of the institutions. The design has limitations such as the selection-testing or selection-maturation interaction that was addressed previously as a threat to internal validity.

Another limitation of the study is found in assessing the total treatment outcome for the group. Wellman J. Warner (1958) investigated this problem in the Highfields experiment. The Highfields experience focused on the dynamics of the group and the

overall change. The individual change was not examined as specifically as group change. The ideology of milieu management has limitations in that individual differences and changes are not accounted for when assessing the entire group. This study examined the two groups as a whole without addressing individual differences or changes.

The mere participation in the treatment program for the experimental group also places limits on this study. The subjects might feel like a guinea pig or the Hawthorne Effect might play a part in the outcome. The subjects were fully aware that this was the first project of its kind. The ideology of the subjects could have been shaped by the ownership of this project through their participation.

Another important aspect of this study involves the living arrangements of the subjects. These individuals were in contact with each other twenty-four hours a day. This constant interaction might limit the true effectiveness of the program. Other mediation programs limit the contact between disputant and mediator to the actual mediation session. The design of this study did not allow for this event to take place. The results might have been contaminated by the interaction of all parties, not only the disputants but also with the mediators as well.

CHAPTER IV

RESULTS

This research project examined the implementation of a peer mediation training program in a juvenile delinquent institution. The peer mediation program was an added component of an already existing behavior modification treatment program for juvenile offenders. Anger management and self-esteem were looked at for their importance as related to the peer mediation training. Sixty-five out of eighty delinquents participated in the entire project. Fifty-one individuals made up the experimental group, and 29 delinquents were in the control group. The peer mediation project lasted for sixteen weeks including the 12 weeks of the program implementation.

Research Hypothesis 1

The peer mediation training program group will report lower posttest scores on the mode of anger expression items (anger-in and anger-out sub scales) on the Multidimensional Anger Inventory than on the pretest of this group on the same scale. The dependent t or t test for paired samples was used to explore this hypothesis. The anger-in sub scale reflects the activity of holding anger in as opposed to openly expressing it. Such items as "I harbor grudges that I don't tell anyone about", "I feel guilty about expressing my anger", and "When I hide my anger from others, I think about it for a long time" intend to measure the activity of holding anger in. Table 1 illustrates the results for Research Hypothesis 1 including the pre and post means for the experimental group. The t-test information and level of significance are also displayed in Table 1 for hypothesis 1,2, and 4.

Table 1.

T-Test Results For Hypotheses 1, 2 and 4.

<i>Hypotheses</i>	<i>Pre-Test</i>		<i>Post-Test</i>		<i>T-Value</i>	<i>P-Value</i>
	<i>Mean</i>	<i>STDV</i>	<i>Mean</i>	<i>STDV</i>		
Hypothesis 1:						
Anger-In	15.36	4.90	15.09	4.33	0.36	> .05
Anger-Out	6.09	1.91	6.17	1.76	-0.27	> .05
Hypothesis 2:						
MAI	75.70	21.22	76.82	18.06	-0.34	> .05
Hypothesis 4:						
Self-Esteem	34.68	9.51	35.17	8.87	-0.36	> .05

The anger-in sub scale yielded a pretest mean for the experimental group of 15.36 with a standard deviation of 4.90. The posttest mean of this same scale decreased slightly to 15.09 with a standard deviation of 4.33. Comparison of the post-treatment outcome using a dependent t test revealed no statistically significant difference for the experimental group [$t(df=46)=.36, p>.05$].

The anger-out sub scale is designed to assess the outwardly expression of anger. Items such as “When I am angry with someone, I let that person know” and “I try to talk over problems with people without letting them know I am angry” along with some reversed scored items, are intended to measure the expression of anger outwardly. The anger-out sub scale pretest mean for the experimental group was 6.09 with a standard deviation of 1.91 while the posttest mean was 6.17 with a standard deviation of 1.76. The

dependent t test additionally indicated no statistically significant differences in post-treatment comparisons [$t(df=46)=-.27, p>.05$]. The peer mediation training group demonstrated no significant difference in the mode of anger expression items, therefore, the hypothesis was not supported.

Research Hypothesis 2

The posttest scores on the Multidimensional Anger Inventory of the peer mediation training group will vary from the pretest scores on this same group on the Multidimensional Anger Inventory. The Multidimensional Anger Inventory pretest mean for the peer mediation training group was 75.70 with a standard deviation of 21.22. The posttest scores on this same scale yielded a mean of 76.82 with a standard deviation of 18.06 for this same group. The t test for paired samples revealed no statistically significant difference in the experimental group [$t(df=46)=-.34, p>.05$], indicating that the peer mediation training group's anger management scores had not changed from T1 to T2. The research hypothesis is therefore not supported by these statistical findings.

Research Hypothesis 3

The changes in pretest/posttest scores on the Multidimensional Anger Inventory for the peer mediation group will be greater than the changes in pretest/posttest scores on the same scale for the control group. The analysis of covariance was employed to examine the change in pre and posttest scores for the experimental and control groups. While controlling for pretest scores, significant variance was found [$F(1,65)=6.81, p<.01$]. Nevertheless, the entering of main effects did not account for statistically significant variance [$F(1,65)=.046, p>.50$].

Table 2.

ANCOVA Results For Hypotheses 3 and 5.

<i>Hypotheses</i>	<i>Mean</i>	<i>STDV</i>	<i>Main Effect</i>	
			<i>F Ratio</i>	<i>P-Value</i>
Hypothesis 3:			0.46	> .05
Control	77.84	20.54		
Treatment	76.83	18.06		
Hypothesis 5:			0.11	> .75
Control	38.42	7.90		
Treatment	35.17	8.87		

Table 2 illustrates the statistical findings for Research Hypothesis 3. Therefore, the research hypothesis was rejected indicating that there was no statistical difference between the groups on the Multidimensional Anger Inventory.

Research Hypothesis 4

Posttest scores on the Rosenberg Self-Esteem Scale will reflect a different level of self-esteem for the peer mediation group than the pretest scores on the same measure for this group. The peer mediation training group pretest Rosenberg Self-Esteem Scale mean was 34.68 with a standard deviation of 9.51. The posttest mean of 35.17 with a standard deviation of 8.87 was observed for this same group. To examine the possible effect of the peer mediation training program on self-esteem, the post-treatment outcome was examined using the dependent t test. No statistically significant difference was found in

self-esteem scores [$t(df=46)=-.36, p>.05$] indicating no support for the research hypothesis.

Research Hypothesis 5

The posttest score on the Rosenberg Self-Esteem Scale will reflect a different level of self-esteem for the peer mediation training group than for the control group. Using analysis of covariance where pretreatment scores served as the covariate, a significant difference was noted [$F(df=1,65)=18.40, p<.05$]. The main effects did not account for significance [$F(df=1,65)=.11, p>.75$]. This analysis does not support the hypothesis suggesting that the groups did not vary in terms of reported self-esteem scores.

Research Hypothesis 6

The peer mediation training group posttest scores on the Rosenberg Self-Esteem Scale will relate inversely to the posttest score on the Multidimensional Anger Inventory. The peer mediation training group posttest scores on the Rosenberg Self-Esteem Scale will tend to relate inversely to the posttest scores on the Multidimensional Anger Inventory. A Pearson partial correlation was performed on the score of the peer mediation training group. While controlling for pretest differences, partial correlation coefficients yielded no statistically significant correlation ($r=.004, p=.50$). Specifically, no statistically significant relationship can be found between self-esteem and anger management even when pretreatment differences were controlled for in this analysis.

In considering all six of the research hypotheses, the statistical procedures indicated that this researcher must fail to reject the null hypothesis. To address the Type I error of this study, this researcher set the alpha at .05 level. Given that no statistically significant differences were warranted to reject the null hypothesis, this researcher must

address the issue of Type II error. If a Type II was committed, the amount of harm or cost to the subjects is still minimal because participation in the peer mediation training program was not thought as harmful in any way. The only drawback that might occur is if the idea of mediation training in an institution was abolished solely based on this research. The commission of a Type II error merely suggests that the research hypothesis might be accepted in other circumstances, i.e., different scales, longer treatment, etc., if these were employed.

CHAPTER V

CONCLUSIONS AND DISCUSSION

This study was designed to examine a peer mediation program in a juvenile delinquent institution. No other research with this specific design existed and empirically based research on other types of mediation programs is limited at best. The project allowed an exploration of a possible treatment component, peer mediation, in terms of usefulness in a behavior modification program for juvenile delinquents. The peer mediation training program focused on communication skills and problem solving skills in dealing with conflict and anger. Juvenile delinquents between the ages of 12 and 19 in a state operated institution voluntarily participated in the 12 hour training course and the 12 week implementation of the program. The research was to explore the impact of such a training program on self-esteem and anger management. A pre and posttest design was used in this quasi-experimental design. The Rosenberg Self-Esteem Scale was used to measure self-esteem. The Multidimensional Anger Inventory was used to measure anger management. A total of 65 juveniles, out of the initial 80, completed the entire process. Of these subjects, 39% were white, 37% black, 16% Native American, and 8% Hispanic.

The peer mediation training group displayed no statistically significant difference on the Multidimensional Anger Inventory mode of expression items [$t(df=46)=.36, p>.05$ and $t(df=46)=-.27, p>.05$] after participation in the peer mediation training program. The experimental group demonstrated that participation in the peer mediation training program did not significantly affect their scores on the Multidimensional Anger Inventory mode of expression items. The mode of expression items attempt to measure the way in which anger is expressed. The anger-in scale addresses such statements such as "I harbor

grudges that I don't tell anyone about" and "It's difficult for me to let people know I'm angry." The anger-out scale has items such as "I try to get even when I'm angry with someone" and "when I am angry with someone, I let that person know." The purpose of this research was to address the impact of the peer mediation training program on issues of anger management. Goldstein et. al., (1986) noted that anger management and conflict resolution are impacted by interpersonal skill deficiencies. Communication skills are crucial in expressing anger appropriately. Although the statistical findings yielded no results to support the hypothesis, the subjects themselves indicated an understanding of conflict resolution in role plays and actual mediation sessions. As part of the participation agreement, residents completed a successful mediation session before being assigned as a mediator in the implementation stage of the research project. Residents demonstrated an awareness of communication skills and also a greater level of understanding than from the first training session with this researcher.

As part of the cooperative agreement between the researcher and the participants, the participants were allowed the opportunity to evaluate the training session in writing. A simple, six item evaluation was used in which participants answered the following questions:

- 1) Did you enjoy the training?
- 2) Write three things you learned in the training.
- 3) What was your favorite part of the training?
- 4) What would you change to make the training better?
- 5) Was the training too long? too short? okay?
- 6) Please write any other comments or suggestions you have.

Every participant responded to question two with some answers related to communication skills such as "How to listen to both sides neutrally", "How to communicate a little

better”, “I learned how to talk things out better” and “Listen and communicate.” The answers to question two were overwhelmingly positive and accurate. Participants claimed to have learned that conflict is an opportunity to change and does not have to be viewed as negative. This was a basic building block of the training program. This researcher reinforced the notion that conflict exists in human nature and that the ways of dealing with conflict will shape the way it is perceived, either positive or negative. Conflict management and resolution needed to be presented in terms of usefulness to the juveniles. The institutional staff view conflict as negative because very few residents engage in conflict without physical aggressiveness. Regardless of the statistical findings, it is evident from the feedback and roles plays that a new ideology of conflict was discovered. It was apparent from the evaluations that the importance of communication in conflict resolution had been understood to some extent. Hocker and Wilmot (1995) note that conflict resolution relies on the basic building blocks of effective communication skills. At the very least, these juveniles were able to identify the connection between communication and conflict, as evidenced by their responses on the evaluation. The juveniles also demonstrated a basic understanding of communication skills and conflict resolution as noted in the weekly mediation meetings. Participants discussed problems with mediation sessions such, “No one wanted to listen so the session ended,” or “Some people would not respect the others’ right to talk without being interrupted, so nothing was settled.” It is this researcher’s opinion based on the observations and comments of the participants that some impact had been made at least on the cognitions of the juveniles. The ability to identify responses to conflict consistently and without prompts by the researcher, lead this

researcher to an inclination that some awareness had been gained during the training sessions and program implementation.

The overall score on the Multidimensional Anger Inventory also did not change significantly from pre to posttest scores for the peer mediation training group as previously hypothesized. These findings suggest that although no statistically significant evidence can be found for anger management posttest scores, we can not suggest that the peer mediation training program had no affect on the subjects. The subjects provided verbal feedback during the project suggesting that some effort and cognition in anger management happened during the research period. Subjects discussed appropriate, alternative ways for handling conflict and anger during the training and during weekly mediation meetings.

Even though the statistical results did not provide evidence to support that the experimental group would benefit in terms of anger management more than for the control group [$F(1,65)=.04, p>.50$], some questions still exist about the usefulness of the peer mediation training program. The experimental group did gain an awareness of a alternative method of handling conflict, peer mediation. Even though the statistical findings may not support changes in overall anger management, the treatment intervention cannot be abandoned in terms of usefulness. The peer mediation training group expressed a greater awareness of conflict and conflict resolution during the 12 week program as evidenced by their comments and demonstrated skills in role plays.

The self-esteem scores, as measured by the Rosenberg Self-Esteem Scale, indicated no statistically significant differences within the experimental group or compared to the control group. One suggestion for explanation of this finding is that self-esteem

measures are intended to reflect a self reported level of self worth. Given that the subjects in this study are institutionalized for criminal behavior, their mere environment could impact these scores. Rosenberg and Rosenberg (1978) found that members of a delinquent subculture share the ideology of low self -esteem. These same authors further suggest that delinquency and self-esteem share a strong relationship. It may be that the delinquent lifestyle is too emeshed in this population to make statistical differences from the treatment intervention. Another important factor to consider in terms of self-esteem relates to the amount of time from pre to posttest scores. The program implementation lasted 12 weeks, which may not have been significant time to accurately address change in self-esteem. Many of the participants shared thoughts about self-esteem and self-worth during the weekly mediation meetings. Several of the young men made statements about their age and that maybe younger juveniles who thought more of themselves would benefit more from this program. One juvenile stated, "Ms. Wallace this [mediation] might work better with younger kids who weren't in so much trouble." This researcher did witness an interesting phenomenon during this project. Many times this researcher would be in a situation where no other staff were directly in contact with the residents. The residents maintained appropriate and acceptable behavior with this researcher at all times. On several occasions, this researcher took the opportunity to question the juveniles about this apparent "change" that was observed in the training session and weekly meetings as opposed to daily behavior at the institution. One juvenile, who was very apathetic in all aspects of his treatment program (according to the institutional staff), readily participated in all aspects of this project. When question about this obvious behavior discrepancy, this juvenile responded with, "You (researcher) treat me with respect, and I respect you for

what you are doing. I don't respect others around here because they don't respect me."

During the entire program, this researcher never once called security for help with out of control behavior or had any participants removed for inappropriate behavior. Rogers (1961) might have explained this phenomena on the climate of the relationship developed between the researcher and the residents. Rogers (1961) believed that a person, residents in this case, would move toward more openness and self growth as a result of the relationship that is built on acceptance and congruence. This researcher always accepted the residents as people first, regardless of their backgrounds. This unconditional, nonjudgemental attitude of the researcher was necessary for cooperation in the project but also for basic understanding for the residents. This ideology of respect may have had an impact on self-esteem in the environment of the training and implementation but since it was only a small fraction of the daily schedule and treatment methodology of the institution, it may not have been enough to impact overall scores.

The idea that a lower level of self-esteem relates to a greater inability to manage anger and conflict was also not supported by the findings [$r=.004$, $p=.50$]. Self-esteem and anger management scores did not change significantly during this project but the research hypothesis is still unresolved. It appears that statistical inability to make the connection between self-esteem and anger management exists but the ideology is still worthy of investigation. As mentioned previously in the discussion of self-esteem, the program environment had some impact on individuals notion of self because no incidents of inappropriate behavior was noted. It might be plausible to research the training environment's impact on self worth as opposed to researching global self-esteem. Small strides in raising a juveniles level of self-worth might be of interest in planning treatment

methodologies. Small success has been noted by the treatment industry to impact the level and commitment to treatment (Sundel, Glasser, Sarri, and Vinter, 1985). It would be interesting to investigate the level of self-worth reported by participants after each training sessions as opposed to reported level of self-worth at the end of the day on the living unit. Some differences in attitude during training and in the weekly sessions were noted by the collateral reports of the institutional staff. Such comments as, "You know these kids are sure different when they are around you and in mediation than they are at other times." and "We have very few problems after the meetings, too bad it doesn't last long." These comments led the researcher to believe that some behavioral and attitude changes must be happening during the mediation training and meetings as compared to the rest of daily living at the institution. Residents were certainly able to manage their anger during the training sessions, even when "real" conflicts were role played in training. It was the occasion many times that residents would come to training or the weekly meetings in which they would have a specific conflict that they wanted to mediate for the researcher. These conflicts had happened on the cottage or at school, usually that same day of the training or the meeting. These situations always had the opportunity to be potentially dangerous but not one incident of inappropriateness was noted. For example, at one point the role played mediation session became too intense for one of the disputants so he stood up which violated the basic rule of this mediation program. He said "I am standing up because I don't want to participate because I'm getting mad." This was accepted by the mediator and the disputants. The participant was respected for his decision and allowed to make a choice not to participate. As previously experienced by this researcher, the current treatment approach at the institution would not allow the juvenile to end a conversation in

such a way. He would have to face his anger even if it meant being physically restrained by staff. The mediation approach does empower individuals to make choices, even small ones. The participants might have reacted positively to this empowerment more so than the actual mediation program. It is difficult to measure the total impact on the mediation program by mere scales of self-esteem and anger management because it appears at least qualitatively that many other factors could have played an important role. Since the completion of this project, this researcher believes that the measurement instruments were inadequate for the scope of this project. Other instruments that would address attitudes about conflict, conflict resolution, and effectiveness in resolving conflicts might be more applicable to this type of research.

The institution keeps very accurate records on behavior incident reports. Permission was granted from the institution to review these documents to investigate any patterns or changes in overall behavioral incidents. These documents are comprised of two reports, one on solitary confinement and the other on the use of physical force. These documents are kept in a standard reporting form in which all staff are taught the policy and procedures for filling out the reports. From this basic training, a level of consistency is assumed. These documents were reviewed for the years of 1994, 1995, and 1996 for the months of March through September. For the years of 1994 and 1995 all residents were included. For the year of 1996, only the incidents that contained residents participating in the research project were reported. The rationale behind this decision focused on the ideology that new residents sometimes act out more upon arrival than others and might not give a true representation of the impact of the peer mediation training program.

Figure 1 illustrates the number of incidents in which physical force was used for each month. Physical force is defined as any means of physically restraining the resident by institutional staff. If a juvenile is exhibiting out of control behavior, he will initially be asked to calm down and discuss the behavior. If the behavior escalates, the staff may ask the resident to return to his room. If the resident refuses or becomes physically assaultive, the staff are required to maintain the safety of the resident and others by then physically restraining him. Physical restraints start at the least restrictive which is a light touch to the back of the arm for guidance to a full body restraint on floor. No mechanical devices can be employed by the institutional staff for restraintment inside the institution. Figure 1 indicates that the year of 1994 had fewer incidents of physical force in the months of June, July and August than those same months in the years of 1995 and 1996.

Figure 1.
Incidents Of Physical Force: March Through
September 1994-1996

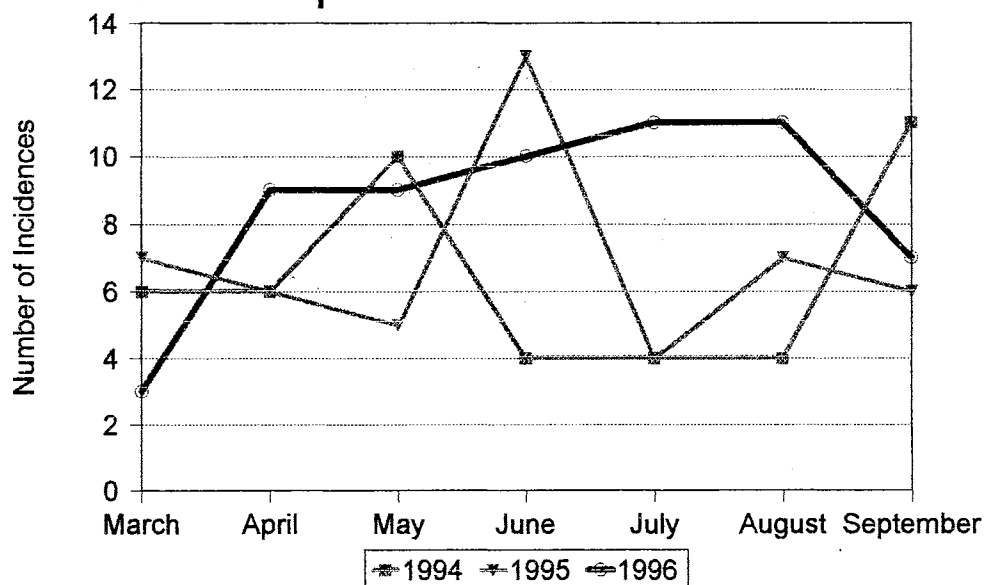
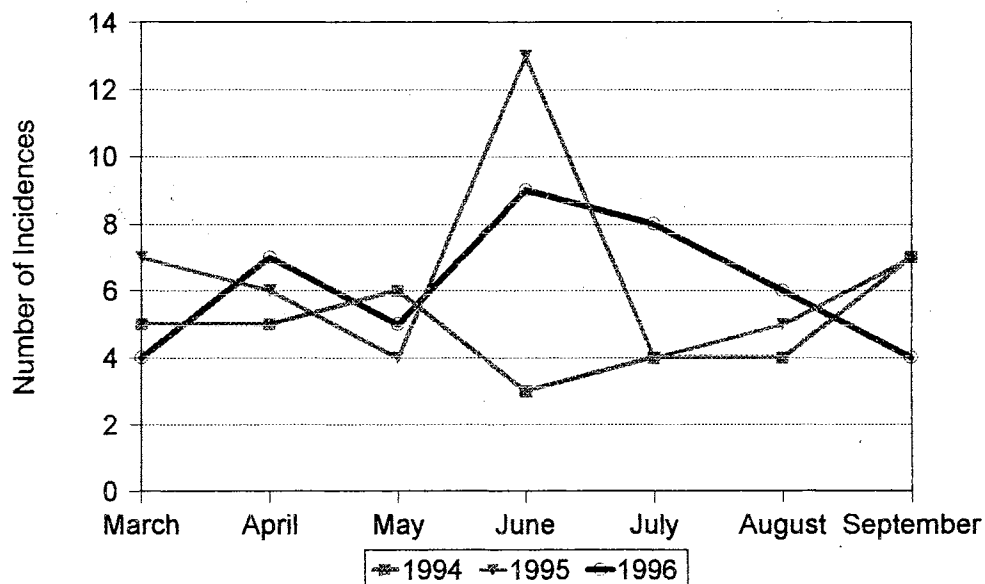


Figure 1 demonstrates that after a month or two of high numbers of incidents of physical force as compared to previous months, there appears to be a pattern of decreasing incidents reports. One explanation for this pattern is that after continued increases of incidents of physical force, the institutional staff will tighten its security measures to avoid possible riots or AWOL attempts. A sharp decrease in incidents of physical force can be expected when the institution increases its security measures.

Figure 2 illustrates the number of individuals involved in the incidents of physical force. Most incidents of physical force involve one individual that may commit more than one behavioral violation for the month. For example in July 1996, twelve incidents of physical force were noted with eight separate individuals noted as the responsible parties.

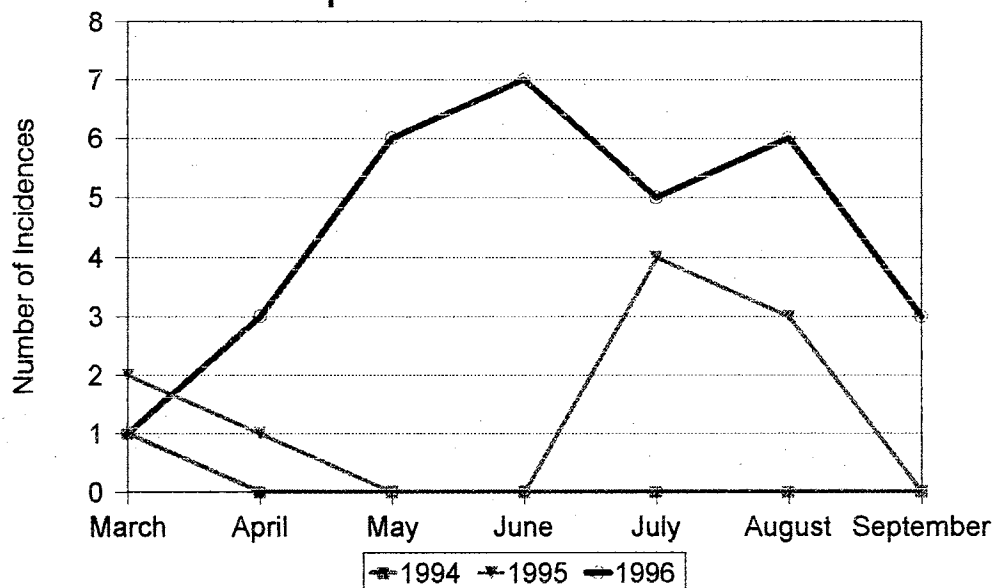
Figure 2.
Number Of Individuals Involved In Incidents Of Physical Force:
March Through September 1994-1996



Many times a particular individual may be responsible for all of the reported incidents of physical force. If the number of incidents also involve the same number of individuals this could be due to an institutional riot or AWOL attempt.

Figure 3 depicts the number of incidents of solitary confinement for the months of March through September for the years of 1994 through 1996. Solitary confinement occurs when a residents behavior is extremely out of control and is in eminent danger of hurting himself or others. Solitary confinement is used only when all other means of de-escalation have been used to no avail. The year of 1996 had more incidents of solitary

Figure 3.
Incidents Of Solitary Confinement: March Through September 1994-1996

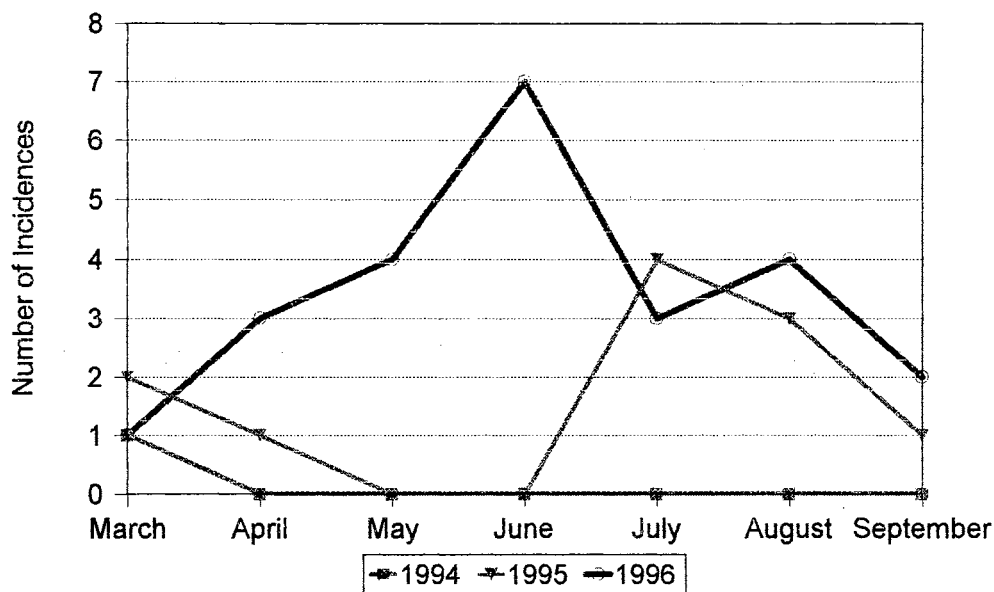


confinement for the months in examination than the previous years. This might suggest that the population of the institution had become more violent or at least had demonstrated more violent behaviors in the institution than in previous years as reported by institutional staff. This information would coincide with the recent trends and statistics

about juvenile crime that was reported in the Literature Review section. The year of 1994 reported very few incidents of solitary confinement, with more for 1995. It appears that the population is increasing in its violent behaviors.

Figure 4 indicates that more individuals had been placed in solitary confinement for the year of 1996 than in the previous two years. This might further support the observation that the population of the institution might be displaying more violent behaviors in the institution. If the population by nature is more violent than it is likely that they have more difficulty in controlling their anger. Mediation programs for individuals who are extremely violent may not be the best choice as a treatment methodology.

Figure 4.
Number Of Individuals Involved In Incidents Of Solitary Confinement: March Through September 1994-1996



Mediation certainly cannot be ruled out as having some relevance to anger management but it might take longer to obtain statistically significant results. As previously mentioned, the amount of juvenile crime has been increasing at an alarming rate. This graph depicts

the trends that has been illustrated earlier, in that juveniles have become more violent. The number of incidents of solitary confinement has certainly increased over the last three years. Solitary confinement occurs when all other methods of control have failed. The individuals that are placed in solitary confinement are the most aggressive and violent offenders at the time of the confinement. Figure 4 illustrates this increasing trend.

The previously mentioned graphed data was examined to investigate if mediation training could render differences based on current institutional patterns. Apparently, the current trends of increasing violent behaviors and increasing security measures account more for decreasing trends than the training program. It would be interesting to follow the trends for behavior incidents over a period of time including a period of time involving a mediation program.

Peer mediation appears to have some usefulness in the institutional setting for juvenile delinquents. The institution has chosen to continue the mediation program beyond this research project. Additional data will be available for investigation at which time further insight might be gained about the mediation program. The willingness of institutional staff to continue the program suggest that at least staff believe that peer mediation has some value. Holmberg and Halligan (1992) claim that the success of mediation programs in institutions fall greatly within the hands of institutional staff. These same authors noted that without the support of administration, mediation programs will not be taken seriously and are subject to fail. This project had the full support of administrative staff as well as direct treatment staff. The project was a team effort of institutional staff, residents, and this researcher. Residents were constantly given the opportunity in weekly meetings to make recommendations and suggestions about the

workings of the program. During one meeting, a resident noted that this researcher had forgotten to train residents on humor. The observation had been made and experienced by several residents as they participated in mediation sessions that at times the use of humor could help all parties become more comfortable and “chill out.” The mechanism in which residents could provide feedback to the researcher helped the residents feel more of a part of the total experience. Residents appeared to take this endeavor seriously as in each weekly meeting something of importance as far as programmatic changes were discussed by residents.

This researcher agreed to share the results with the residents and staff. The residents appeared to not be disheartened by the lack of statistically significant results. Many of the residents commented that they had “learned something anyway.” One juvenile claimed, “I learned more in these three months about conflict and solutions than in my whole life.” The staff explained that they felt it had been useful enough in that they were continuing the program. Some individuals, including residents and staff, suggested that maybe the program did not run long enough to warrant major changes. The continuation of this program may provide enough information to address this question. Although the program may not have yielded the statistical results that proved its worthiness, it also did not hurt the participants in any way. The comments and behaviors of the experimental group suggested that the mediation program had given them some information about conflict resolution and communication. Nevertheless, peer mediation seems to have some usefulness in a juvenile institution whether it be statistically significant or of practical significance in the minds of the participants and staff.

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APPENDIXES

APPENDIX A

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 08-28-96

IRB#: AS-97-002

Proposal Title: PEER MEDIATION IN A JUVENILE INSTITUTION

Principal Investigator(s): Harjit S. Sandhu, Sharolyn Wallace

Reviewed and Processed as: Full Board Review

Approval Status Recommended by Reviewer(s): Approved

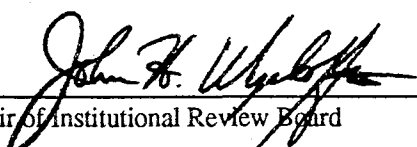
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature:


Chair of Institutional Review Board

Date: September 24, 1996

APPENDIX B

CONSENT FORM

I, _____, hereby authorize or direct Sharolyn Wallace, or associates or assistants of her choosing, to perform the following treatment or procedure:

1. The procedure involves learning about conflict and the management of conflict through peer mediation. The peer mediation program involves 16 hours of training to become a peer mediator. The training will consist of learning the different styles of conflict management, effective listening techniques, rules of mediation, the steps of mediation, and role plays about mediation.

2. After the 16 hours of training, the mediation program will require participation for three months.

3. Participants will be given a pretest and a posttest that will be coded for anonymity, known only to the researcher. Once the scores are recorded for the research, the test will be shredded. All identifying information will be destroyed.

4. The only discomforts that might be experienced by the participants is the necessity to follow the rules established in mediation. This will require some memorization on the part of the participant. The participant will have to be willing to practice the mediation skills on a regular basis.

5. The participants will likely learn how to effectively manage conflict without violence. The participants will increase personal communication skills. Mediation skills can serve to enhance the participants negotiation skills that are necessary for productive citizenship.

This is done as part of an investigation entitled "Peer Mediation in a Juvenile Institution"

The purpose of the procedure is to gain information about the usefulness of peer mediation programs with institutionalized juvenile delinquents. The program will explore the impact of peer mediation for all juveniles involved.

I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director.

I may contact Sharolyn Wallace at (918) 595-7464. I may also contact Gay Clarkson, IRB Executive Secretary, 305 Whitehurst, Oklahoma State University, Stillwater, OK 74078.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

This Assent Form has been explained fully to me by Ms. Wallace. Any questions or concerns have been addressed by Ms. Wallace. I fully understand what will be expected of me during the peer mediation research project.

DATE: _____ TIME: _____ (a.m./p.m.)

SIGNED: _____
(Signature of Subject)

WITNESS: _____

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it.

SIGNED: _____
(Project Director)

APPENDIX C

Instructions: A number of statements that people have used to describe themselves from time to time are included below. Read each statement and circle the number to the right of the statement that best describes you. There are no right or wrong answers.

	Completely descriptive of you	Mostly descriptive of you	Partly un-descriptive and partly descriptive of you	Mostly un-descriptive of you	Completely un-descriptive of you
Section 1:					
1. I feel that I am a person of worth, at least on an equal plane with others.-----	①	②	③	④	⑤
2. I consider advice from others to be annoying.-----	①	②	③	④	⑤
3. I feel that I have a number of good qualities.-----	①	②	③	④	⑤
4. I become frustrated when I am unable to make free and independent decisions.-----	①	②	③	④	⑤
5. All in all, I am inclined to feel that I am a failure.-----	①	②	③	④	⑤
6. I am able to do things as well as most other people.-----	①	②	③	④	⑤
7. It irritates me when someone points out things which are obvious to me.-----	①	②	③	④	⑤
8. I feel that I do not have much to be proud of.-----	①	②	③	④	⑤
9. I become angry when my freedom of choice is restricted.-----	①	②	③	④	⑤
10. Advice and recommendations usually make me do just the opposite.---	①	②	③	④	⑤
11. I take a positive attitude toward myself.-----	①	②	③	④	⑤
12. I am happy only when I am acting on my own free will.-----	①	②	③	④	⑤
13. On the whole, I am satisfied with myself.-----	①	②	③	④	⑤
14. I wish I could have more respect for myself.-----	①	②	③	④	⑤
15. I resist the attempts of others to influence me.-----	①	②	③	④	⑤
16. It makes me angry when another person is held up as a role model for me to follow.-----	①	②	③	④	⑤
17. I certainly feel useless at times.-----	①	②	③	④	⑤
18. At times I think I am no good at all.-----	①	②	③	④	⑤
19. When someone forces me to do something, I feel like doing just the opposite.-----	①	②	③	④	⑤
20. The rules and regulations of this institution trigger a feeling of resistance in me.-----	①	②	③	④	⑤
21. I tend not to participate if the staff tries to force class/group activities. --	①	②	③	④	⑤

Instructions: Everybody gets angry from time to time. A number of statements that people have used to describe the times that they get angry are included below. Read each statement and circle the number to the right of the statement that best describes you. There are no right or wrong answers.

	①	②	③	④	⑤
Section 1:					
1. I tend to get angry more frequently than most people. -----	①	②	③	④	⑤
2. I hold grudges that I don't tell anyone about. -----	①	②	③	④	⑤
3. I get angry when people are unfair. -----	①	②	③	④	⑤
4. I try to get even when I'm angry with someone. -----	①	②	③	④	⑤
5. It is easy to make me angry. -----	①	②	③	④	⑤
6. When I am angry with someone, I let that person know. -----	①	②	③	④	⑤
7. I get angry when something blocks my plans. -----	①	②	③	④	⑤
8. Something makes me angry almost every day. -----	①	②	③	④	⑤
9. I often feel angrier than I think I should. -----	①	②	③	④	⑤
10. I get angry when I am delayed. -----	①	②	③	④	⑤
11. When I am angry with someone, I take it out on whoever is around. ----	①	②	③	④	⑤
12. I get angry when someone embarrasses me.. -----	①	②	③	④	⑤
13. Some of my friends have habits that annoy and bother me very much. -----	①	②	③	④	⑤
14. I am surprised at how often I feel angry. -----	①	②	③	④	⑤
15. At times, I feel angry for no specific reason. -----	①	②	③	④	⑤
16. I get angry when I have to take orders from someone less capable than I. -----	①	②	③	④	⑤
17. Even after I have expressed my anger, I have trouble forgetting about it. -----	①	②	③	④	⑤
18. When I hide my anger from others, I think about it for a long time. -----	①	②	③	④	⑤
19. I get angry when I have to work with incompetent people. -----	①	②	③	④	⑤
20. People can bother me just by being around. -----	①	②	③	④	⑤
21. When I get angry, I stay angry for hours. -----	①	②	③	④	⑤
22. I get angry when I do something stupid. -----	①	②	③	④	⑤
23. I get so angry, I feel like I might lose control. -----	①	②	③	④	⑤
24. It's difficult for me to let people know I'm angry. -----	①	②	③	④	⑤
25. I get angry when I am not given credit for something I have done. -----	①	②	③	④	⑤

APPENDIX D

MEDIATION PROGRAM

WEEK OF _____

ASSIGNED MEDIATOR _____

RECORD OF MEDIATIONS

	DAY	TIME	DISPUTANTS	AGREEMENT REACHED
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				



VITA

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Biographical:

Education: Graduated from Charles Page High School in Sand Springs, Oklahoma, in May 1981; received Bachelor of Science degree in Sociology from Oklahoma State University in May, 1985; received Master of Social Work degree from the University of Oklahoma in May 1990. Completed the requirements for the Doctor of Philosophy in Sociology at Oklahoma State University in May, 1997.

Experience: Social worker for the State of Oklahoma for 3 years. Supervised social workers in a juvenile institution for 5 years. Currently, full time faculty at Tulsa Community College. Also maintain a clinical private practice for children and families.

Professional Memberships: National Association of Social Workers, Oklahoma State Board of Licensed Social Workers, Association of Play Therapist, Who's Who Among America's Teachers - 1996, Oklahoma Correctional Association.