Evaluation of the Alternatives to Violence Program at Acacia Prison in Western Australia

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EXECUTIVE SUMMARY

The need to explore violent behaviour has been well-established as prison population data show that a significant number of prisoners are sentenced for violent offences. Although a range of programs have been developed to address violence, this report relates to the Alternatives to Violence Project (AVP). The AVP has been operating in Western Australia for over two and a half decades and has been delivered at Acacia Prison since 2002. The AVP consists of three experiential workshops (i.e., Basic, Advanced and Training for Facilitators) addressing 5 value-based pillars: affirmation and communication, co-operation, community building and transforming power. Although aspects of the AVP have been evaluated internationally and nationally, a lack of valid outcome measures aligned to value based pillars renders findings tenuous. Furthermore, despite the longevity of the program, it has never been independently evaluated in Western Australia. Given the need for evidence-based programs and practices, this research was designed to evaluate the AVP workshops delivered at Acacia Prison.

Incorporating a mixed method design, the present study explored whether participation in the Basic AVP increased prisoner self-esteem, communication skills, cooperative behaviours and ability to manage conflict, and reduced levels of prisoner anger. How prisoners perceived the Basic, Advanced and Facilitator AVP was also explored.

Key findings include that:

- The participants who completed all three courses of the AVP reported the greatest insight into their own behaviours and described it as the most beneficial program they had experienced in a custodial setting.
- Participation in the Basic AVP significantly decreased perceptions of anger as measured by the State Anger Scale. More specifically, the subscales revealed a significant decrease in feelings of anger and verbal expressions of anger. State anger refers to the degree in which someone becomes angry because of specific situations. The findings suggest that the Basic AVP may help participants to recognise when a situation is escalating feelings of anger and provides the tools required to successfully deescalate.

- Participation in the Basic AVP did not significantly increase prisoners' perceptions of their self-esteem as measured by the society and self-image scale, although there was an upward trend when examining the individual scales.

- Participation in the Basic AVP did not significantly increase prisoners' perceptions of their communication skills, although an upward trend was evident in the individual scales.

- Participation in the Basic AVP did not significantly increase the perceived co-operative behaviours of prisoners, although an upward trend was observed.

- Participation in the Basic AVP did not significantly increase the ability of prisoners to manage conflict. However, most self-reported competence before participating in the Basic AVP which means the scores were already at a ceiling.

- Participation in the Basic AVP did not significantly decrease anger as measured on the Trait Anger Scale (TAS). Given the TAS measures the degree to which a person has an angry disposition, it would not be realistic to expect a three-day program to change dispositional characteristics.

- Participation in the Basic AVP did not significantly impact on measures on the Anger Expression and Anger Control Scales. However, higher scores were obtained for controlling anger indicating a perceived ability to manage angry feelings.

- The majority of participants were motivated to participate in all tiers of the AVP for the tangible benefits associated with participation (i.e., certificate to aid parole). However, they reported they still gained benefits from participating in the AVP.

- Generally, prisoners described the program as rewarding and beneficial.

- Many described the program as a 'means to an end'; voluntarily participating to prevent the revolving door of returning to prison.

- Many prisoners felt the skills learned would be useful when they returned to their relationships outside of prison; but had troubles articulating how these skills could be used or practiced in the prison environment.

- A number of prisoners incorrectly described the history of the course and the nature and purpose of the activities engaged in. Those prisoners reported frustration because they perceived that the program had not been modified from its original format for delivery with primary school children. Therefore, it was not seen to be age appropriate.

- The AVP was described as 'fun' and participants identified particular tasks that enabled them to reflect on who they had become and why.
- Participants were keen to give their feedback and suggested improvements from their perspectives about how the program could be improved to more effectively engage with a prisoner sample.

The findings suggest that even though participants largely engaged with the AVP for tangible rewards to aid parole endeavours, the program has benefits that could be maximised with some program revisions. In addition, it was difficult to ascertain whether participants were motivated to self-report favourably to a researcher, which may have impacted on the validity of findings. Furthermore, the lower initial scores on the quantitative scales may be the result of previous mandatory programs participants attended, and that outside relational stressors were not evident in the prison setting. Notwithstanding, the program participants gained insight into behaviours, particularly those who had completed all three courses. For those participants, the AVP was described as the most beneficial program experienced in a custodial setting. Recommendations are provided at the conclusion of the report to aid the continuous improvement of the AVP.

INTRODUCTION

In 1975, a group of long-term prisoners housed in Green Haven Maximum Security Prison, New York requested the development and delivery of a program to address an observed cycle of youth offending. This group of prisoners had watched young offenders enter the prison system for minor offences, be released, and then return to prison for having perpetrated further violent offences. The Alternatives to Violence Project (AVP) was subsequently developed and delivered by a group including some Quakers to Green Haven Prisoners. Since that time, the AVP has developed into an international endeavour, and programs are delivered to a broader demographic (e.g., school children, community members). The purpose of AVP is to aid the development of conflict resolution skills and minimise the likelihood of resorting to violence. The AVP consists of three experiential workshops addressing 5 pillars of the AVP: affirmation and communication, co-operation, community building and transforming power. The first Basic Workshop session focuses exclusively on those 5 pillars. The second experiential session is an Advanced Workshop, whereby volunteer participants continue to focus on the 5 pillars in a more nuanced way by nominating specific topics to explore in further detail. The final session is a Training for Facilitators Workshop that provides volunteer participants with the skills required to deliver an AVP workshop.

In Australia, the AVP commenced in 1991 and now operates nationally as a series of volunteer not-for-profit organisations delivering workshops to schools, prisons and the general community. Within the context of prisons, the AVP constitutes a non-religious voluntary program facilitated by trained inmate volunteers, applying an experiential approach. In Western Australia (WA), the AVP WA has been operating since 1994, and has conducted workshops at Acacia Prison since 2002. Although aspects of the AVP have been evaluated internationally and nationally, a lack of valid outcome measures, in particular as they relate to the five pillars, renders findings tenuous. Furthermore, there is no research examining the effect of the AVP on Western Australian prisoner populations. Given the need for evidence-based programs and practices, this research seeks to evaluate the AVP workshops delivered at Acacia Prison.

BACKGROUND LITERATURE

Violence can be a response to frustration and aggression. Recent figures indicate during the 2018-2019 period, an estimated 5.0% of the Australian population aged above 15 years have experienced one or more personal crimes in the previous 12 months. Physical assault was experienced by 468,200 Australians; a further 2.8% experienced at least one face-to-face threat of assault (Australian Bureau of Statistics [ABS], 2020). As of 2016, *Acts Intended to Cause Injury* rated as the second highest volume of recorded offences at 75,497, second only to illicit drug crimes (83,160; Australian Institute of Criminology [AIC], 2016). Within the prison population, *Acts Intended to Cause Injury* are the highest volume of offences for which an offender receives a term of imprisonment (n=8,364). These statistics demonstrate that a large proportion of offenders within prison have been incarcerated for violent acts.

While the physical consequences of violence can be transparent and easily noticeable, the emotional and psychological impacts can be less evident, more long-term and further reaching. For example, domestic violence is the leading cause of homelessness for women with children (Australian Institute of Health and Welfare [AIHW], 2020). Domestic violence is also the leading cause for the burden of disease for women in the 25 to 44-year-old age group, with a majority presenting with mental health issues such as anxiety and depression (Ayre et al., 2016). The annual cost of addressing domestic violence towards women and children was estimated to be 22 billion dollars for services such as hospitalisation and medical treatment, relocation, police and judicial proceedings, and mental health services (KPMG, 2020). In other domains, research has shown that higher rates of trauma are evident in children who have experienced both random violence and violence perpetrated by peers or siblings (Finkelhor, Turner & Ormrod, 2006). Research into adults shows that victims of violence may be impacted in multiple domains, including parenting skills, impaired occupational functioning, higher rates of unemployment, and problematic intimate relationships (Hanson et al., 2010). This body of research suggests that the effects of violence are considerable, long lasting and difficult to manage.

In Western Australia, there are a range of Anger Management services designed to reduce violence through reprogramming responses to stress and conflict. These range from private clinics with individual sessions to 22-week group courses. Many of the group programs are delivered by a trained professional (e.g., psychologist or counsellor) and focus on hearing and

sharing stories of violence and anger. Individual programs can be more personalised; however, they do not provide an opportunity for group interaction or participation. Regardless of delivery mode, there is a lack of research examining program effectiveness in reducing violence. In international jurisdictions, multiple meta-analyses have been compiled examining the effectiveness of anger management interventions and collectively, they demonstrate that anger management interventions can be effective, with at least moderate effect sizes (Del Vecchio & O'Leary, 2004 DiGiuseppe & Tafrate, 2003; Sukhodolsky, Kassinove, & Gorman, 2004). However, there remains a paucity of evidence regarding the effectiveness of anger management within a prisoner context. The limited research conducted demonstrates that anger management programs are effective with women inmates in reducing anger and aggression, and reduce institutional charges (i.e., offences perpetrated in prison) post-test (Eamon et al., 2002; Deffenbacher et al., 2002). Conversely, research in higher risk male prisoner populations found no differences in levels of anger and aggression after participating in an anger management program (Watt & Howells, 1999; Howells et al., 2005).

More specifically to this project, research has examined the effectiveness of the AVP in American jurisdictions. Walrath (2001) found that after 6 months post-intervention, participants of the AVP had: significantly lower levels of expressed/experienced anger compared to non-participants and lower rates of confrontation compared to non-participants. Interestingly, this study also found that prisoners, regardless of participation in the AVP, had significantly lower levels of self-esteem, and a trend towards higher levels of optimism. Tomlinson (2007) reviewed the literature pertaining to evaluations of the AVP, and demonstrated that there is qualitative and quantitative evidence for the effectiveness of AVP in facilitating change in relation to violence, reducing prison infraction rates, post-release recidivism (Sloane, 2002; Miller & Shuford, 2005), levels of anger (Walwrath, 2001; Sloane, 2003; Francis, 2005), and had financial benefits associated with running workshops (Sloane, 2003; Walwrath, 2001). These findings suggest that in different populations, the AVP may have a positive effect on psychological, emotional and economic factors. Despite these demonstrated benefits, there is no research examining the efficacy of the AVP on Australian prisoners. Therefore, this research sought to evaluate the AVP workshops currently delivered at Acacia Prison. However, it should be acknowledged that the varied methodologies incorporated in past research examining the impact of the AVP thwarts direct comparisons and limits the ability to build an evidence base.

RESEARCH AIMS AND OBJECTIVES

The AVP is premised on a series of values which rendered the process of designing a rigorous evaluation framework challenging. As articulated by Tomlinson (2007, p5), the "AVP literature seems somewhat resistant to the language of aims or objectives; 'themes', 'emphases', 'values' and 'pillars' are used instead." For the purposes of this evaluation, the key pillars of the AVP were aligned with quantifiable aims. Although it is acknowledged that these are indirectly related to the aims of the AVP, they were considered useful constructs to assess. On this basis, the AVP aims within the context of this evaluation became:

1. Increase prisoner self-esteem.
2. Increase prisoner communication skills.
3. Increase the co-operative behaviours of prisoners.
4. Increase the ability of prisoners to manage conflict.
5. Reduce levels of prisoner anger.

RESEARCH QUESTIONS

The specific research questions addressed within the evaluation framework were:

1. Does participation in the Basic AVP increase self-esteem, skills in communication, cooperation and conflict resolution and reduce anger in prison populations?
2. How do prisoners perceive the AVP experience?

EVALUATION FRAMEWORK

Consistent with a pluralistic persuasion and the pragmatic paradigm, the evaluation framework applied a mixed methods approach (Creswell, 2009). Both quantitative and qualitative methods were incorporated to address research question one, and qualitative methods were incorporated to address research question two. Although the specific approach and methods applied are described throughout the body of this report, the methods incorporated for Basic Training, Advanced Training and Facilitators Training is shown in Table 1 below.

Table 1:

Methods applied for each training program

Training Program Type	Methods
Basic training	Quantitative: Pre-test, post-test quasi-experimental design
	Qualitative: Semi-structured interviews
Advanced training	Qualitative: Focus groups post training
Facilitators training	Qualitative: Focus groups post training

Quantitative methods were not incorporated for Advanced and Facilitators training due to difficulties in recruiting enough participants for statistical power, delays associated with COVID-19, and the potential for practice effects when administering the same instrument at multiple points in time.

PARTICIPANTS

A total of 78 adult male prisoners at Acacia Prison in Western Australia participated in some part of the evaluation. Participants were predominately from Australia (n = 64, 83.1%), 16 of those participants reported they were Aboriginal People (20.8%). Many were either single (n = 43, 55.8%) or in a de facto relationship (n = 24, 31.2%). The majority of participants reported having children (n=76, 54.96%), and the number of children ranged from one child to seven. The highest level of education reported was Year 10 or less (n-33, 45.5%), followed by still in TAFE (n = 22, 28.6%). This was the first period of incarceration for most participants (n=36, 46.8%) and for 18 (23.4%) it was their second period of incarceration. Number of times in prison ranged from 1 – 25 (m = 2.74 mode =1).

Although 78 participants were interviewed, only 35 male participants completed both the pre- and post-test survey required for quantitative analyses. Semi-structured interviews and focus groups were derived from the total sample of 78. The offending behaviours resulting in the participants incarceration were coded according to the Australian and New Zealand Standard Offence Classification (ANZSOC). The 35 men were incarcerated for 81 offences (m = 4.32). The primary offence for pre and post-test participants is shown in Table 2 below.

Table 2.

Primary Offence Type

Primary Offence	Number	Percentage
GBH	11	31.4
Aggravated Robbery	5	14.3
Non-Aggravated Common Assault	3	8.6
Dangerous Driving	3	8.6
Unlawful Entry with Intent	2	5.7
Receiving or Handling Proceeds of Crime	2	5.7
Murder	1	2.9
Attempted Murder	1	2.9
Serious Assault	1	2.9
Acts Intended to Cause Injury	1	2.9
Driving Under the Influence of Alcohol or Drugs	1	2.9
Non-Aggravated Robbery	1	2.9
Deal or Traffic in Illicit Drugs (non-Commercial Quantity)	1	2.9
Property Damage by Fire or Explosion	1	2.9

Notes. Primary offence is the most serious offence resulting in the participants incarceration. GBH is the abbreviation for participation convicted of Grievous Bodily Harm.

The 35 participants incorporated in pre/post analyses for Basic Training were predominately from Australia (n = 32, 91.4%)[1], a small number of Aboriginal males participated (n = 5, 14.3%). Many were either single (n = 16, 45.7%) or in a de facto relationship (n = 12, 34.3%). Nineteen participants had children (54.3%), and the number of children ranged from one child to seven. The highest level of education for many participants was an incomplete TAFE program (n = 15, 42.9%) followed by the completion of year 10 or less (n = 8, 22.9%). While most were first-time (n = 14) or returning prisoners (n = 10), the mean number of times in prison was slightly higher (m = 3.46) due to a few outliers having returned to prison 10 or more times. Therefore, the number of times in prison ranged from one to 25.

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[1] N does not always equal 35, or 100% due to missing data.

PROCEDURE

The AVP coordinator at Acacia Prison called for volunteers to participate in the AVP in the usual way. On acceptance into the program, the coordinator provided prisoners with an information letter (see Appendix C) outlining the nature of the evaluation. Pre and post the delivery of training, a prison guard invited prisoners to attend the visitors area nominated by Acacia Prison if they wished to participate in the evaluation. Interested prisoners were escorted to the visitors area in small groups for the purposes of data collection. The visitors area was nominated as a secure area, where in non-visiting periods, interviewers and participants could be distanced to maintain confidentiality. Interviewers greeted the prisoner and provided an information letter. On reading the information letter, or having the information letter read to them, prisoners signed a consent form (see Appendix D). Prisoners then completed a brief demographic questionnaire (see Appendix E). For Basic Training, pre-test or post-test (depending on the data collection period) semi structured interviews were then conducted, and the collated scales were administered (referred to as the Questionnaire; see Appendix A). For Advanced and Facilitator training, post-test focus groups or interviews were conducted.

The ECU Human Research Ethics Committee and The Department of Justice Research Application and Advisory Committee (RAAC) approved the conduct of this research. The Department facilitated data collection at Acacia Prison in Western Australia.

METHOD BASIC TRAINING

DESIGN

A pre-test, post-test quasi experimental design was incorporated for the quantitative component of this evaluation. Dependent variables and associated measures were self-esteem (Rosenberg Self-Esteem Scale), communication (Interpersonal Communication Competence Scale), cooperation (Rotterdam Emotional Intelligence Scale), conflict resolution (Rahim Organisational Conflict Inventory-II) and anger (State-Trait Anger Expression Inventory-2).

Qualitative data was derived from the conduct of semi-structured interviews with participants (N=39). Interviews were recorded and transcribed. The length of interviews ranged from 10 to 20 minutes in duration. Thematic analysis was applied to facilitate the development of a rich description of experiences. Analysis was iterative and data driven (Braun & Clarke, 2006) whereby themes and related sub-themes were identified inductively (Patton, 2002).

MATERIALS

Validated instruments measuring the constructs of self-esteem, communication, cooperation, conflict management and anger were used in the conduct of this evaluation. Those instruments and associated properties are summarised below.

Self-esteem

The Rosenberg Self-Esteem Scale (RSES) is a 10-item global self-esteem measure which focuses on general feelings of self-worth, contribution and personal success (Rosenberg, 1965). The RSES has been used in numerous studies, including those related to the AVP (Walwrath, 2001). Furthermore, the RSES is short enough to be administered as part of a battery, making it ideal for the current research. The RSES has demonstrated good internal consistency, test-retest reliability and validity in the initial studies and subsequent evaluations, including in forensic populations (Rosenberg, 1965; Boduszek et al., 2013; Boduszek et al., 2012). As scored, higher scores indicate higher levels of self-esteem.

Communication

The Interpersonal Communication Competence Scale (ICCS) is a 30-item communication measure which focuses on 10 dimensions of competence: self-disclosure, empathy, social relaxation, assertiveness, interaction management, altercentrism, expressiveness, supportiveness, immediacy, and environmental control (Rubin & Martin, 1994). The scale was developed using Spitzberg and Cupach's (1984) six different approaches to interpersonal competence. In their initial studies, Rubin and Martin (1994) found good reliability, validity and internal consistency of the ICCS. The ICCS has been incorporated successfully into a range of psychology, communication and leadership studies (Macik-Frey, 2007; Anders & Tucker, 2000; Fields, 2008; Chan, 2003), with good reliability and validity in a range of samples (Puggina & Da Silva, 2014; Hald, Baker & Ridder, 2015; Rubin & Martin, 1994). As scored, higher scores for each domain indicate higher levels of communication.

Cooperation

Previous research suggests that individuals with higher levels of Emotional Intelligence (EI), are more likely to make better interpersonal decisions in social interactions (Fernandez-Beroccal et al., 2014). EI theory proposes that the ability to perceive, understand, use and manage emotions in oneself and others constitutes a distinct form of intelligence (Mayer & Salovey, 1997). Furthermore, individuals with higher EI tend to have more positive and less conflictive relationships with others in a range of interpersonal contexts (Brackett et al., 2005: Lopez et al., 2004; Lopez et al., 2003). Therefore, given that EI can be used to predict a range of cooperative behaviours at an organisational, academic, sporting and interpersonal level (Perry & Clough, 2017; Fernandez-Beroccal et al., 2014; Torres-Coronas & Vidal-Blasco, 2017; Sharma, Bottom & Anger Elfenbein, 2013; Hjerto & Paulsen, 2016).

The Rotterdam Emotional Intelligence Scale (REIS) is a 28-item EI measure which focuses on 4 constructs: Self-focused emotion appraisal, other-focused emotion appraisal, self-focused emotion regulation, and other-focused emotion appraisal. Furthermore, there is a separate construct for total emotional intelligence (Pekaar et al., 2017). This scale was designed in response to criticisms of previous EI scales which did not examine other-focused constructs as a measure for EI (e.g., Wong and Law Emotional Intelligence Scale; Wong & Law, 2002). In their initial studies, Pekaar et al. (2017) found these constructs to be reliable and factorially distinct across eight different samples. Furthermore, the REIS was found to be valid by

showing strong associations with other self-report EI instruments. As scored, a higher score on the REIS indicates higher levels of EI for each construct.

Conflict resolution

The Rahim Organisational Conflict Inventory-II (ROCI-II) is an 84-item conflict-management questionnaire, assessing conflicting between employers, employees and peers (Rahim, 1983). The two basic dimensions used to differentiate the styles of conflict management are "concern for self" and "concern for others". There are 3 separate forms, each with 28 questions related to the employee-employer relationship and vice versa, and one form related to peer to peer conflict management. The forms may be used collectively, or administered individually. For the purpose of this research, only Form C (peer to peer conflict management) was used. A number of studies have demonstrated adequate internal consistency, reliability and validity of the ROCI-II (Ben-Yoav & Banai, 1992; Weider-Hatfield, 1988; Rahim, 1983, Rahim & Magner, 1994).

Anger

While the AVP model does not specifically state anger as a building block of the program, anger is an established predictor of violent behaviour (Chereji, Pintea & David, 2012, Avci & Celikaleli, 2016). Furthermore, there is a known relationship between anger and communication styles and cooperation, whereby high anger leads to maladaptive communication styles and lack of cooperation (Cayanus, Martin & Weber, 2005; Zhang, 2014; Bodenmann et al., 2010). Therefore, an anger scale was used in the current project. The State-Trait Anger Expression Inventory-2 (STAXI-2) is a 57-item measure which measures the experience, expression and control of anger (Spielberger, 1999). The STAXI-2 is the most widely used instrument with numerous studies demonstrating its validity, reliability and internal consistency in both clinical and non-clinical populations (Spielberger, 1999; Culhane & Morera, 2010; Lievaart, Franken & Hovens, 2016). Importantly, the STAXI-2 has been tested on prison samples, and high reliability and internal consistency were found (Etzler, Rohrmann & Brandt, 2014).

The completed instrument with all relevant scales is provided in Appendix A. Questions guiding the semi structured interview process can been seen in Appendix B. Specific digital recording devices were approved to record interviews and focus groups.

These devices were catalogued and monitored by Acacia Prison. Biscuits were provided by the prison for consenting participants.

QUANTITATIVE FINDINGS

The primary research question was; does participation in Basic Training increase self-esteem, skills in communication, cooperation and conflict resolution and reduce anger in prison populations? Findings for each construct are described below.

Self-Esteem

A paired samples *t* test with an alpha level of .01 was used to compare the pre- (*M* = 3.00, *SD* = .50) and post-test (*M* = 3.09, *SD* = .53) *Society and The Adolescent Self Image* (*SASI*) scores of 35 participants. On average, participants' post-test *SASI* scores were .09 of a point higher than their pre-test scores. However, this difference was not statistically significant, *t* = (-1.992), *p* = .054. Cohen's *d* for this test was 0.17, which can be described as small to medium. Findings are shown in Table 3 below.

Table 3.
Society and The Adolescent Self Image

	Pre		Post					
	Mean	SD	Mean	SD	df	T	P	Cohens-*d*
SASI	3.00	.50	3.09	.53	34	-1.992	.054	0.17

As Figure 1 below shows, the scores on the SASI indicate participants already had positive views of themselves with the mean scores of the positive questions indicating agree (3) or strongly agree (4). This pattern was also evident for individual items on the scale: 3 (agree- on the whole I feel satisfied with myself); 3 (I have a number of good qualities); 4 (I am able to do things as well as most other people; 7 (I feel that I'm a person of worth, at least on an equal plane with others); 8 (1 wish I could have more respect for myself; and 10 (I take a positive attitude toward myself). However, participants tended to disagree with questions 2 (at times I think I am no good at all); 5 (feel I do not have much to be proud of); 6 (I certainly feel useless at times); and 9 (All in all, I am inclined to feel that I am a failure). This pattern was equivalent at pre and post-test.
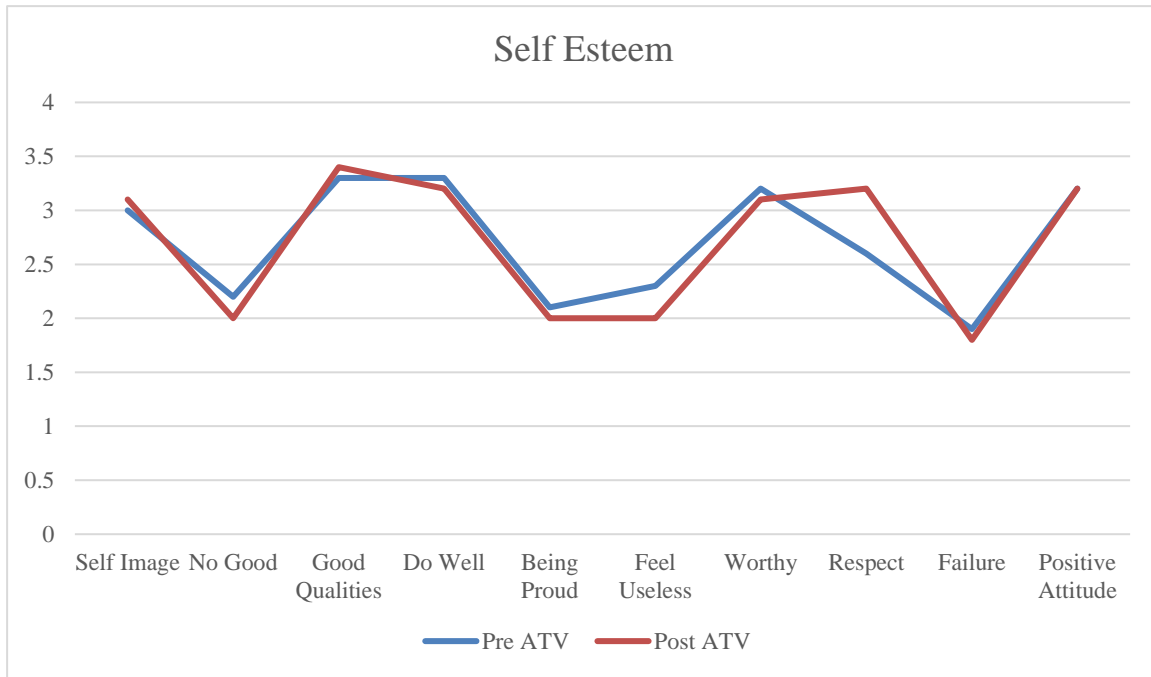
Figure 1. SASI individual scale questions on 1-4 likert scale (strongly disagree to strongly agree)

Skills in Communication

A paired samples *t* test with an alpha level of .01 was used to compare the pre- (*M* = 3.66, *SD* .63) and post-test (*M* = 3.67, *SD* = .58) scores on the *Interpersonal Communication Competence Scale* (*ICC*). Participants' post-test *ICC* scores were .01 of a point higher than their pre-test scores. However, this difference was not statistically significant, *t* = -.519), *p* = .0607. Cohen's *d* for this test was 0.07, which is considered small to medium. Findings are shown in Table 4 below.

Table 4.

Interpersonal Communication Competence

	Pre		Post					
	Mean	SD	Mean	SD	df	T	P	Cohens-*d*
ICC	3.66	.63	3.67	.58	34	-.519	.607	0.07

Figure 2 below shows that participants self-reported high levels of interpersonal communication in the individual questions in the ICC both pre and post-test. Mean scores show that participants often allowed friends to see who they really are (Q1); can put themselves in others shoes (Q2); have friends who could tell when they were happy or sad (Q7); have friends truly believe that they care about them (Q9); and that they accomplish their communication goals (Q10). The participants' mean scores also indicated they seldomly had one sided conversations (Q5). While marginal, the graph does indicate slightly lower scores post AVP which could indicate a more realistic interpretation of their own interpersonal communication post the course.
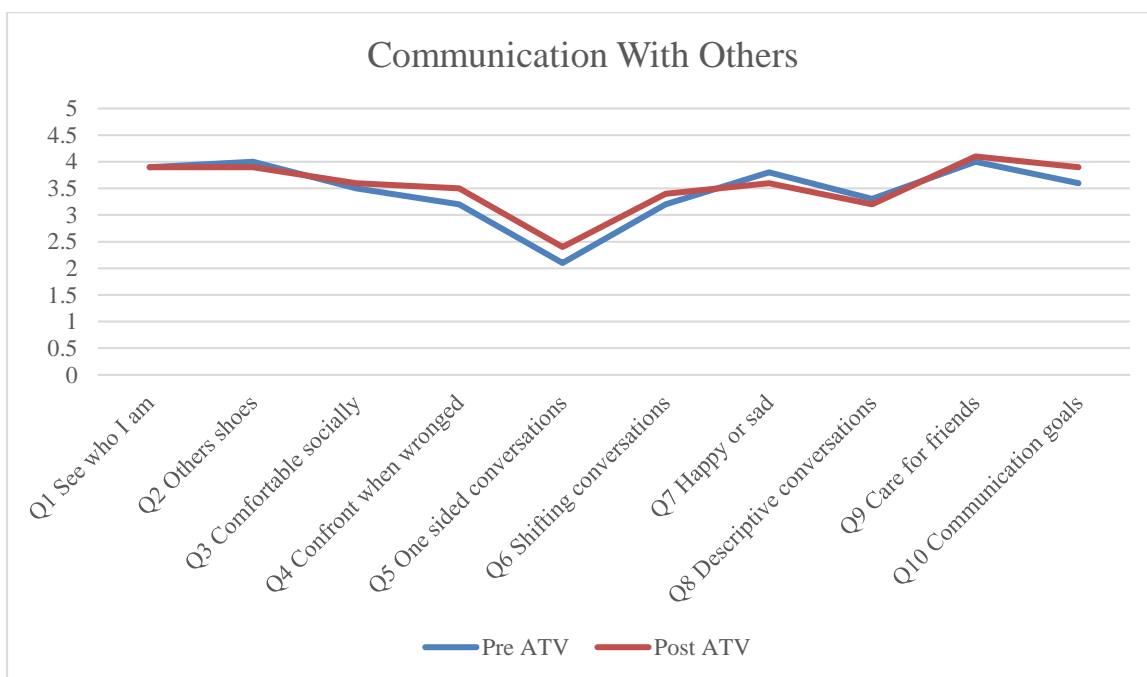

Figure 2. ICC individual scale questions on 1-5 likert scale (Almost never, seldom, sometimes, often, almost always).

Cooperation and Conflict Resolution

Cooperation and confliction resolution were examined using the *Rotterdam Emotional Intelligence Scale* (*REIS*) and the *RAHIM Organisation Conflict Inventories* (*ROC*). The *REIS* comprised 28 questions and was broken down into four sub-scales:

> *Self-Focused Emotion Appraisal*: SFEA
>
> *Other-Focused Emotion Appraisal*: OFEA
>
> *Self-Focused Emotion Regulation*: SFER
>
> *Other-Focused Emotion Regulation*: OFER

Four paired samples *t* test with an alpha level of .01 were conducted analysing the pre-test and post-test scores for each sub-scale. The first two analyses focused on Emotional Appraisal and showed a slightly higher post-treatment score for both the *SFEA* (*M* = 3.89, *SD* .73 versus *M* = 3.98, *SD* = .82) and *OFEA* scores (*M* = 3.82, *SD* = .62 versus *M* = 3.84, *SD* = .67). The Cohen's *d* for the two tests was small (0.12 and 0.03 respectively). Similarly, when focusing on emotional regulation there was an increase in the post-treatment scores for both *SFER* (M = 3.51, SD = .86 versus M = 3.64, SD = .70) and *OFER* (*M* = 3.52, *SD* = .74 versus *M* = 3.67, *SD* = .58). The Cohen's *d* for both of the scales is considered to be small to medium (0.17 and 0.23, respectively). No sub-scale analysis produced a statistically significant result with an alpha set at 0.01. These findings are shown in Table 5 below.

Table 5.
Rotterdam Emotional Intelligence Scale

| | Pre | | Post | | | | | |
	Mean	SD	Mean	SD	df	T	P	Cohen's *d*
SFEA	3.89	.73	3.98	.82	34	-.741	.464	0.12
OFEA	3.82	.62	3.84	.67	34	-.263	.794	0.03
SFER	3.51	.86	3.64	.70	34	-1.047	.302	0.17
OFER	3.52	.74	3.67	.58	34	-1.455	.155	0.23

Self-Focused Emotion Appraisal explores the extent to which individuals perceive and understand their own emotions and is measured by Questions 1 – 7 on the REIS. Figure 3 below shows a slight increase from pre-test to post-test in questions 2 (I can distinguish my own emotions well); 3 (I am aware of my own emotions); 4 (I understand why I feel the way I feel); 6 (Mostly I am able to explain exactly how I feel); and 7 (I can judge well if events touch me emotionally). There was no change to questions 1 (I always know how I feel); and 5 (I know which emotions I experience) which already had a mean score indicating 'agree'. This indicates that the participants rated themselves mainly as 'agreeing' with most of the statements relating to this construct.
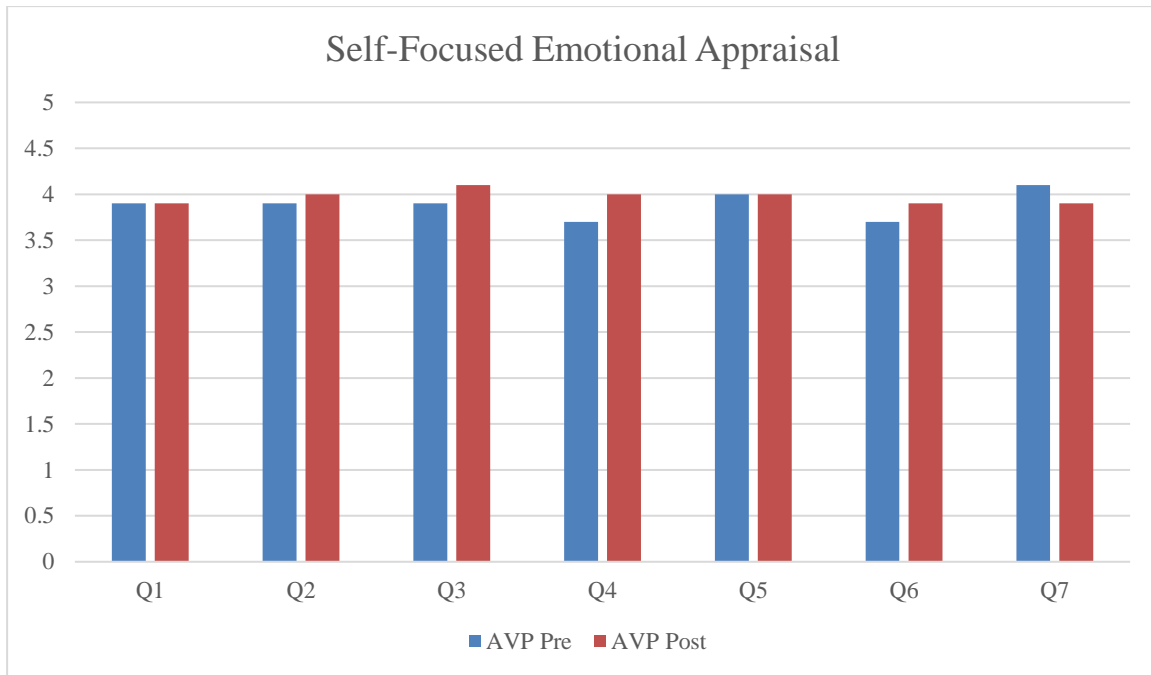
Self-Focused Emotional Appraisal

Figure 3: Self-Focused Emotion Appraisal scored on a 5 point likert scale (totally disagree to totally agree)

Other-Focused Emotion Appraisal explores the extent to which individuals perceive and understand other individuals' emotions and is measured by Questions 8 – 14 of the REIS. Figure 4 below shows an increase post-test for questions: 9 (I know which feelings others experience; 10 (When I look at other people, I can see how they feel); 13 (I can distinguish well between other people's emotions); and 14 (I can judge well if events touch others emotionally). There was no change from pre-test to post-test for questions 8 (I am aware of the emotions of the people around me); and 11 (I can empathise with the people around me) which were already scored with 'agree'. A slight reduction in the post-test mean score for question 12 (I understand why other people feel the way they feel) is observed. The scores for other-focused emotional appraisal were slightly lower post-test than those for the self-focused emotion appraisal.
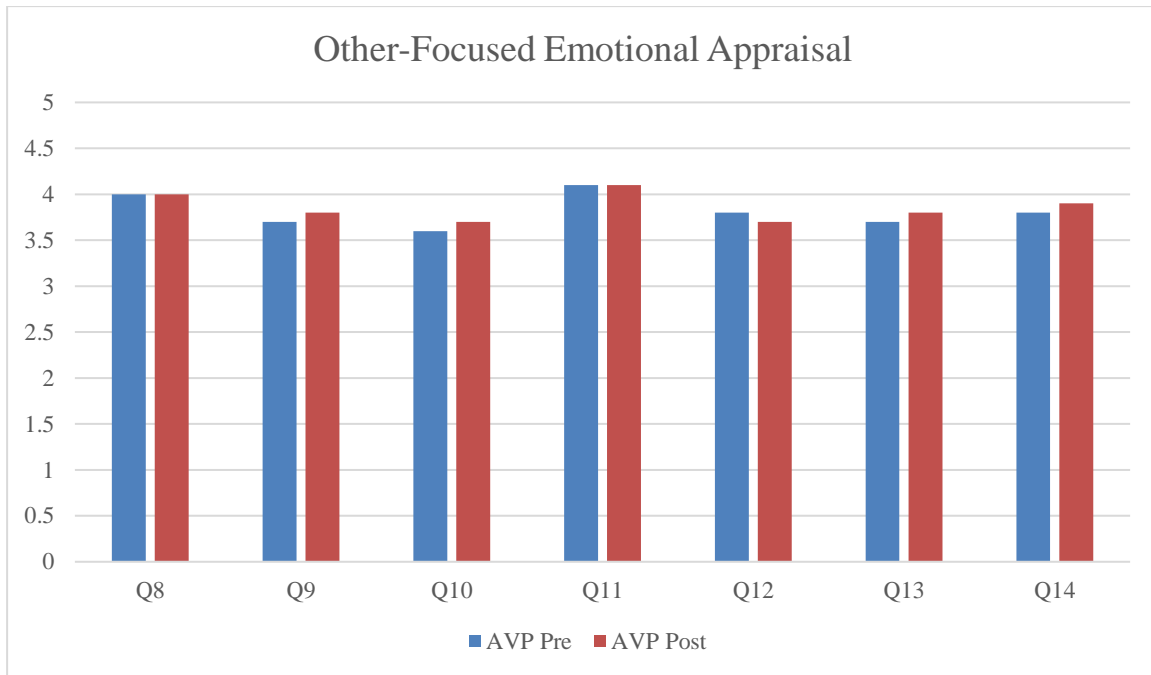
Figure 4: *Other-Focused Emotion Appraisal* scored on a 5 point likert scale (totally disagree to totally agree)

Self-Focused Emotion Regulation explores the extent to which individuals regulate their own emotions to reach a goal and is measured by Questions 15 to 21 of the REIS. Figure 5 below shows a slight increase from pre-test to post-test for questions: 17 (I do not let my emotions take over); 18 (I only show my emotions when it is appropriate); 19 (even when I am angry, I stay calm); and 20 (if I want to, I put on my poker face). There was no change from pre-test to post-test for questions 15 (I am in control of my own emotions); and 16 (I can suppress my emotions easily). Questions 21 (I adjust my emotions when necessary) showed a reduction from pre-test to post-test.
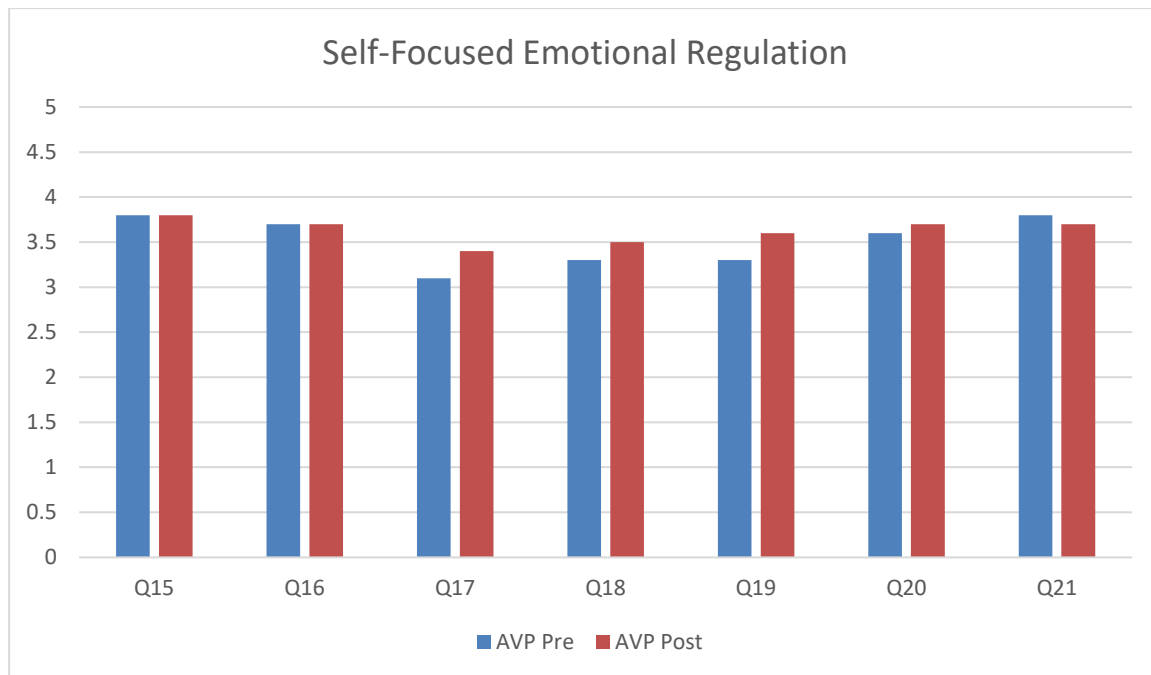
Figure 5: *Self-Focused Emotion Regulation* scored on a 5 point likert scale (totally disagree to totally agree)

Other-Focused Emotion Regulation explores the extent to which individuals regulate other people's emotions to reach a goal and is measured by Questions 22 – 28 of the REIS. Figure 6 below shows an increase from pre-test to post-test for all questions: 22 (I can make someone else feel differently); 23 I can alter another person's emotional state); 24 (I can boost or temper the emotions of others); 26 (I know what to do to improve people's mood); 27 (I know how to influence people) and 28 (I am able to calm others down). The only exception was question 25 (I have great influence on how others feel) which reduced slightly from pre-test to post-test. The mean scores across these questions were slightly lower than the other scales.
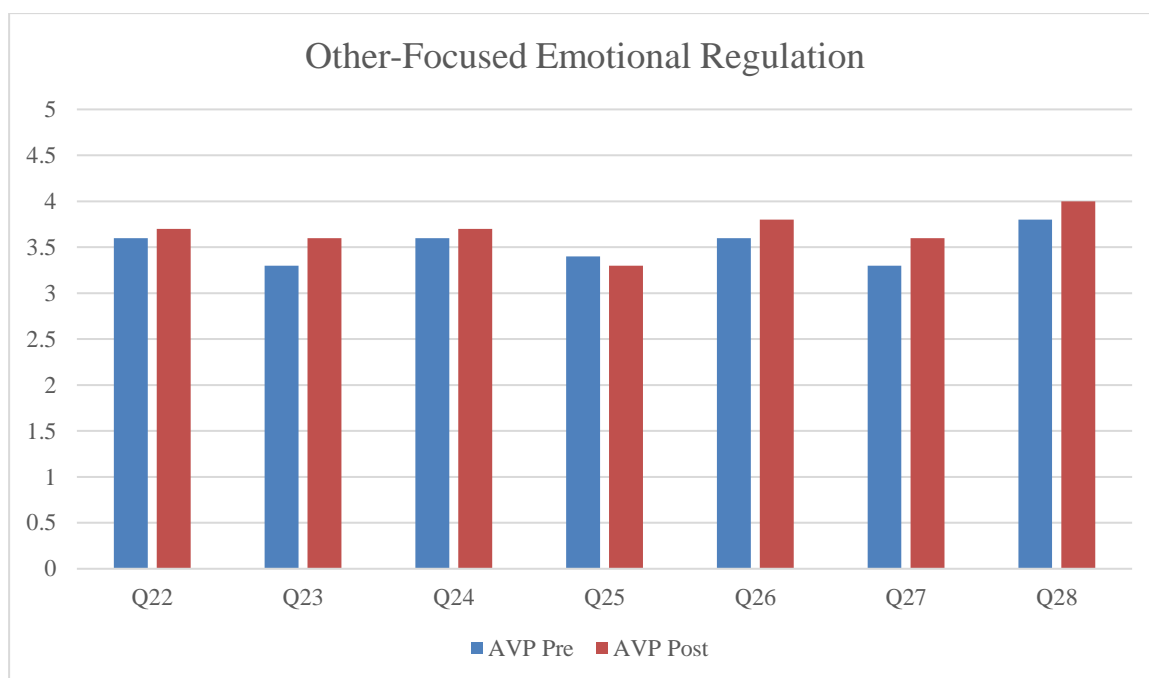
Figure 6: *Other-Focused Emotion Regulation* scored on a 5 point likert scale (totally disagree to totally agree)

Summary

Some participants felt more aware of their emotions at the end of their training, but these changes were not statistically significant. Participants already believed pre-AVP they were aware of other people's emotions. Therefore, scores were already at a ceiling. Comparatively, participants felt less competent regulating their own emotions compared to being aware of emotion in self and others. Some improvements were seen in terms of participants self-reports in relation to letting their emotions take over and only showing emotions when appropriate and controlling anger. Of all constructs measured by the scale participants reported being least confident with other focused emotional regulation. Some participants self-reported an improvement following AVP in being able to improve another person's emotional state and mood. Again, this was not statistically significant. It is acknowledged that the materials being used to measure change had face validity and the participants logically knew what was being assessed and may have provided favourable perceptions of themselves in these situations.

Cooperation

The *ROC* comprised 28 questions that were divided into five inventories:

> *Collaborating Style*:
>
> *Accommodating Style*:
>
> *Competing Style*:
>
> *Avoiding Style*:
>
> *Compromising Style*:

Consistent with the prior analyses, a paired samples *t* test was conducted on each of the five inventories to determine the difference between pre- and post-test intervals. The *Accommodating* and *Avoiding* inventories acquired the most change between pre- and post-test (.14). This was followed by *Compromising* (.12), *Competing* (.09) and *Collaborating* (.08). The alpha for all analyses was set at .01, and there were no statistically significant differences. The Cohen's *d* for all five inventories ranged from small to medium. The properties of this instrument are shown in Table 6 below.

Table 6.
Rahim Organisational Conflict Inventories (ROC)

	Pre		Post					
	Mean	SD	Mean	SD	df	T	P	Cohen's *d*
Collaborating	3.73	.54	3.81	.57	34	-.96	.341	0.14
Accommodating	3.46	.59	3.60	.62	34	-1.40	.171	0.23
Competing	3.13	.55	3.22	.57	34	-.89	.381	0.16
Avoiding	3.44	.58	3.58	.52	34	-1.34	.186	0.25
Compromising	3.69	.55	3.81	.55	34	-1.14	.261	0.22

Collaborating Style

The *Collaborating Style* subscale was measured by Questions 1, 4, 5, 12, 22, 23, and 28 of the ROC. Figure 7 below shows an increase in mean scores between pre-test and post-test for questions: 1 (I try to investigate an issue with my peers to find a solution acceptable to us); 4 (I try to integrate my ideas with those of my peers to come up with a decision jointly); 12 (I exchange accurate information with my peers to solve a problem together); 22 (I try to bring

all our concerns out in the open so that the issues can be resolved in the best possible way; and 23 (I collaborate with my peers to come up with decisions acceptable to us). There was no difference in pre-test and post-test scores for questions 5 (I try to work with my peers to find solution to a problem that satisfies our expectations) and 28 (I try to work with my peers for a proper understanding of a problem).
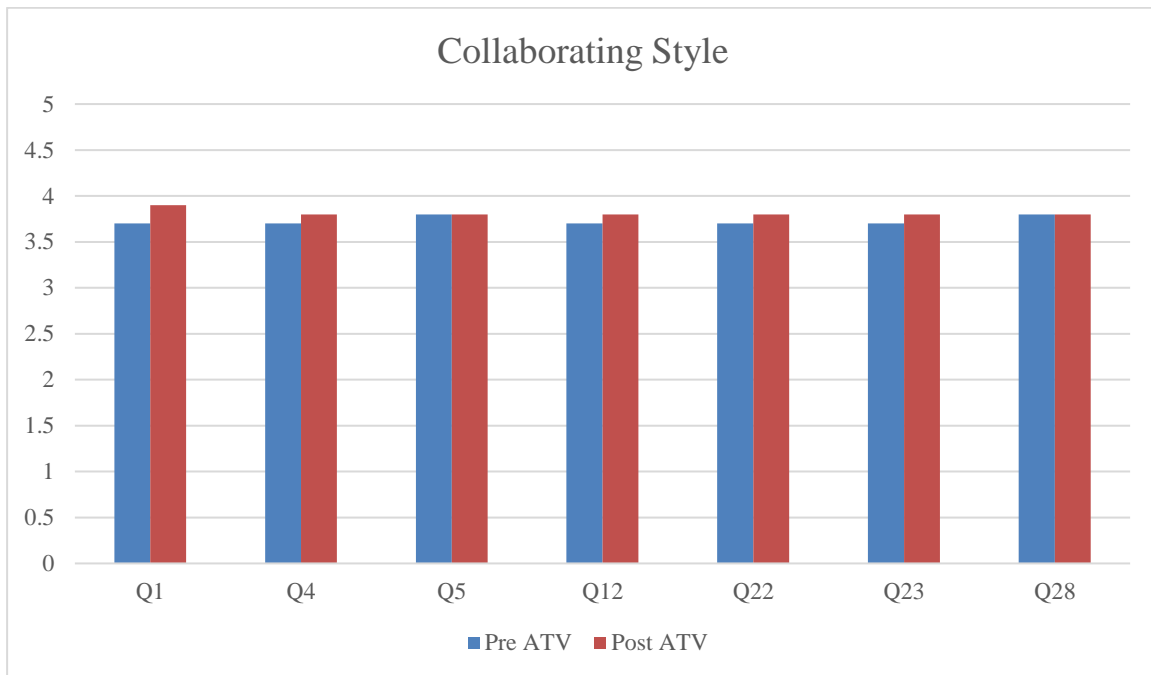

Figure 7: *Collaborating Style subscale of the ROC* scored on a 5 point likert scale (strongly disagree to strongly agree)

Accommodating Style

The *Accommodating Style* subscale was measured by Questions 2, 10, 11, 13, 19, and 24 of the ROC. Figure 8 below shows a slight increase from pre-test to post-test for questions: 2 (I generally try to satisfy the needs of my peers); 10 (I usually accommodate the wishes of my peers); 11 (I give in to the wishes of my peers); 19 (I often go along with the suggestions of my peers) and 24 (I try to satisfy the expectations of my peers). No change from pre-test to post-test was observed for question 13 (I usually allow concessions to my peers).
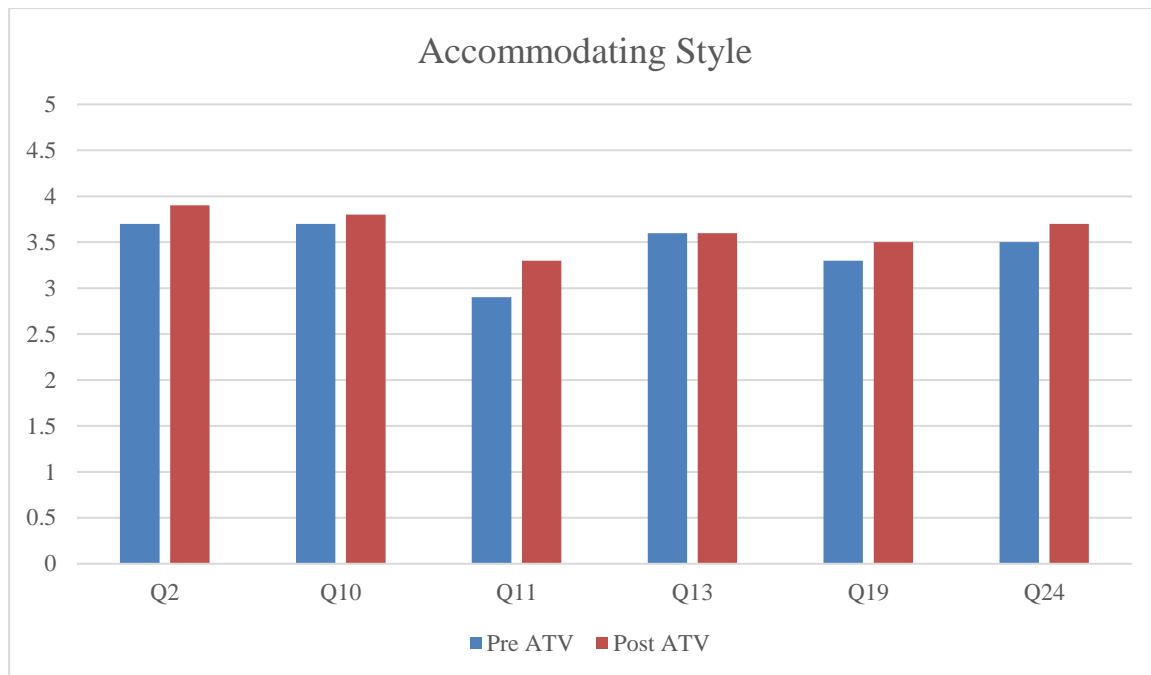
Figure 8: *Accommodating Style subscale of the ROC* scored on a 5 point likert scale (strongly disagree to strongly agree)

Competing Style

The *Competing Style* subscale was measured by Questions 8, 9, 18, 21, and 25 of the ROC. Figure 9 below shows a slight increase from pre-test to post-test for questions: 8 (I use my influence to get my ideas accepted); 18 (I use my expertise to make a decision in my favor) and 25 (I sometimes use my power to win a competitive situation). A reduction of mean score from pre-test to post-test was observed for question 9 (I use my authority to make a decision in my favour); and 21 (I am generally firm in pursuing my side of the issue).
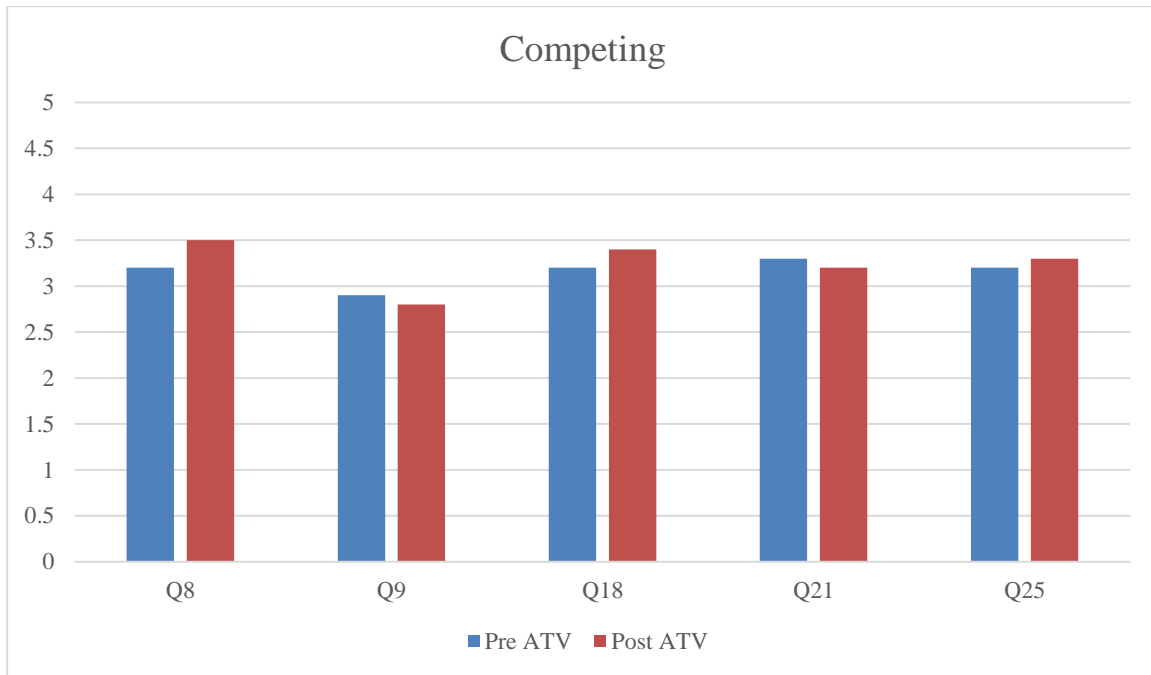
Figure 9: *Competing Style subscale of the ROC* scored on a 5 point likert scale (strongly disagree to strongly agree)

Avoiding Style

The *Avoiding Style* subscale was measured using Questions 3, 6, 16, 17, 26, and 27 of the ROC. As shown in Figure 10 below, a slight increase from pre-test to post-test was observed in questions: 3 (I attempt to avoid being "put on the spot" and try to keep my conflict with my peers to myself); 6 (I usually avoid open discussion of my differences with my peers); 17 (I avoid an encounter with my peers); and 26 (I try to keep my disagreement with my peers to myself in order to avoid hard feelings). There was no difference in scores from pre-test to post-test for question 16 (I try to stay away from disagreement with my peers); and there was a reduction from pre-test to post-test for question 17 (I try to work with my peers for a proper understanding of a problem).
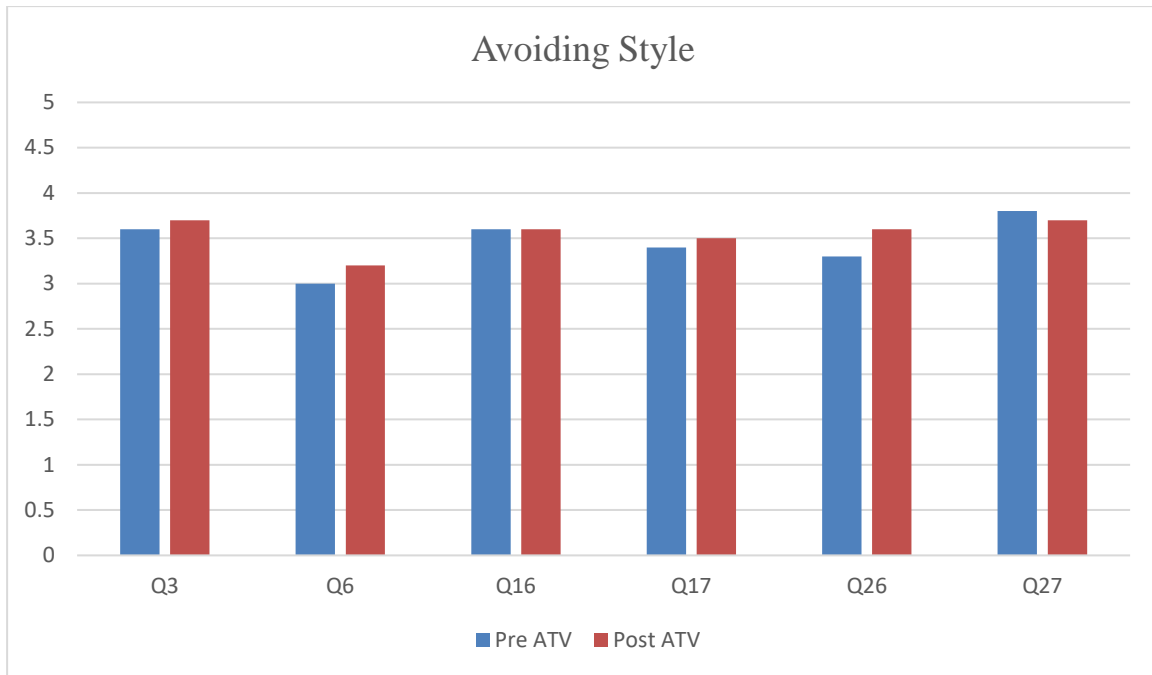
Figure 10: *Avoiding Style subscale of the ROC* scored on a 5 point likert scale (strongly disagree to strongly agree)

Compromising Style

The *Compromising Style* subscale was measured using Questions 7, 14, 15, and 20 of the ROC. As shown in Figure 11 below, a slight increase in scores from pre-test to post-test was observed for all questions: 7 (I try to find a middle course to resolve an impasse); 14 (I usually propose a middle ground for breaking deadlocks); 15 (I negotiate with my peers so that a compromise can be reached); and 20 (I use "give and take" so that a compromise can be made).
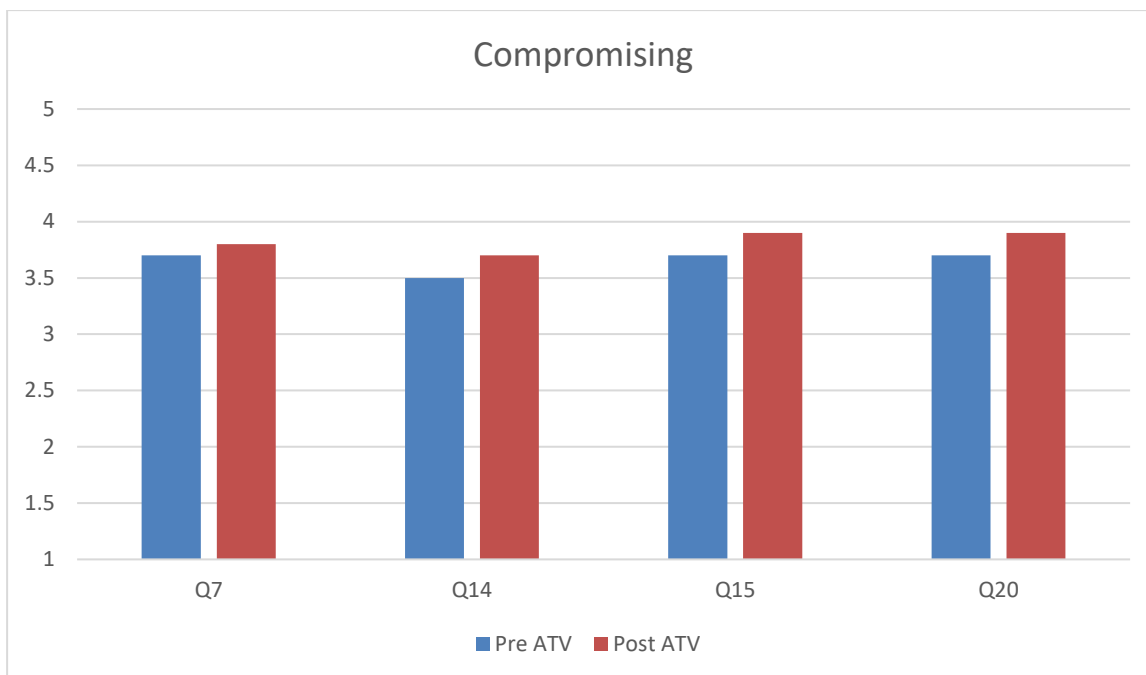
Figure 11: *Compromising Style subscale of the ROC* scored on a 5 point likert scale (strongly disagree to strongly agree)

Summary

The overall findings, and graphs examining individual questions making up the subscales, showed that participants did not report becoming more collaborating; more accommodating, or more or less competing or more avoiding. There was a slight increase in perceptions that they had become more compromising post AVP. Each scale reported evenly between pre and post scoring, and the RAHIM includes a mid-point in the likert scale (sometimes). Therefore, as a self-reporting tool, the scale appears not to be sensitive enough, or include collateral information to indicate whether these behaviours had actually changed. Also, there were comments that there was not enough time in a prison environment to 'test' the perceptions of their new behaviours post AVP.

Anger

The 57-item State-Trait Anger Expression Inventory-2 (STAXI-2) was used to measure experience, expression, and control of anger. The STAXI-2 is comprised of four sub-scales:

> *State Anger Scale (S-Ang)*
>
> *Trait Anger Scale (T-Ang)*
>
> *Anger Expression and Control Scales*
>
> *Anger Expression Index.*

The *Anger Expression Index* (*AX-Index*) provides a measure of total anger expression based on scores on the *AX-O*, *AX-I*, *AC-O*, and *AC-I* scales. This index is computed using the formula: *AX Index = AX-O + AX-I – (AC-O + AC-I) + 48*. The constant, 48, is included in the formula to eliminate negative numbers. Possible scores on the *AX-Index* range from 0 to 96. The scores indicate a significant difference between the pre and post AVP scores in the State Anger Scale. On closer examination the S-ANG/F and S-Ang/V were significantly lower in the post AVP scores. The S-Ang/P did not reach significance; however, the mean score was already self-reported as low (i.e., not at all, or somewhat). Table 7 below shows these findings.

Table 7.

State-Trait Anger Expression Inventory- II

	Pre		Post					
	Mean	SD	Mean	SD	df	T	P	Cohens-d
State Anger Scale	1.71	.67	1.43	.66	34	2.844	.007*	0.42
S-Ang/F	1.86	.70	1.55	.71	34	2.936	.006*	0.44
S-Ang/V	1.89	.88	1.48	.76	34	3.331	.002*	0.50
S-Ang/P	1.37	.62	1.26	.62	34	1.133	.265	0.18

* denotes significant difference

The State Anger Scale (*S-Ang)* is inclusive of items 1 to 15 and includes three sub-scales. The items comprising each S-Ang subscale are as follows:

Feeling Angry (*S-Ang/F*)

The *Feeling Angry* subscale was measured using Questions 1, 2, 3, 6, and 10. As shown in Figure 12 below, a significant difference was observed for this construct post AVP. The means scores were lower from pre-test to post-test for questions: 1 (I am furious); 2 (I feel irritated); 3 (I feel angry); 6 (I am mad); and 10 (I feel annoyed).
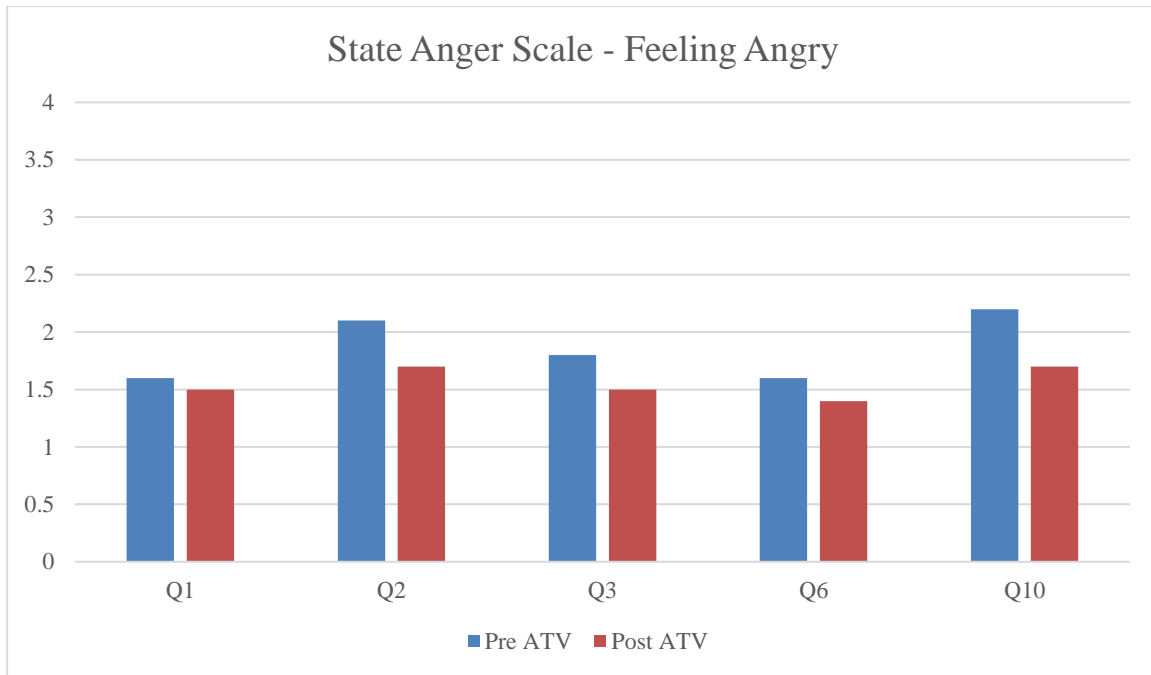
Figure 12: *Feeling Anger subscale of the SAS* scored on a 4 point likert scale (not all to very much so)

Expressing Anger Verbally (*S-Ang/V*)

The *Expressing Anger Verbally* subscale was measured using Questions 4, 9, 12, 13, and 15. A significant difference was observed for this construct. Figure 13 below shows the mean scores were lower post AVP. The means scores were lower from pre-test to post-test for questions: 4 (I feel like yelling at somebody); 9 (I feel like swearing); 12 (I feel like cursing out loud); 13 (I feel like screaming); and 15 (I feel like shouting out loud).
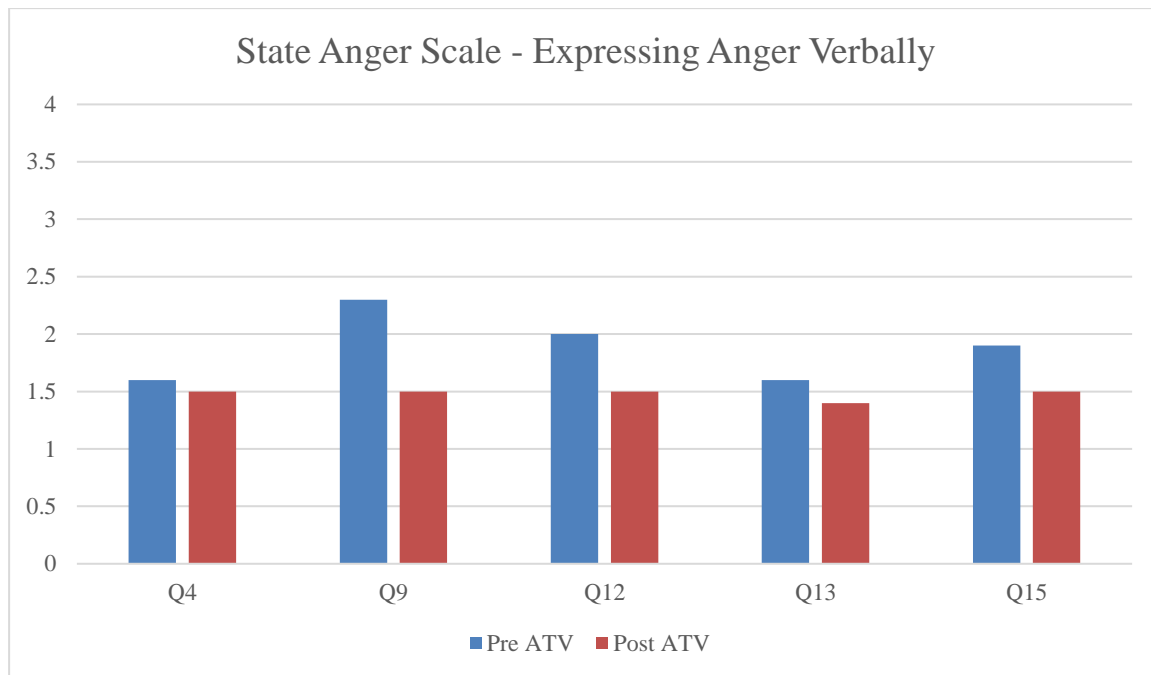
Figure 13: *Expressing Anger Verbally subscale of the SAS* scored on a 4 point likert scale (not all to very much so)

Expressing Anger Physically (*S-Ang/P*)

The *Expressing Anger Physically* subscale was measured using Questions 5, 7, 8, 11 and 14. While the construct did not present as significantly different from pre-test to post-test, Figure 14 below shows the mean scores were lower post AVP for questions: 5 (I feel like breaking things); 8 (I feel like hitting someone); 11 (I feel like kicking someone); and 14 (I feel like pounding someone). There was no change from pre-test to post-test for question 7 (I feel like banging on the table).
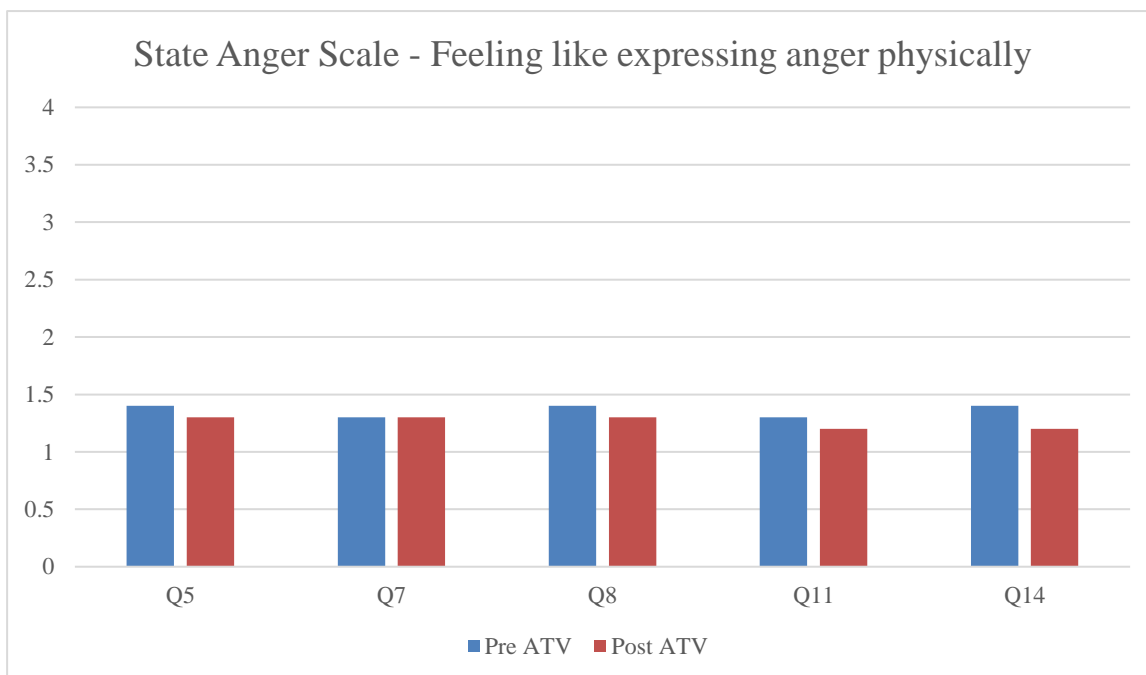
Figure 14: *Expressing Anger Physically subscale of the SAS* scored on a 4 point likert scale (not all to very much so)

Trait Anger Scale

The *Trait Anger Scale* comprised items 16 to 25 of the STAXI-2 and included two subscales.

Angry Temperament (T-Ang/T)

Angry Reaction (*T-Ang/R*)

No significant differences were found in the overall Trait Anger Scale or the two subscales. Findings are shown in Table 8 below.

Table 8.

Trait Anger Scale

	Pre		Post					
	Mean	SD	Mean	SD	df	T	P	Cohens-*d*
Trait Anger Scale	1.80	.56	1.70	.57	34	1.289	.206	0.18
T-Ang/T	1.75	.66	1.72	.62	34	.325	.747	0.05
T-Ang/R	1.84	.58	1.69	.68	34	1.605	.118	0.24

Angry Temperament (T-Ang/T)

The *Angry Temperament (T-Ang/T)* subscale was measured using Questions 16, 17, 18, and 21. While the construct did not present as significantly different, Figure 15 below shows the mean scores reduced slightly from pre-test to post-test for questions: 16 (I am quick tempered); and 21 (I fly off the handle). The scores for 17 (I have a fiery temper); and 18 (I am a hot-headed person) did not change from pre-test to post-test.
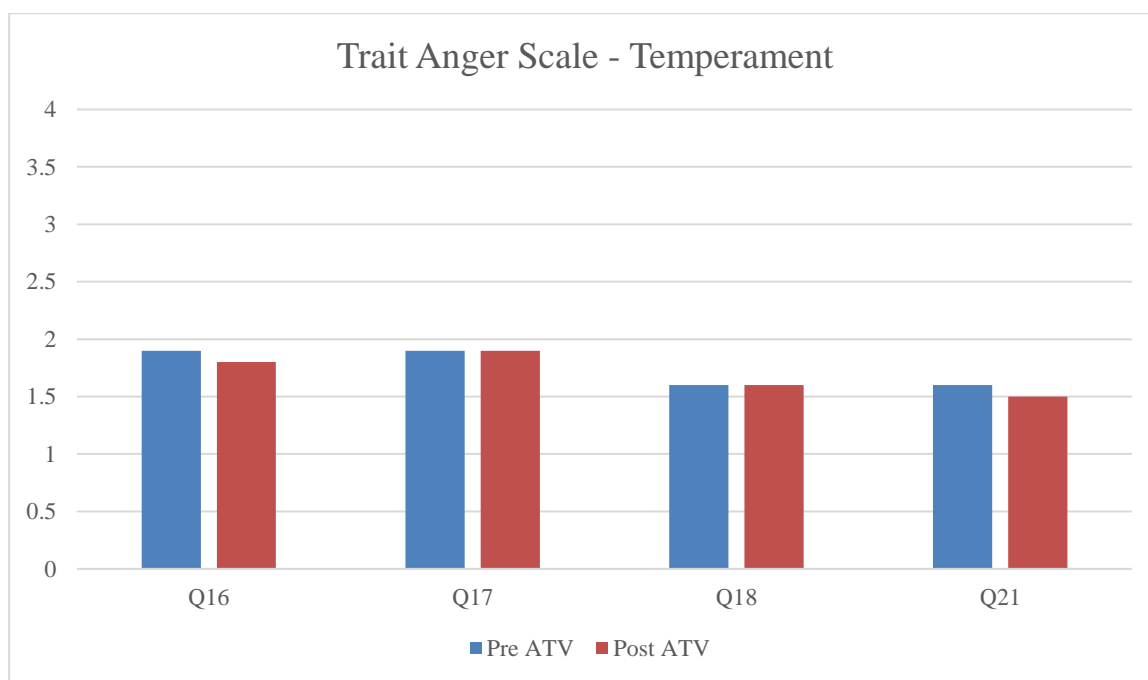

Figure 15: *Temperament subscale of the TAS* scored on a 4 point likert scale (almost never to almost always)

Angry Reaction (*T-Ang/R*)

The *Angry Reaction (T-Ang/R)* subscale was measured using Questions 19, 20, 23, and 25. While the construct did not present as significantly different, Figure 16 below shows the mean scores reduced from pre-test to post-test for questions: 19 (I get angry when slowed down by others' mistakes); 23 (It makes me furious when I am criticised in front of others); and 25 (I feel infuriated when I do a good job and get a poor evaluation). Question 20 (I feel annoyed when not given recognition [acknowledged] for doing good work) did not change from pre-test to post test.
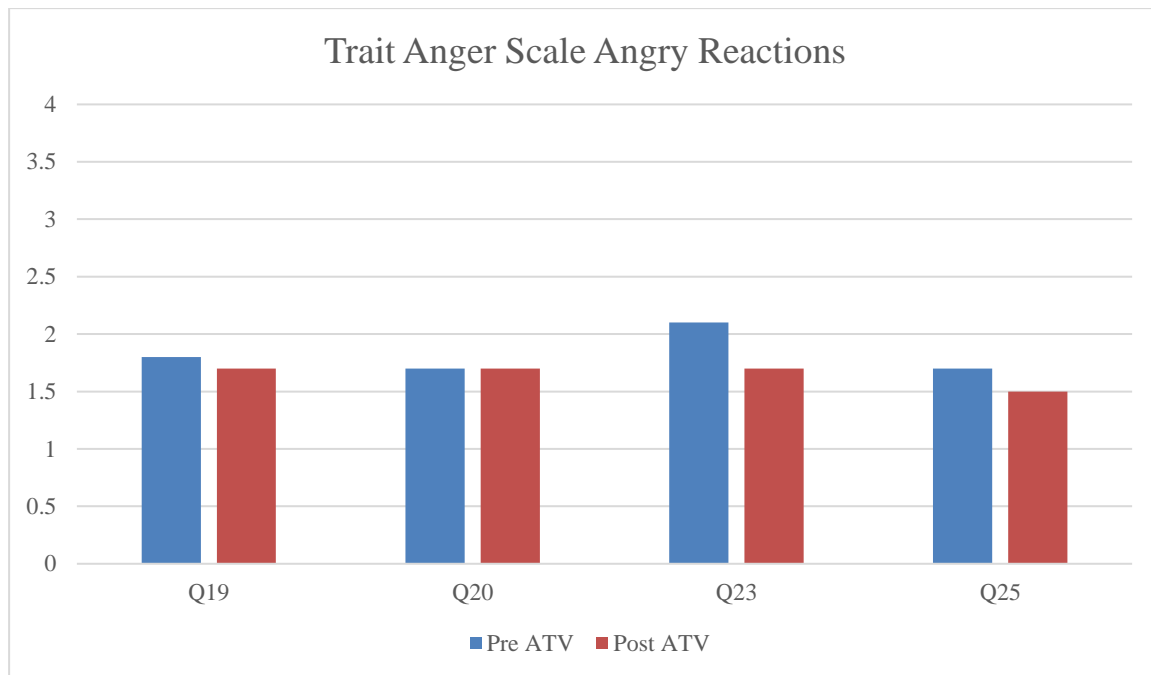
Figure 16: *Angry Reactions subscale of the TAS* scored on a 4 point likert scale (almost never to almost always)

Anger Expression Inventory

The *Anger Expression and Anger Control Scales* consist of items 26 to 57, which are distributed into four scales focusing on:

Anger Expression-Out (*AX-O)*

Anger Expression-In (*AX-I*)

Anger Control-Out (*AC-O)*

Anger Control-In (AC-I).

No significant differences were observed, and findings are shown in table 9 below, and illustrated in Figure 17 below.

Table 9.

Anger Expression Inventory

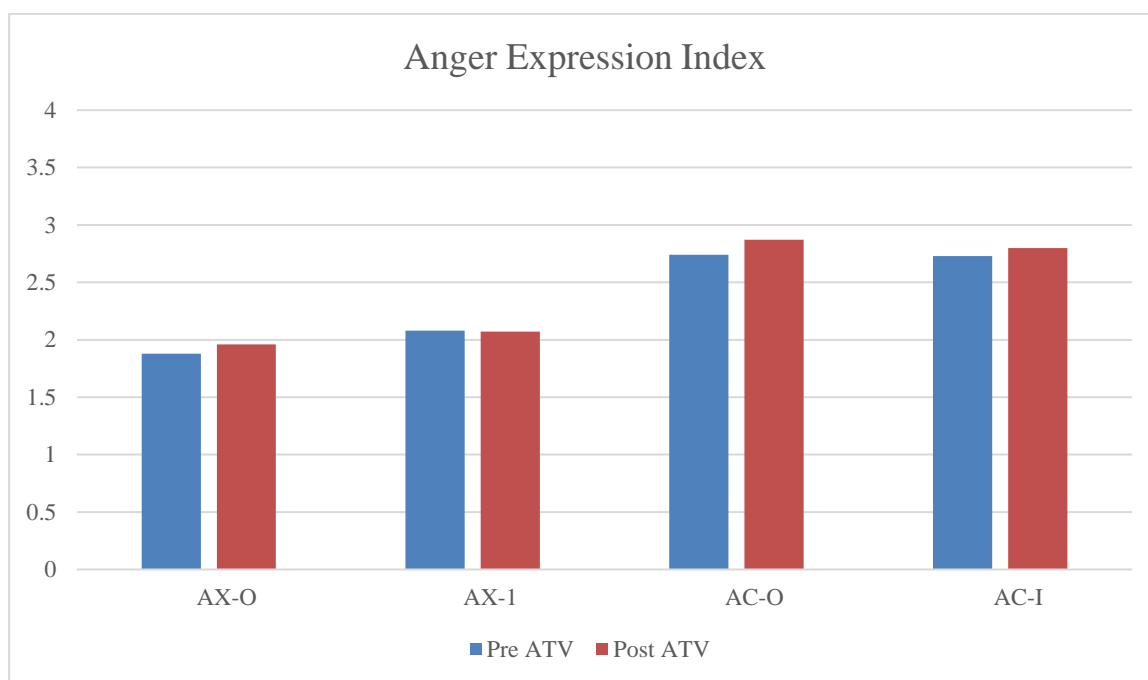|	Pre		Post					
	Mean	SD	Mean	SD	df	T	P	Cohens-*d*
AEAC	2.36	.29	2.42	.40	34	-1.267	.214	0.17
AX-O	1.88	.43	1.96	.57	34	-.870	.391	0.16
AX-I	2.08	.50	2.07	.66	34	.110	.913	0.02
AC-O	2.74	.63	2.87	.70	34	-1.631	.112	0.20
AC-I	2.73	.67	2.80	.67	34	-.818	.419	0.10
AX-Index	46.50	1.72	46.36	1.89	34	.715	.479	0.08

Figure 17: *Anger Expression subscale of the AEI* scored on a 4 point likert scale (almost never to almost always)

Anger Expression-Out (*AX-O*)

The *Anger Expression-Out (AX=O)* subscale was measured using Questions 27, 31, 35, 39, 43, 47, 51, and 55. While the construct did not present as significantly different, Figure 18 below shows that the means scores increased from pre-test to post-test for questions: 27 (I express my anger); 31 (If someone is annoying, I am apt [OK] to tell him or her; 35 (I lose my temper); and 55 (I say nasty things). The mean scores reduced from pre-test to post-test for

question 47 (I argue with others); and remained unchanged from pre-test to post-test for questions 39 (I make sarcastic remarks to others); 43 (I do things like slam doors); and 51 (I strike out at whatever is infuriating).
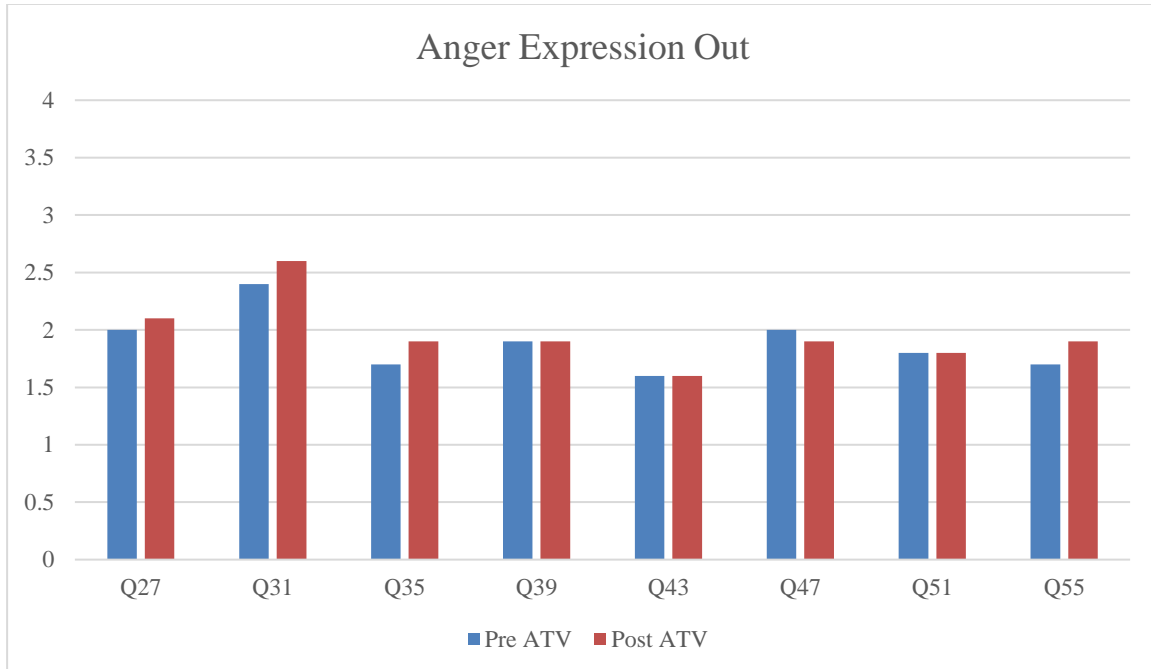

Figure 18: *Anger Expression Out subscale of the AEI* scored on a 4 point likert scale (almost never to almost always)

Anger Expression-In (*AX-I*)

The *Anger Expression-In (AX=I)* subscale was measured using Questions 29, 33, 37, 41, 45, 49, 53, and 57. Figure 19 below shows a reduction in the mean score from pre-test to post-test for question 29 (I keep things in); 37 (I withdraw from people); 49 (I am secretly quite critical of others); 53 (I am angrier than willing to admit); and 57 (I get irritated a great deal more than people are aware of). There was no change from pre-test to post-test for question 41 (I boil inside, but don't show it); and an increase in the mean for questions 33 (I out or sulk); and 45 (I tend to harbour [hold] grudges that I don't tell anyone about).
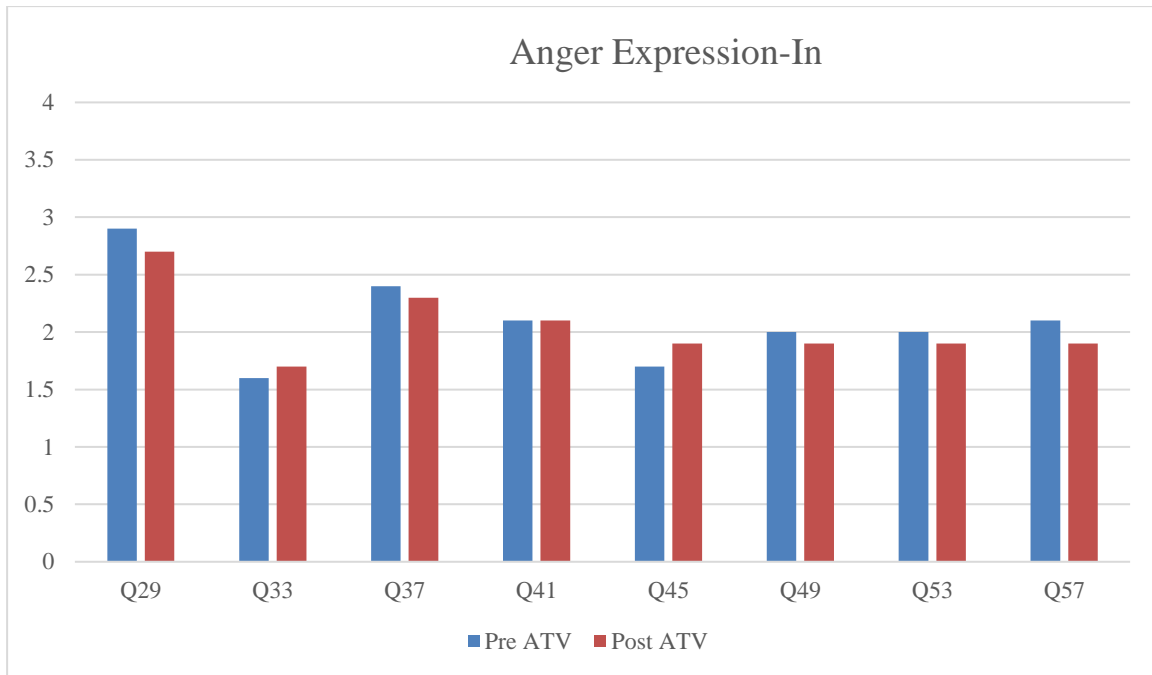
Figure 19: *Anger Expression-In subscale of the AEI* scored on a 4 point likert scale (almost never to almost always)

Anger Control-Out (*AC-O*)

The *Anger Control-Out (AC=O)* subscale was measured using Questions 26, 30, 34, 38, 42, 46, 50, and 54. Figure 20 below shows a reduction in the mean score from pre-test to post-test for all questions in the subscale, excluding question 54 (I control my angry feelings) which did not change from pre-test to post-test.
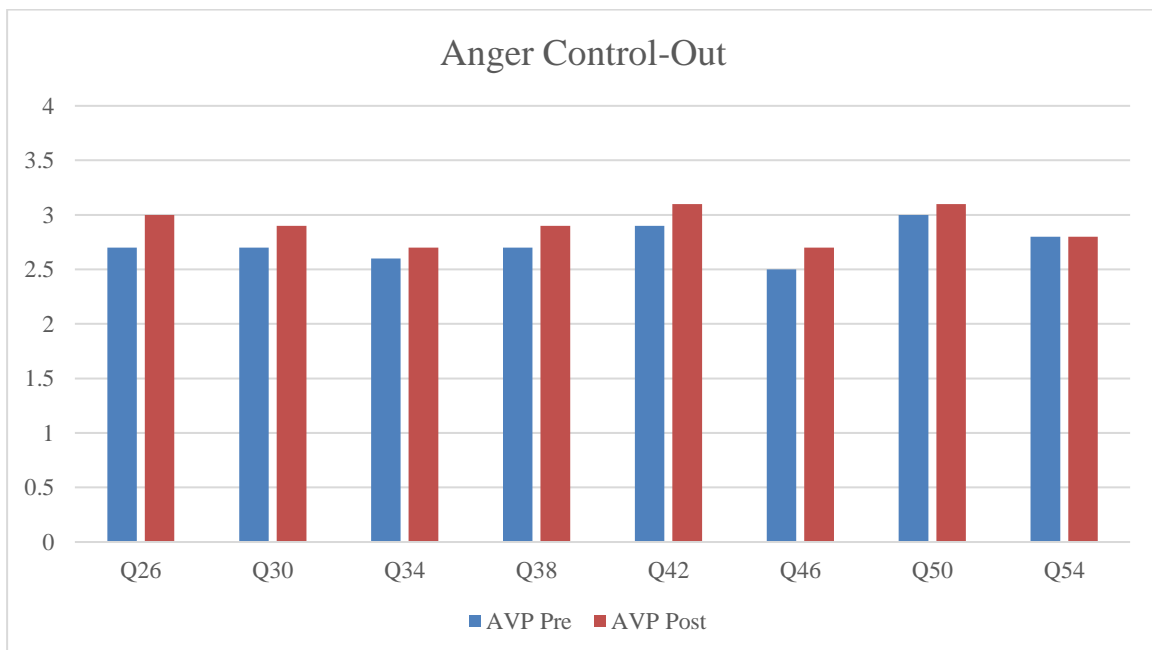

Figure 20: *Anger Control-Out subscale of the AEI* scored on a 4 point likert scale (almost never to almost always)

Anger Control-In (AC-I)

The *Anger Control-Out (AC=I)* subscale was measured using Questions 28, 32, 36, 40, 44, 48, 52, and 56. Figure 21 below shows a reduction in mean score from pre-test to post-test for question 32 (I try to calm down as soon as possible); but remains unchanged from pre-test to post-test for questions 28 (I take a deep breath and relax); and 48 (I reduce my anger as soon as possible). Increases were observed from pre-test to post-test for questions 36 (I try to simmer down); 40 (I try to soothe angry feelings); 44 (I endeavour [attempt] to become calm again); 52 (I do something relaxing to calm down); and 56 (I try to relax).
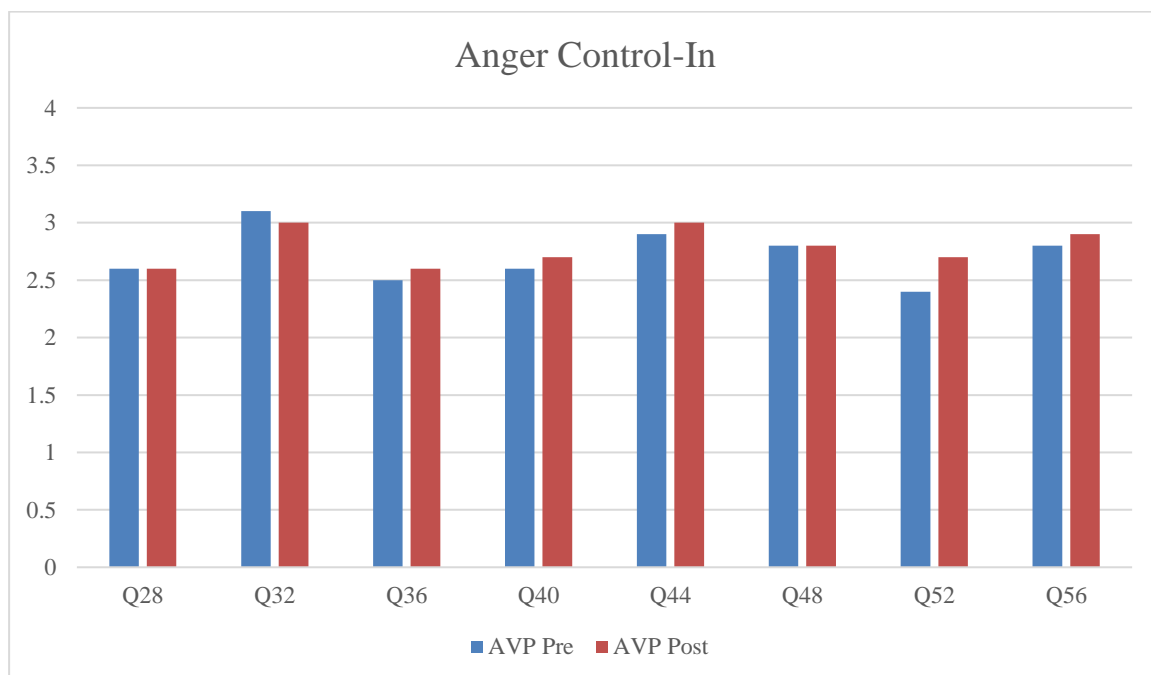

Figure 21: *Anger Control-In subscale of the AEI* scored on a 4 point likert scale (almost ever to almost always)

SUMMARY

The state anger scale indicates that following the program, participants reported fewer angry feelings and lower rates of anger. There were reductions across all measures of the subscale 'feeling angry'. Whilst not to the same extent, the same pattern was observed for expressing feelings of anger verbally. Feelings of expressing anger physically were not observed to have reduced to the same extent however scores were rated 'not at all'
for questions on this scale at pre-test, so a basement effect was observed. Scores on scales that measured trait anger were as predicted. Traits are enduring personality characteristics; therefore, a program of short duration would be unlikely to impact. Anger expression scores

were most frequently reported as 'sometimes' both pre and post AVP. What is important to acknowledge is that while participants reported expressing their anger outwardly and inwardly to the same extent, the scores for controlling their anger outwardly and inwardly were higher. This suggests participants were aware of anger feelings, and also control those anger feelings. It is noted again, that these are self-reported perceptions of change, within an artificial relational environment (prison); meaning participants applied this to their non-prison relationships and could therefore underestimate changes, or overestimate their skills.

QUALITATIVE FINDINGS AND INTERPRETATIONS

Participant narratives gave rise to the following themes:

1. Motivation for enrolling in the AVP.
2. Means to an end: The revolving door.
3. Application of skills learned.
4. I'm a grown man.
5. Positive impacts.

Motivation for enrolling

Participant narratives clearly articulated one of two motivations for enrolling in the AVP: to seek certificates to aid parole (tangible benefits; extrinsic motivation); or to develop tools to aid the resolution of conflict and therefore reduce the likelihood of aggression (intangible benefits; intrinsic motivation). Perceptions of the AVP experience were also dependent on the motivation for participating in the AVP. Those who were motivated by tangible benefits perceived the researchers as being able to aid their cause (i.e., endorse their progression to the next course level, and therefore another course completion certificate), and described the course in extremely positive, almost rehearsed terms. As participant 6 articulated: "*I'm just looking at getting a lot of certificates that makes me look good for parole.*" Then participant 1 described with a well-rehearsed and almost saccharine tone:

> "*My name is **** and I participated in AVP a week ago. I had the most fabulous time ever. It was so good to have different alternatives and to work with brothers and team members to develop different solutions to dealing with life's challenging moments…I'll be looking forward to going on to do the next two…Thankyou- my name is ****.*"

Participant 4 then asked with trepidation: "*Do…do you have a say in the advanced course….?*" In contrast, those motivated by intangible benefits appeared more ambivalent about their perception of the AVP, in particular the logic associated with delivering such a program in a prison setting. As participant 7 articulated:

> "*I get the philosophy of the program… and understand where they want to get to, but I*

> *can't imagine it working in a prison setting. The population has a lot of people that if you practiced those skills, they would turn on you. This might be the small minority of people on the outside, but they are concentrated in the prison… very hard to put to practice in a place like this.*"

As all participants were of the view that regardless of motivation, "*you would be stupid not to take something away from training,*" it is important to acknowledge that findings could constitute a classic illustration of the Hawthorne Effect borne out in a prison setting with significant power differentials, rather than a traditional organisational context. The Hawthorn Effect is a term derived from a program of research examining relay-assembly at the Western Electric Company in Chicago. In an examination of the effect of a modified working environment on employee satisfaction and productivity, Roethlisberger and Dickson (1939) demonstrated that modifications to the working environment (i.e., improved lighting), did in fact increase employee satisfaction and productivity. However, when lighting was subsequently dimmed, productivity still increased. Therefore, productivity was not improved by changed working conditions, but because of the attention workers received from the researchers themselves (Gottfredson, 1996). When these principles are extrapolated to the current research, it could be suggested that any articulated improvements in self-esteem, communication, cooperation, and conflict resolution and reductions in anger might be attributed to the attention directed towards participants during workshops.

Means to an end: The revolving door

A number of participants described the nature of, and the historic experience of those motivated by tangible benefits such as certificates. Prisoners with this motivation were described as "*playing the game to get out*" (P18), and the AVP was a means to that end. Although those prisoners completed a number of courses, they were not considered to have learned anything from the course content. Those prisoners were described as being characteristic of a revolving door in the sense that they completed the courses, controlled their behaviour until released, went back to old patterns of behaviour and as a consequence, ended up back in prison. This is the very cycle of offending that the AVP was designed to address with young offenders and implies that the effect of the AVP may be different as a function of age, and/or motivation for participation.

Application of skills: Inside and outside

A significant majority of participants were of the view that skills learned during AVP could not be applied in the prison setting. Instead, they were seen as skills for "*when I get out*" (P18), that "…*'will' impact on my relationship with others*" (P9). Interestingly, when probing the notion of impact on relationships within the prison setting, participants did not characterise their prison associations as relationships per se. When asked to consider the effect of acquired skills on those associations, some participants indicated that they would have a positive impact because they provided them with tools to manage opportunities for conflict with others inside. As participant 1 articulated: "*I will give you an example. A younger lad says someone stolen my milk, and I'm gonna belt him…I say, well don't- you can have my milk. It doesn't matter to me as I get another in the morning. This kind of thing happens a lot.*" Therefore, the effect of skill development was not on the regulation of the participants own behaviour and trigger points, but on the ability to manipulate the outcome of volatile situations that arose on a daily basis in prison. Other participants described their experiences with prison guards, emphasising that it was not even possible to practice skills with those in control of their environment. For example, participant 18 articulated:

> "*You can't have a diplomatic argument with an officer. One that is not violent, because they will write you up on the computer as arguing with them. So, you can't even practice on normal people who go home every day. For those doing a life sentence, when will they get to practice their skills?*"

This emphasises the need for a clear delineation between how skills can be applied inside, and how they can be applied outside the prison setting. Furthermore, although it could be argued that manipulating a volatile situation via personal sacrifice to rectify a wrong perpetrated by a third party is evidence of a positive AVP outcome, it fails to (a) address the actual conflict between the conflicting parties (i.e., prisoner A has stolen prisoner B's milk and prisoner B is angry with prisoner A), or (b) provide evidence of the ability to regulate one's own capacity for anger and/or violence. How will participant 1 react when wronged directly?

I'm a grown man

A number of participants incorrectly described the AVP as a course that was intended to be delivered in schools, but not modified to accommodate the age demographic it was being

delivered to. As one participant indicated:

> "*Yes, prison is a volatile environment, but the course doesn't need different things because a male human being is a male human being. It is more about the age thing…being dumbed down. Why don't we just do what we need to do.*" (P18)

Participants described activities used to maintain prisoner concentration as child-like. They described having content delivered, then playing games *they* referred to as Musical Chairs or Duck Duck Goose, followed by more content. Participants likened this to the approach of primary school teachers seeking to maintain young children's attention throughout the day. The scenario-based activities incorporated to practice conflict resolution skills were also described as lacking relevance to the prison environment. As one participant articulated, "*there is a need for skills to help adapt to prison*" (p16), and scenarios focused on someone having taken your seat were not perceived as reflecting the nature of those conflicts that transpire within prison. As participant 15 articulated: "*Could improve by adding more hands-on situations. Real situations that they will encounter on the outside, and some for the inside.*" Participant 6 suggested: "*Didn't give many real tools. If someone is about to glass me at a pub how do I deal with that?*" Overall, participants were not able to draw the links between what was taught (i.e., teamwork) and violence. As participant 17 suggested:

> "*I wanted to learn solutions to violence. Different to what you would normally do. The AVP kept me busy, I got a certificate, and participated in a group… so positives there…But didn't learn about alternatives to violence.*"

Positive impacts

Some participants described their experience with the AVP in positive terms and yielded what were described as unexpected benefits. The AVP was described as "*fun*", kept participants "*busy*" and provided an opportunity to "*work in a group*". As participant 11 articulated, "*we had cakes, nice meals, a party atmosphere, nothing was serious, but we had to listen and get the tasks done*." Other participants identified particular activities that enabled them to reflect on who they had become, and why. The requirement to write a letter to your 15-year-old self was described as particularly beneficial, enabling participants to reflect on their life and how those life choices have helped shape them as individuals. As participant 2 articulated:

"Had to write a letter to ourselves when we were 15 years old. That was quite rushed, but one of the most important for self-learning because hindsight can teach you a lot of things…our choices that make us who we are today…"

METHOD ADVANCED TRAINING

DESIGN

Qualitative data was derived from the conduct of focus groups (N=9). Two focus groups were conducted with five and four participants respectively. Focus groups were recorded and transcribed. The length of interviews ranged from 10 to 20 minutes in duration. Thematic analysis was applied to facilitate the development of a rich description of experiences. Analysis was iterative and data driven (Braun & Clarke, 2006) whereby themes and related sub-themes were identified inductively (Patton, 2002).

MATERIALS

Materials constituted a semi-structured interview/focus group schedule targeting Advanced Training. Questions guiding the semi-structured interview/group can been seen in Appendix B. A digital recording device approved by Acacia Prison was used to record interview/groups. Biscuits were provided by the prison for consenting participants.

FINDINGS AND INTERPRETATIONS

On completing the Advanced AVP, participants were more open in their discussions about being motivated to complete the AVP for the tangible benefits that might aid their parole endeavors. As one participant joked whilst laughing: *"I am doing it to better myself so I can be part of the community"* (FG1, P1); another participant responded with: *"exactly- if there is a chance you can get out then why not take it."* (FG1, P2) The themes to emerge for the Advanced AVP were equivalent to that of the Basic AVP because participants were of the view that there was little to differentiate both courses. That said, there were points raised that provide greater insight into participant motivation and add value in terms of the continuous improvement of the AVP generally. Therefore, this section only describes findings relevant to motivation and suggested areas for course improvement.

Participant motivation for enrolling

Although the vast majority of participants described enrolling in the AVP for tangible benefits, they still felt that all participants took something away from the course. As one participant articulated: *"Even if we are there to get a certificate, if we are there, we may as well take away as much away as we can."* (FG2, P4) This learning was described as being attributable to the way in which the course content was framed and facilitated. For example, participants felt that other courses were focused on what mistakes participants had made because of the way they think and reason and this was perceived as judgemental. In contrast, participants felt that the Advanced AVP was: *"More focused on being open and honest with each other."* (FG 1, P3) Although the AVP also targeted thinking and reasoning through scenarios, the way in which it was framed and facilitated ensured that this occurred in a safe and non-judgemental environment. This is perhaps a nuance of the population the course is being delivered to as it is unlikely that other courses are judgemental in approach. It is more likely that aspects of those courses are confronting and make participants feel vulnerable.

Suggested areas for course improvement

Participants identified a number of areas that if improved, would increase the likelihood that participants would yield behavioural and emotional benefits from the course. This section describes those areas for improvement.

Greater differentiation between Basic and Advanced training.

The Advanced AVP was described as being the same as the Basic AVP, but with a slightly greater emphasis on emotions and consequential thinking. However, this was perceived to be of little value because the majority of participants were concurrently enrolled in the Pathways Program; a four-and-a-half-month program that runs three days per week and focuses on all aspects addressed by the Basic and the Advanced AVP. In addition, participants described enrolling in the AVP to see if it provided something additional to the other courses completed. Those participants were of the view that the Advanced AVP does not help participants identify triggers and break things down. It was acknowledged that the AVP runs over three days and so there is a limited amount of time to facilitate this type of in-depth process. However, a significant majority of participants motivated by intrinsic factors felt that if less time was spent on playing games perceived as childish, it would enable more time to work on

the identification of triggers and functional coping mechanisms. Regardless of motivation, some participants appreciated the game aspect but were of the view that activities could be more targeted to the issues being canvassed in the course (i.e., anger management). This is illustrated in the following participant narratives:

> *"I did the course to see if there was anything different in it to other courses. But you got a short period of time and so can't break down why you are angry. It doesn't help identify triggers and break down things because you spend more time playing games. But games are good as breaks things up because its heavy." (FG1, P3)*
> *"I would change the games. They are a waste of time because they could be covering more such as problem solving, dealing with conflict, communication- games that focus on that, not kids' games."* (FG1, P4)

Participants also described the Advanced AVP as focusing on too many topics. The Basic AVP focused on one topic and was perceived to be more coordinated. In contrast, the Advanced AVP focused on three topics[2] and because time was limited (i.e., 3-day course duration), participants perceived the course as disjointed.

Develop contextualised courses

There was a general perception that the Advanced AVP was not adequately contextualised to the prison environment and was incorrectly described as a course designed for the primary school setting that was delivered unchanged in a prison setting to prisoners. As a consequence, learning outcomes were not described as realistic, or taking into consideration the nuances of this distinct population. For example, it was perceived as unlikely that participating in the Advanced AVP would impact on participants relationships with family and friends outside of prison because in some instances, there was no conflict with family and friends to resolve. Furthermore, relationships with prison guards could not be improved because compliance was expected at all times, although the Advanced AVP was perceived as increasing the likelihood of walking away instead of confronting a prison guard. In addition, new prisoners were described as those most likely to derive benefit as rates of conflict on

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[2] While this is not generally the case, maybe this was true for some of the reporting participants.

entering the prison environment were high whilst those prisoners adjusted to the prison culture. As one participant articulated:

> *"It hasn't impacted on relationships with friends and family as I don't have conflicts with those. In the long run could help me in the future so I don't come back inside. But inside it doesn't affect me. When you first come to prison you have conflicts, but when you have been here for a long time there are no conflicts. So maybe if you took the program early then it would stop those conflicts but then by the time you get out you would have forgotten everything."* (FG1, P3)

In addition to this aspect, participants described being incorrectly advised by the instructor that the course was delivered to primary schools and that the exact content was then being delivered in the prison setting. As a consequence, the activities designed to maintain the attention of a ten-year-old child were yielding the opposite effect in an older prisoner cohort. As one participant articulated: *"We lose attention playing the game, but I get how it might work for 10-year old's."* (GF 2, P1) Time was a critical issue for participants who perceived this as the principle factor the Judge awarded them- time to work on the self. Participants described organising their time methodically and as productively as they could. For example, working out and University study were perceived as constructive activities to fill time with. Participants articulated that because the AVP is chosen, time is allocated to the endeavour and in its current form, the AVP was disrespecting that time afforded. As one participant articulated: *"Don't waste my time."* (FG2, P2) Participant 3 (F2) then responded: *"The only freedom of choice we have is what courses we do,"* thereby emphasising the importance of this issue.

METHOD FACILITATORS TRAINING

DESIGN

Qualitative data was derived from one focus groups (N=6) which was also recorded and transcribed. The length of interviews ranged from 10 to 20 minutes in duration. Thematic analysis was applied to facilitate the development of a rich description of experiences. Analysis was iterative and data driven (Braun & Clarke, 2006) whereby themes and related sub-themes were identified inductively (Patton, 2002).

MATERIALS

Materials constituted a semi-structured interview/focus group schedule targeting Facilitators Training. Questions guiding the semi-structured interview/group can been seen in Appendix B. A digital recording device approved by Acacia Prison was used to record interview/groups. Biscuits were provided by the prison for consenting participants.

FINDINGS AND INTERPRETATIONS

Participant narratives gave rise to equivalent themes as for the Basic and Advanced AVP. However, it is important to acknowledge the insight participants were able to express when reflecting on their AVP journey. The AVP was described as the most rewarding and beneficial program experienced in a custodial setting. One participant described a reflection about where he found himself prior to entering the prison system, and where he now finds himself:

> *"I am in here for bad violence- for me for last 6 and half years to stay away from that has been a struggle. If I had known the things I know now on the outside, it would have gone a long way to help me change."* (FG1, P2)

Another participant described the impact of the prison setting on his character and how the Facilitators AVP had enabled him to remain true to his character, and not get embroiled in the violence that occurred daily within the confines of prison:

> *"AVP is by far the most rewarding beneficial program I have done… This is an inherently violent place and this program addresses that issue. I have never been violent in my life. But this place… I can already see the changes it is making to my character. I have to survive, or I will get walked all over. Everything is solved by violence. This kind of thing should be compulsory when you enter prison. Should be part of prison induction. It gives you something to think about as an alternative."* (FG1, P1)

Other participants reflected proudly:

> *"When I went to Basic AVP, I went there with the judgement that I'm going to struggle. I don't know how to disclose information to those I don't know. But look where I am now- a lot of personal growth and a lot of that has to do with AVP."* (FG2, P1)
>
> *"In 3 days- able to be in a room where shit didn't matter. Were able to share information, inside thoughts and feelings and see yours and others change. Was awesome… how I look at people now has completely changed."* (FG2, P3)

Participants described the Facilitators AVP as teaching them to connect with others in a different way. It taught them to consider other people opinions and feelings. As one participant indicated:

> *"The Facilitators course taught me how to connect with others a lot differently than I was ever used to- how others feel and their opinions. Before I didn't give a shit."* (FG2, P2)

Skills derived from the course were open communication, respect for self and others and empathy. The shift in focus from the 'self' in Basic and Advanced, to learning how to help others was described as empowering. Of interest, a number of participants indicated that they completed the Advanced AVP a number of times to enable them to consolidate learning before applying to undertake the Facilitators AVP. Those who had undertaken the Advanced AVP a number of times reported greater levels growth and development, and satisfaction with the Facilitators AVP.

GENERAL DISCUSSION AND RECOMMENDATIONS

In summary, perceptions of the Basic AVP experience were dependent on the motivation for participating in the AVP. Those who were motivated by tangible benefits (i.e., a certificate to aid parole), described the course in extremely positive terms. Therefore, they provided what were perceived to be socially desirable responses to questions posed. In contrast, those motivated by intangible benefits (i.e., personal growth and development) were more ambivalent about their perception of the Basic AVP. A significant majority of participants were of the view that skills learned during the Basic AVP could not be applied in the prison setting. Instead, they were seen as skills for when released. Furthermore, the impact on skill development was not on the regulation of participants own behaviour and trigger points. Instead, it appeared to be on the ability to manipulate the outcome of volatile situations that arose on a daily basis in prison.

Equivalent themes emerged for the Advanced AVP. However, even those motivated by tangible benefits such as a certificate to aid parole, described taking something positive away from the course. This learning was described as being attributable to the way in which the course content was framed and facilitated. Although the AVP also targeted thinking and reasoning through scenarios, the way in which it was framed and facilitated ensured that this occurred in a safe and non-judgemental environment. Participants were of the view that the course would benefit from greater differentiation between the Basic AVP and the Advanced AVP and for course materials to be contextualised to the prison setting.

Although equivalent themes emerged for the Facilitator AVP, the personal growth and sense of satisfaction described by participants as a result of their Facilitator AVP experience was significant.

LIMITATIONS

Pivotal to this project, a major limitation is that the pillars of the AVP may not be perfectly aligned with the instruments used to measure change. Furthermore, data collection was impacted by the COVID-19 virus and subsequent suspension of data collection. The suspension resulted in the loss of a number of 'post-test' participant responses. Gaining a pre-

test and post-test sample was also challenging. AVP participants incorrectly perceived that the brief AVP course evaluation form completed at the conclusion of training constituted the ECU post-test. Furthermore, in some instances, prisoners were unable to return for the post test (i.e., Illness, moved, other responsibilities) which reduced numbers further. It is recommended that future evaluations incorporate instruments better aligned with the pillars and ensure that any AVP post course evaluation ordinarily conducted, cease whilst a full independent evaluation is underway.

Recommendations:

1. Consider acknowledging the different motivations for enrolling in the course at the start of all AVP programs. The motivation is irrelevant as this may change across time and there is no escaping the fact that the primary motivation for the majority of participants will be to secure parole. Addressing these issues prior to commencing the course might expedite an open exchange between participants and facilitators because participants will be less likely to feel that they need to hide their true motivation to ensure progression to the Advanced and Facilitators AVP. Therefore, they may be less likely to provide what is perceived to be a socially desirable response.

2. Consider providing participants with a clear explanation of how the AVP is different to the range of programs prisoners are required to participate in. Consider also explaining how the Basic, Advanced and Facilitators courses are distinguished from each other, and build on each other. Participants will then be aware of potential overlap of course content and understand that the purpose is to explore these areas in greater depth. Currently, the course is limited to three days. Skills are introduced in the Basic AVP and consolidated in the Advanced AVP. Additional skills are introduced in the Advanced AVP and should perhaps be consolidated in the Facilitators AVP prior to shifting the focus to helping others. Despite this issue, participants are not aware how skills are scaffolded, or how courses are differentiated and as a consequence, see aspects of these courses as a waste of limited time.

3. Consider providing participants with clear learning outcomes at the commencement of all tiers of the AVP. Participants currently have a limited understanding of what they should take away from the course (i.e., learn).

4. Consider incorporating age appropriate activities that provide participants with an opportunity to practice and further develop the skills being targeted. Ensure that

instruction is provided during the conduct of activities, and at the conclusion of activities to ensure that participants understand the purpose of the activity, and how they could have generated a better outcome.

5. Consider revising course content and learning outcomes to ensure that aspects of the content and anticipated outcomes are tailored to the needs of specific prisoner cohorts. This will ensure that all categories of prisoners are able to identify the specific benefits to be derived by them. For example, those with a life sentence are less likely to reap the rewards of improved relationships with family and friends outside of the prison environment. Those to benefit from improved relationships with prisoners inside prison are most likely new prisoners adjusting to the prison environment. Improvements with relationships with prison guards might occur because compliance is accepted as required and therefore more likely. More broadly, all AVP courses should be contextualised to the prison environment.

6. Consider reviewing the number of topics explored in the Advanced AVP so that depth of learning can occur.

7. Consider the regular review of the content delivered by facilitators. A number of participants incorrectly described the history of the course and the nature and purpose of the activities engaged in.

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APPENDIX A QUESTIONNAIRE

Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton University Press.

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

☐ 1	☐ 2	☐ 3	☐ 4
Strongly Agree	Agree	Disagree	Strongly Disagree

2. At times I think I am no good at all.

☐ 1	☐ 2	☐ 3	☐ 4
Strongly Agree	Agree	Disagree	Strongly Disagree

3. I feel that I have a number of good qualities.

☐ 1	☐ 2	☐ 3	☐ 4
Strongly Agree	Agree	Disagree	Strongly Disagree

4. I am able to do things as well as most other people.

☐ 1	☐ 2	☐ 3	☐ 4
Strongly Agree	Agree	Disagree	Strongly Disagree

5. I feel I do not have much to be proud of.

☐ 1	☐ 2	☐ 3	☐ 4
Strongly Agree	Agree	Disagree	Strongly Disagree

6. I certainly feel useless at times.

☐ 1	☐ 2	☐ 3	☐ 4
Strongly Agree	Agree	Disagree	Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

☐ 1	☐ 2	☐ 3	☐ 4
Strongly Agree	Agree	Disagree	Strongly Disagree

8. I wish I could have more respect for myself.

☐ 1	☐ 2	☐ 3	☐ 4
Strongly Agree	Agree	Disagree	Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

☐ 1	☐ 2	☐ 3	☐ 4
Strongly Agree	Agree	Disagree	Strongly Disagree

10. I take a positive attitude toward myself.

☐ 1	☐ 2	☐ 3	☐ 4
Strongly Agree	Agree	Disagree	Strongly Disagree

Rubin, R. B., Martin, M. M. (1994). Development of a measure of interpersonal communication competence. *Communication Research Reports,* **11, 33–44**

Here are some statements about how people interact with other people. For each statement, circle the response that best reflects YOUR communication with others. Be honest in your responses and reflect on your communication behaviour very carefully.

1. I allow friends to see who I really am.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Almost never	Seldom	Sometimes	Often	Almost always

2. I can put myself in others shoes.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Almost never	Seldom	Sometimes	Often	Almost always

3. I am comfortable in social situations.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Almost never	Seldom	Sometimes	Often	Almost always

4. When I have been wronged, I confront the person who wronged me.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Almost never	Seldom	Sometimes	Often	Almost always

5. My conversations are pretty one sided.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Almost never	Seldom	Sometimes	Often	Almost always

6. I My conversations are characterised by smooth shifts from one topic to the next.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Almost never	Seldom	Sometimes	Often	Almost always

7. I My friends can tell when I am happy or sad.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Almost never	Seldom	Sometimes	Often	Almost always

8. My communication is usually descriptive, not evaluative.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Almost never	Seldom	Sometimes	Often	Almost always

9. My friends truly believe that I care about them.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Almost never	Seldom	Sometimes	Often	Almost always

10. I accomplish my communication goals.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Almost never	Seldom	Sometimes	Often	Almost always

Pekaar, K. A., Bakker, A. B., van der Linden, D., & Born, M. P. (2018). Self- and other-focused emotional intelligence: Development and validation of the rotterdam emotional intelligence scale (REIS). *Personality and Individual Differences, 120,* **222-233. doi:10.1016/j.paid.2017.08.045**

Please indicate the extent to which you agree or disagree with the following statements.

8. I always know how I feel.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

9. I can distinguish my own emotions well.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

10.   I am aware of my own emotions.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

11.   I understand why I feel the way I feel.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

12.   I know which emotions I experience.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

13.   Mostly, I am able to explain exactly how I feel.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

14.   I can judge well if events touch me emotionally.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

15.   I am aware of the emotions of the people around me.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

16.   I know which feelings others experience.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

17.   When I look at other people, I can see how they feel.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

18.   I can empathize with the people around me.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

19.   I understand why other people feel the way they feel.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

20.   I can distinguish well between other people's emotions.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

21.   I can judge well if events touch others emotionally.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

22.   I am in control of my own emotions.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

23.   I can suppress my emotions easily.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

24.   I do not let my emotions take over.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

25.   I only show my emotions when it is appropriate.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

26.   Even when I am angry, I can stay calm.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

27.   If I want to, I put on my poker face.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

28.   I adjust my emotions when necessary.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

29.   I can make someone else feel differently.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

30.   I can alter another person's emotional state.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

31.   I can boost or temper the emotions of others.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

32.   I have great influence on how others feel.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

33.   I know what to do to improve people's mood.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

34.   I know how to influence people.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

35.   I am able to calm others down.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree

Rahim, M. A. (1983). Rahim organizational conflict inventories: Professional manual. Palo Alto, CA: Consulting Psychologists Press.

Please check the appropriate box after each statement, to indicate *how you handle your disagreement or conflict with your peers*. Try to recall as many recent conflict situations as possible in ranking these statements.

6. I try to investigate an issue with my peers to find a solution acceptable to us.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

7. I generally try to satisfy the needs of my peers.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

8. I attempt to avoid being "put on the spot" and try to keep my conflict with my peers to myself.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

9. I try to integrate my ideas with those of my peers to come up with a decision jointly.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

10. I try to work with my peers to find solution to a problem that satisfies our expectations.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

11. I usually avoid open discussion of my differences with my peers.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

12. I try to find a middle course to resolve an impasse.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

13. I use my influence to get my ideas accepted.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

14. I use my authority to make a decision in my favor.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

15. I usually accommodate the wishes of my peers.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

16. I give in to the wishes of my peers.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

17. I exchange accurate information with my peers to solve a problem together.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

18. I usually allow concessions to my peers.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

19. I usually propose a middle ground for breaking deadlocks.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

20. I negotiate with my peers so that a compromise can be reached.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

21. I try to stay away from disagreement with my peers.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

22. I avoid an encounter with my peers.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

23. I use my expertise to make a decision in my favor.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

24. I often go along with the suggestions of my peers.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

25. I use "give and take" so that a compromise can be made.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

26. I am generally firm in pursuing my side of the issue.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

27. I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

28. I collaborate with my peers to come up with decisions acceptable to us.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

29. I try to satisfy the expectations of my peers.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

30. I sometimes use my power to win a competitive situation.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

31. I try to keep my disagreement with my peers to myself in order to avoid hard feelings.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

32. I try to avoid unpleasant exchanges with my peers.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

33. I try to work with my peers for a proper understanding of a problem.

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Lievaart, M., Franken, I. H. A., & Hovens, J. E. (2016). Anger assessment in clinical and nonclinical populations: Further validation of the State–Trait anger expression Inventory-2. *Journal of Clinical Psychology, 72*(3), 263-278. **doi:10.1002/jclp.22253**

State Anger Scale

A number of statements that people have used to describe how they feel are given below. Read the statements below and indicate how you generally feel during a competition or practice by placing the appropriate number next to each item.
1 = Not at all 2 = Somewhat 3 = Moderately so 4 = Very much so _____

1. I am furious _____
2. I feel irritated _____
3. I feel angry _____
4. I feel like yelling at somebody _____
5. I feel like breaking things _____
6. I am mad _____
7. I feel like banging on the table _____
8. I feel like hitting someone _____
9. I feel like swearing _____
10. I feel annoyed _____
11. I feel like kicking somebody _____
12. I feel like cursing out loud _____
13. I feel like screaming _____
14. I feel like pounding somebody _____
15. I feel like shouting out loud

Trait Anger Scale

A number of statements that people have used to describe themselves are given below. Read the statements below and indicate how you generally feel by placing the appropriate number next to each item.
1 = Almost never 2 = Sometimes 3 = Often 4 = Almost always

16. I am quick tempered _____
17. I have a fiery temper _____
18. I am a hotheaded person _____
19. I get angry when slowed down by others' mistakes _____
20. I feel annoyed when not given recognition for doing good work _____
21. I fly off the handle _____
22. I say nasty things when mad _____
23. It makes me furious when I am criticized in front of others _____
24. I feel like hitting someone when frustrated _____
25. I feel infuriated when I do a good job and get a poor evaluation_____

Anger Expression Inventory

A number of statements that people have used to describe themselves are given below. Read the statements below and indicate how you generally react or behave when you feel angry or furious by placing the appropriate number next to each item.

1 = Almost never 2 = Sometimes 3 = Often 4 = Almost always ____

26. I control my temper ____
27. I express my anger ____
28. I take a deep breath and relax ____
29. I keep things in ____
30. I am patient with others ____
31. If someone is annoying, I am apt to tell him or her ____
32. I try to calm down as soon as possible ____
33. I pout or sulk ____
34. I control urges to express angry feelings ____
35. I lose my temper ____
36. I try to simmer down ____
37. I withdraw from people ____
38. I keep cool ____
39. I make sarcastic remarks to others ____
40. I try to soothe angry feelings ____
41. I boil inside, but don't show it ____
42. I control my behavior_____
43. I do things like slam doors ____
44. I endeavor to become calm again ____
45. I tend to harbor grudges that I don't tell anyone about ____
46. I can stop from losing my temper ____
47. I argue with others ____
48. I reduce my anger as soon as possible ____
49. I am secretly quite critical of others ____
50. I try to be tolerant and understanding ____
51. I strike out at whatever is infuriating ____
52. I do something relaxing to calm down ____
53. I am angrier than willing to admit ____
54. I control my angry feelings ____
55. I say nasty things ____
56. I try to relax ____
57. I get irritated a great deal more than people are aware of ____

Overall, the amount of anger that I experience during competition or practice affects my performance (circle one):

Negatively -3   -2   -1   0   1   2   3 Positively

APPENDIX B INTERVIEW SCHEDULE

AVP Participants

You have volunteered to participate in the AVP

1. Can you tell me what it was about the AVP that interested you?
   a. The philosophy?
   b. The structure e.g., delivery format?
   c. The time away from normal prison routines?
   d. Opportunity to learn something new?
   e. Motivated to change?
2. What do you want to achieve in the AVP?
   a. Attitude change? – what attitudes?
   b. Behaviour change? – what behaviours?
   c. Understanding of self? – in relation to?
   d. Understanding of others? –in relation to?
3. What are you expecting the AVP to be like?
   a. To provide information?
   b. To develop skills?
   c. To provide insight?
   d. Provide peer support?
   e. Provide employment opportunities?
   f. Provide financial opportunities?
4. Why do you think others don't volunteer to participate?

You have just completed the AVP

1. Can you tell me what it was about the AVP that interested you?
   a. The philosophy?
   b. The structure e.g., delivery format?
   c. The time away from normal prison routines?
   d. Opportunity to learn something new?
   e. Motivated to change?
2. Did the AVP meet expectations?
   a. If so how?
   b. If not- why?
3. What did you want to achieve in the AVP?
   a. Attitude change? – what attitudes?
      i. Did you achieve that? If not, why not?
   b. Behaviour change? – what behaviours?
      i. Did you achieve that? If not, why not?
   c. Understanding of self? – in relation to?
      i. Did you achieve that? If not, why not?
   d. Understanding of others? –in relation to?
      i. Did you achieve that? If not, why not?
4. Did the AVP meet expectations?

       a. If so how?
       b. If not- why?
5. Has what you have learnt impacted on you as a person?
       a. If so how?
       b. If not- why?
6. Has what you have learnt impacted on your relationships with others?
       a. If so how?
       b. If not- why?
7. Has what you have learnt impacted on your experience as a prisoner?
       a. If so how?
       b. If not- why?
8. Has what you have learnt likely to impact on your experience when released?
       a. If so how?
       b. If not- why?

It has been 3 months since you completed the AVP

1. Has what you have learnt impacted on you as a person?
       a. If so how?
       b. If not- why?
2. Has what you have learnt impacted on your relationships with others?
       a. If so how?
       b. If not- why?
3. Has what you have learnt impacted on your experience as a prisoner?
       a. If so how?
       b. If not- why?
4. Has what you have learnt likely to impact on your experience when released?
       a. If so how?
       b. If not- why?

Evaluation of the Alternatives to Violence Project at Acacia Prison in Western Australia

INFORMATION FOR PARTICIPANTS

We would like to invite you to participate in the evaluation of the Alternatives to Violence Program (AVP) at Acacia Prison.

The AVP consists of three experiential workshops addressing the 5 pillars of the AVP. Those pillars are affirmation and communication, co-operation, community building and transforming power. The first experiential workshop is the Basic Workshop which focuses exclusively on the 5 pillars. The second experiential workshop is the Advanced Workshop, whereby volunteer participants continue to focus on the 5 pillars in a more nuanced way, by nominating specific topics to explore in further detail. The final workshop is a Facilitators Workshop that provides volunteer participants with the skills required to deliver an AVP workshop.

The AVP has been operating in Australia since 1991 and operates nationally as a series of volunteer not-for-profit organisations delivering workshops to schools, prisons and the general community.

The AVP WA has been operating since 1994, and has been conducting workshops at Acacia Prison since 2002. There are currently no evaluations of the AVP program in prison populations.

Who is conducting this research?
Natalie Gately and Pamela Henry (Edith Cowan University)

Who can participate?
Any person who has volunteered to participate in the AVP at Acacia Prison.

What does participation involve?
This evaluation requires you to complete a questionnaire prior to commencing the AVP, on the day of completing the AVP, and three months after completing the AVP. The questionnaire will take approximately 20 minutes to complete. You can complete this alone, or a researcher can ask you the questions and record your answers. You will also be asked if you would like to participate in a one on one face to face interview about your experiences with the AVP. The interviews will take between 20 and 40 minutes of your time. You have the choice of participating in the questionnaire only, the interview only, or both. The choice is yours. If you choose not to participate in the evaluation, it will not influence your experience with the AVP in any way.

Risks and Benefits
The questionnaire and interview questions will ask you reflect on things such as self esteem and your relationships with your peers and others. They will also ask you to reflect on your experiences within the AVP. Although interview questions do not focus on, or require the disclosure of personal situations, if you feel uncomfortable at any stage, you can cease completing the questionnaire, or we will stop the interview and you can elect to cease participation.

If you would like to speak with someone about your experiences, the prison counsellor will organize for you to talk to someone. Although there is no direct benefit to you by participating in this research, it is hoped that the findings will provide insight into the benefits of participating in the AVP.

Voluntary Participation
Participation in this study is voluntary, and if you do take part, you can withdraw at any time without providing a reason. If you withdraw participation after two questionnaires have been completed, your anonymized data will be used in the report. If you withdraw prior to the completion of two questionnaires, your data will not be included in the final report. If you withdraw after interviews have been conducted, your information will not be included in the report submitted to the AVP. However, if you withdraw after information has been analysed and a report prepared, your anonymous information will still be used in the report submitted to the AVP.

Anonymity
All the information you provide will be de-identified and therefore, your responses will be anonymous.

Further Information
If you would like to know more at any stage, please feel free to contact

Natalie Gately or Pamela Henry: School of Arts and Humanities, ECU, 270 Joondalup Drive, Joondalup, WA, 6027.

Ethics Approval and Complaints
This study has been approved by ECU Human Research Ethics Committee.
If you have concerns and wish to speak to an independent person about this research you may contact:
Research Ethics Officer Edith Cowan University 270 Joondalup Drive Joondalup WA 6027.

APPENDIX D CONSENT FORM

AVP Participants

I have been provided with a copy of the Information Letter, explaining the project.

I have been given the opportunity to ask questions and any questions have been answered to my satisfaction.

I understand that I am free to withdraw from further participation at any time, without explanation or penalty.

I understand that participation in this project will not impact on my sentence either positively or negatively.

I freely agree to participate in the:

- ☐ Questionnaire
- ☐ Interview
- ☐ Both the questionnaire and the interview

……………………………………………………………………………
Name

……………………………………………………………………………
Signature

……………………………………………………………………………
Date

APPENDIX E DEMOGRAPHIC
INSTRUMENT

General			
Identification number (initials/DOB/Age in years)			
Age:	_____ years		
Where are you from?	Australia ☐	Other _____	
Worked outside of prison?	☐ Yes	☐ No	
Are you:	Aboriginal ☐	Torres Strait Islander ☐	Both ☐
Background			
How many times in prison?	☐ 1	☐ 2	☐ More? _____
Work in prison?	☐ Yes	☐ No	
Study in prison?	☐ Yes	☐ No	
What are you in prison for now?	_____		
How many prison infractions?	Number: _____		
Highest education level completed (select one only)			
Never went to school	☐	Completed University or higher degree	☐
Completed year 10 or less	☐	Completed apprenticeship	☐
Completed year 12	☐		
Completed TAFE	☐		

**APPENDIX F INTERVIEWER
CONFIDENTIALITY AGREEMENT**

Alternatives to Violence Evaluation Project
Interviewer Confidentiality Agreement

As a member of ECU Forensic Interview Team, I pledge to maintain the confidentiality of all information given to me by the people I interview. I will not reveal identifiable information to any person, nor will I discuss either information obtained from the interviews or from materials I may see in the Children's Court of Western Australia as part of my duties. I fully understand that I am bound by the *Privacy Act 1988* (Cth) in all matters pertaining to this project.

I understand that all precautions will be taken to ensure my safety while in the Children's Court of Western Australia and that the project manager and project coordinator will hold information about me in strict confidence.

Name (print): _____

Signature: _____

Date: _____/_____/_____