

Case Study of Tekoa Institute:
Illustration of Nonviolent Communication Training's Effect on Conflict Resolution

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ABSTRACT

The purpose of this study involved illustrating how Nonviolent Communicationsm (NVC) training affected conflict resolution in a case study of Tekoa Boys Institute, a juvenile residence and school institution. Resolution was defined as “the process of resolving a dispute or a conflict, by providing each side's needs, and adequately addressing their interests so that they are satisfied with the outcome” (Dictonary.LaborLawTalk.com 2006).

The following predictions concerning this research are:

- 1) At the Tekoa Boys Institute, the NVC trained residential staff's involvement in nonviolent resolution will increase more from the pretest to the two year posttest than the no-NVC trained residential staff.
- 2) At the Tekoa Boys Institute, the NVC trained residential staff's involvement in violent resolution will decrease more from the pretest to the two year posttest than the no-NVC trained residential staff.
- 3) At the Tekoa Boys Institute, the NVC trained residential staff's involvement in instigating conflicts will decrease more in the two year posttest when compared to pretest than those residential staff not trained in NVC.

Results were found confirming the first two predictions in this sample with a statistical significance at the .05 level. As for the third prediction, no to little effect was found in this sample.

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GLOSSARY

Conflict: When two or more actors can not agree to a strategy that meets the involved actors' needs. Two strategies that will not meet both actors' needs are physically violent conflict and verbally violent conflict.

Conflict Resolution: "The process of resolving a dispute or a conflict by providing each side's needs" (Dictionary.LaborLawTalk.com 2006). A resolution was then labeled violent or nonviolent.

Physically Violent Conflict: The use of physical force as a strategy to get one's needs met in a conflict without meeting the other person's needs.

Nonviolent Communicationsm (NVC): A form of precise communication that focuses on observing present emotions and needs of the involved individuals (Rosenberg 2003).

Nonviolent Resolution: A resolution process in which the involved participant observed presented emotions and needs of the involved individuals (Rosenberg 2003).

Verbal or Written Violent Conflict: The use of emotionally manipulative oral or written communication as a strategy to get one's needs met in a conflict without meeting the other person's needs.

Violent Resolution: A strategy with the purpose of trying to resolve conflict by forcing one actor to meet the actor-with-power's needs without meeting the actor-with-less-power's needs (Mendizza 2000). The underlining principle of violent resolution was the use of power to enforce one's will or 'might makes right'. Violent resolution consisted of two subgroups. The more obvious subgroup is the individual's usage of physical violence to force someone into doing an unwanted action. The second and more subtle form of violent resolution is the individual's usage of emotion-based language designed to manipulate another individual through an induced emotional state (Mendizza 2000).

CHAPTER 1: INTRODUCTION

Statement of the Problem

Power is the focal point of violence. Violent conflicts erupt when one party (individual, group or country) attempts to use physical power to force another party into an unwanted act (Mendizza 2000). The word ‘violence’ conjures images of street rumbles, large-scale riots or even world-wide warfare. These previously mentioned ‘violent’ acts dominantly employ physical force. Other forms of violence exist and are capable of causing as much emotional harm as a knife, rock or gun even without necessarily causing the physical harm. Besides physical violence, individuals can be verbally violent (Mendizza 2000). Verbal violence involves the individual’s usage of emotion-based language designed to manipulate another individual through an induced emotional state such as fear, shaming or guilt-tripping. An individual can accomplish this through oral, non-verbal (i.e., making some moves as if to hit, but not hitting), or written forms of communication (Mendizza 2000). The receiver may relent in a conflict out of fear of being punished (loss of identity, rewards, respect or acceptance).

Violence tends to lead to more violence (Mendizza 2000). Therefore, using violence to resolve conflicts with the intent to end violence is far from the ideal method of resolution (Mendizza 2000). Conflict resolution is “the process of resolving a dispute or a conflict, by providing each side's needs, and adequately addressing their interests so that they are satisfied with the outcome” (Dictionary.LaborLawTalk.com 2006). When coerced into an unwanted and unequal resolution, the forced individual’s needs are not met while being forced to meet another person’s needs. The forced individual then may harbor resentment against the individual who forced them.

Nonviolent communication (NVC) proposes an alternative to violence for resolving conflict. NVC is defined as a precise form of communication that notes the present emotions and needs of the involved individuals (Rosenberg 2003). NVC training improves respectful communication by encouraging individuals to convey honestly their emotions and needs and to listen without judgment to those of others (Wienir 1985). Another term for this listening pattern is “empathy”. Since the staff members receive empathy as well as “empathy” training during their sessions, the NVC training may reduce the staff member’s attempts at violent resolution.

The purpose of this study involved assessing whether training in NVC for staff members in a juvenile delinquent treatment-oriented facility would affect the likelihood of staff members using nonviolent verbal resolution to settle a conflict. The goal of NVC is to reduce violent resolution by encouraging compassion-based communication (Rosenberg 2003). The data pulled for this thesis were a part of a larger study at Tekoa, Inc. that tested NVC. During the two-year period, Tekoa Boys residential staff members were offered the opportunity to receive NVC training. In this study, NVC training consisted of attending four hours of training involving (1) using first-person singular pronouns for communication and (2) recognizing personal and other individual's emotions and needs. The training was supplemented with a four page handout (Putney 2006). In addition to the training, weekly empathy circles, each one hour and fifteen minutes long, taught and reinforced behavior patterns that promote a nonviolent resolution to a conflict, and provided empathy to staff. In the first year, the training process involved over eighty percent of the residential staff. In the second year, only fifty percent of the residential staff volunteered for training (Putney 2006).

In a juvenile delinquent treatment-oriented facility, conflict resolution is often verbally violent (threatening, swearing, name-calling, etc.) and physically violent (hitting, kicking, etc.). Tekoa's violence process could be described in two stages:

1. **The first stage sets up a cycle of violence and involves bottling-up of emotions.** While the staff desire respect, they are constantly being disrespected by verbal and physical violent approaches to conflict resolution which maintains a cycle of violence and creates apathy in the staff. This cycle of violence is similar to the cycle found in abusive relationships. Self-identity is continuously damaged through the negative and stressful interactions in the environment. The individual develops various coping mechanisms and rationalizations, one of which is apathy (Mitchell et al 1983) but the one that eventually leads to a cycle of violence is maintaining a particular self-image that initiates the second stage of the violence process.
2. **If not resolved, there is a move to the second stage where a break pointing results in violence.** This state is triggered as described above in the first stage of the violence process by the staff member's need to maintain a particular self-image to avoid an escalation of harassment. The institution's norms may

encourage the staff members to bottle their emotions to avoid appearing weak. But this action may cause internal stress and trigger violent reactions to different situations. One common form of stress occurs when the staff member's norms and beliefs create certain expectations for the residents (Feld 1977). When residents fail to achieve the staff member's expectations, the staff member's levels of disappointment and frustration increases. When the internal stress is combined with other work-related stress, the staff member finds their emotional energy drained. Under the circumstances, the staff member is less likely to have the emotional energy needed to discuss and/or seek mediation to resolve a conflict (Ajdukovic 1995). If this is not resolved then there is a return to the first stage.

This is similar to violence as an interactive escalating process (Wolfgang 1958).

The research explores the following questions:

- 1) How does NVC training affect the Tekoa Boys residential staff's conflict trend?
- 2) How does the NVC training affect the Tekoa Boys residential staff's conflict resolution process?
- 3) How does the NVC training affect the Tekoa Boys residential staff's instigation of conflicts?

About the Site

General Overview of Tekoa, Inc.

The word 'Tekoa' is Greek for 'healing' (Fannie Mae Foundation 2006). In 1994, Tekoa, Inc. was founded by the Community Housing Partners Corporation to provide education and treatment for "at-risk" and troubled adolescents in the New River Valley, Virginia (Tekoa, Inc. 2006; Community Housing Partners 2006, "Tekoa"). This private, non-profit organization is licensed by the Virginia Department of Social Services and Department of Education (Tekoa, Inc. 2006). Tekoa, Inc. consists of three residential facilities and two special education schools (Sisk 2006).

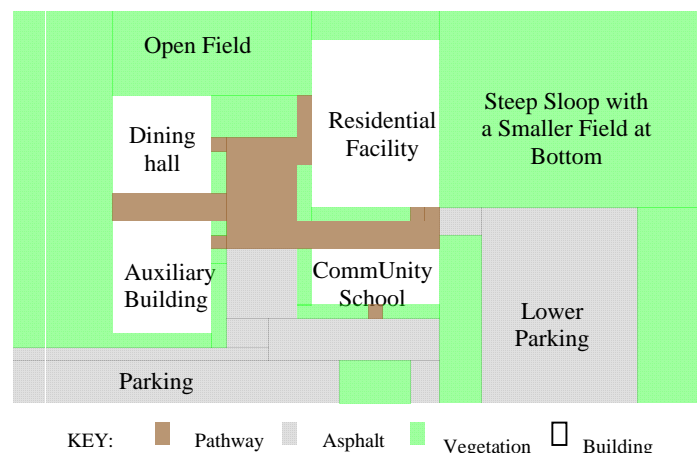
Tekoa, Inc.'s ultimate objective is to "promote the ability of each child and family to live more peacefully and successfully" by "learning from experience and assuming responsibility for one's life" (Tekoa, Inc. 2006). With the above goal in mind, Tekoa, Inc. utilizes individual, group and family counseling along with sexual offender assessment and treatment, anger management, substance abuse counseling, therapeutic horseback riding, a

positive psycho-social setting and adventure-base recreation (Tekoa, Inc. 2006). In addition, Tekoa, Inc. uses service learning programs to promote career exploration as well as awareness of self and others (Tekoa, Inc. 2006).

Tekoa Boys Facility

For the first four years, the Tekoa Boys facility was located on the St. Albans campus in Radford, Virginia. In April 2004, a new seventeen acre site campus was built in an easily accessible neighborhood in Christiansburg, Virginia (Robert Sisk 2006). The Tekoa Boys Facility consists of two buildings, the dining hall and the residential building, while sharing a third building (auxiliary building) with the CommUnity School. The fourth building hosts the main activities of the gender-specific CommUnity School. The school accepts limited numbers of students from the community as well as the male Tekoa residents (Community Housing Partners 2006, “Tekoa”). CommUnity School is a special education school accredited by Virginia Association of Independent Special Education Facilities (VAISEF) (Community Housing Partners 2006, “Tekoa”).

Figure 1 Outside View of Tekoa Boys Campus



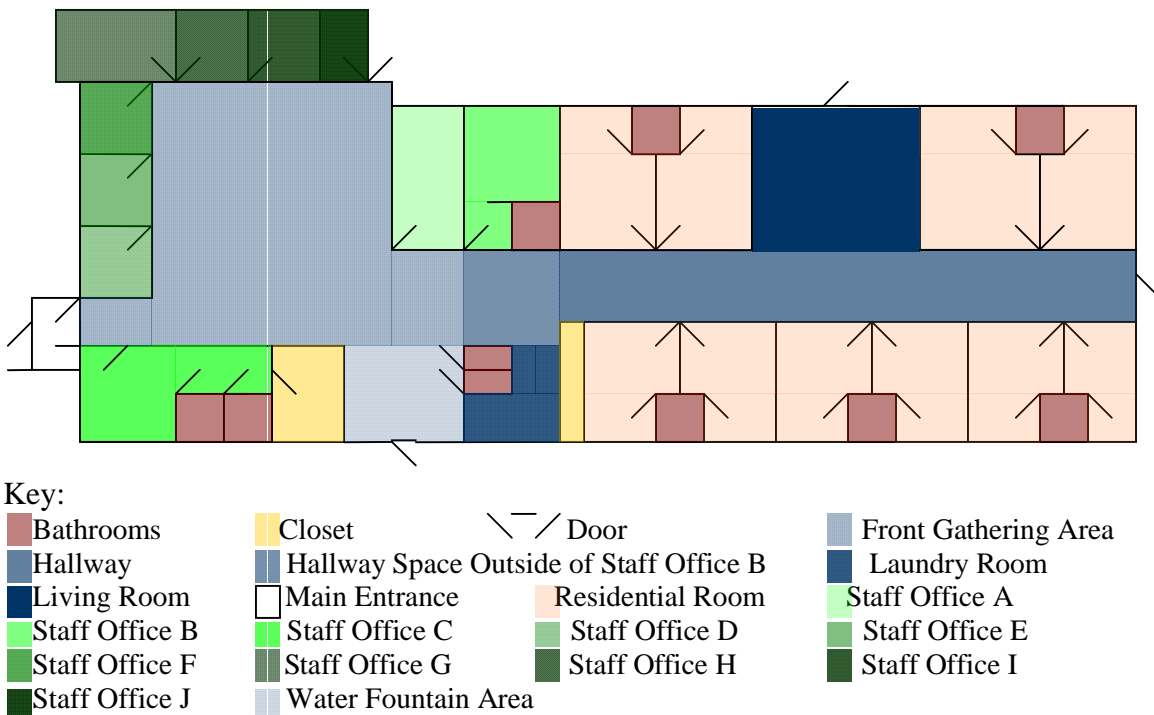
With the residential facility, the Community Housing Partners designed and built the ten thousand-square-foot building in 2004 to meet the environmental stewardship’s standards of LEED® (Community Housing Partners 2006, “Tekoa”). The residential facility has twenty beds. Four beds are set aside for short-term psychological evaluations and emergency placements (Tekoa, Inc. 2006).

Figure 2 The Main Entrance to the Tekoa Boys Residential Facility



(Community Housing Partners 2006, “Tekoa”)

Figure 3 Inside the Residential Facility



Residents predominantly come from Virginia after being referred by the court, Department of Social Services and the schools. However, the Tekoa Boys Facility does accept out-of-state placements (Tekoa, Inc. 2006). The residents range from twelve to seventeen years of age (Tekoa, Inc. 2006). In addition, with special permission, current residents who are now eighteen years old may remain at Tekoa briefly as long as they agree to follow all the rules.

Overall, a wide range of behavior problems exists among the residents. These diagnoses include but are not limited to the following: abused, abandoned, depression, conduct disorders (including, for instance, Attention Deficit with Hyperactivity Disorder), socially dysfunctional, substance abuse and truancy (Sisk 2006). The average stay of a resident is about fourteen months. The longest one resident has stayed is more than thirty-eight months (Sisk 2006).

As for the adults, the adults at the Tekoa Boys Facility are present in a variety of occupations. In addition to the full-time employees, Tekoa Boys Facility is assisted by interns, volunteers and AmeriCorps members (Tekoa, Inc. 2006). To give an overview of the adult environment, a brief description of all three is included before focusing more on the full-time employees.

Tekoa Boys Facility has interns in an array of positions. Individuals may become a graduate therapist intern, training and development intern, evaluation and assessment intern, therapeutic case manager intern or a youth counselor intern (Tekoa, Inc. 2006).

Service learners from Virginia Tech and Radford University also assist the full-time employees at Tekoa Boys Facility as an academic requirement for a juvenile delinquency class. The service learners are required to spend a certain amount of hours volunteering at the facility during the semester. The service learner's usual assignment involves assisting the staff members on the daily routine and mentoring the residents. At the end of which, the service learners are evaluated by one of the staff.

Members of the community volunteer their time at Tekoa in a variety of activities. These include but are not limited to the following: guest speakers, equine volunteers, pen pal programs, academic tutoring, resident mentoring, grant writing and event planning (Tekoa, Inc. 2006).

Another group of individuals are from AmeriCorps, also known as the domestic Peace Corps. AmeriCorps consists of over 50,000 Americans who provide service in critical social areas in communities throughout the nation. AmeriCorps participates in a project co-sponsored by Tekoa, Inc. Project R.I.S.E began in the fall of 2004 in all of Tekoa, Inc.'s Facilities. R.I.S.E. stands for Respect, Involvement, Skills and Education (Tekoa, Inc. 2006).

While it was important to be aware of the other adults present for they affect the overall environment, this study has focused on the residential staff at the Tekoa Boys Facility

residential staff. Tekoa Boys Facility views all of their staff as “agents of change” (Tekoa, Inc. 2006). To accomplish the goals of the facility, Tekoa Boys Facility has several primary objectives regarding their staff. These objectives include:

- Recruit, develop and retain quality staff
- Build camaraderie among staff members through team-building activities
- Provide staff members with multiple resources to enhance individual skill development and broaden their knowledge base
- Assist staff in developing as individuals and highly professional team members
- Provide staff with opportunities to contribute to intentional, therapeutic goals of individual clients
- Promote and utilize existing diversity among staff population
- Deliver ongoing trainings to counselors to further prepare them for working with the challenges of the at-risk population
- Teach, through practice, Tekoa’s philosophy regarding the value of relationships through staff investment, recognition and appreciation” (Tekoa, Inc. 2006).

To illustrate the type of employees Tekoa is trying to attract, the following is an excerpt from a Spring 2006 advertisement for a full-time youth counselor at the Tekoa Boys Facility.

“Full-Time Youth Counselor

“We are seeking a motivated, energetic, and experienced applicant to join our team. . . .Qualified applicants must possess strong leadership and communication skills, an excellent work ethic and a commitment to working as a member of a larger treatment team. Applicants should demonstrate the ability to plan and implement recreation and leisure activities, crisis intervention, and facilitation of day-to-day living tasks with clients. Bachelor’s Degree preferred”. (Community Housing Partners 2006, “Full-time”).

During the two years of observations, Tekoa encountered a high staff turnover. Sixty-two percent (62%) of the Tekoa Boys Facility residential staff left Tekoa compared to a 42.4% turnover rate from the rest of Tekoa facilities as shown in Table 1. Over the course of the two-year-observation period, the Tekoa Boys Facility lost over half of the staff

regardless of the staff members' length of stay. This pattern is partly mirrored by the rest of Tekoa, Inc who has a high turnover regardless of length of stay. A large portion of staff who had been working in the other Tekoa facilities under a year to two years also left.

Table 1 Length of Stay of Tekoa Boys Facility Residential Staff Compared to the Rest of the Tekoa Residential Facilities

Length of Stay						
	Boys Facility			Rest of Tekoa		
	Left During Two Year Observation Period	Still There At the End of the Two Year Observation Period	Total	Left During Two Year Observation Period	Still There At the End of the Two Year Observation Period	Total
Under A Yr	12	11	23	10	16	36
1 Yr	6	2	8	10	7	17
2 Yrs	3	1	4	11	2	13
3 Yrs	2	1	3	4	7	11
4 Yrs	3	0	3	3	6	9
5 Yrs	4	2	6	0	5	5
6 Yrs	0	2	2	1	4	5
7 Yrs or more	1	0	1	0	6	6
Total	31	19	50	39	53	92
	62%	38%	100%	42.40%	57.60%	100%
Percentage of Tekoa's Total Employment			35.20%			64.80%

Table 2 shows that the Tekoa Boys' Facility's turnover increase by 2 staff members leaving from 2004 to 2005, and then remained constant at 11 staff members in 2006. The rest of the Tekoa Residential Facilities shared the same increase from 2004 and 2005 as the Tekoa Boys' Facility; however, they had a drop in the number of staff leaving by 3 staff members.

Table 2 Comparing the Year that Tekoa Boys Facility Residential Staff Members Left To the Year Staff Members from Rest of the Tekoa Residential Facilities Left

Yr Left	Tekoa Boys Facility	Rest of Tekoa Residential Facilities
2004	9	12
2005	11	15
2006	11	12
TOTAL	31	39

CHAPTER 2: REVIEW OF LITERATURE

Related Literature

Currently, there are no studies concerning NVC training in a juvenile delinquent treatment facility. The closest related studies deal with the nature of violence and NVC training in different United States adult and child detention institutions. Studies relating to violence in juvenile and prison facilities, stress-coping mechanisms, and empathy will also be reviewed.

According to Feld (1977), staff members in treatment-oriented facilities tend to be more aware of the negative residential relationships (i.e. bullies) than custody-oriented facility staff members. Since treatment-oriented staff members are more aware and know that their purpose is to treat, these staff members consistently try harder to counteract violence. Feld (1977) surveyed different types of juvenile facilities and found that staff members in treatment-oriented facilities favor an ideology that avoids labeling and recognizes that the residents are suffering from personal problems. Overall, the staffs' ideology reflects the staff's expectations of how the resident should improve. However, staff members often reported feelings of disappointment and frustration when residents failed to live up to expectations (Feld 1997). Feld (1977) acknowledges the need to find a way to lower violence and encourages other researchers to find any alternative methods to help these institutions. The data from Feld's research demonstrate the potential benefit of lowering the level of violence in any juvenile delinquent facility.

Several studies have explored reasons behind the violence in a custody-oriented setting. Bowker (1980) suggests that the level of violence in a custody-oriented setting is proportional to the amount of stress. Inmates act violently in an attempt to cope with the stress, but the resulting violence only generates more stress (Bowker 1980). Bowker's research supports the possibility that stress may be related to violence. If empathy reduces stress, then the violence may be reduced as well.

Violence in a juvenile residence can be a potential indicator of the existence of an inmate culture, a counterculture that essentially undermines the facility's goals. The social structure of an inmate culture involves dominant inmates exerting influence through physical and verbal means over perceived weaker inmates. An inmate culture can be found in both custody-oriented or a treatment-oriented facilities (Feld 1977). The level of violence acts as

an indicator of the presence of an inmate culture. Another indicator of an inmate culture is the unwritten norms about behavior conduct. In male juvenile institutes, residents are judged on their willingness to fight to defend themselves and their possessions. If a resident fails to meet the social norm, that resident is vulnerable to exploitation and marked as a “target” or as “weak”. The culture encourages constant reestablishment of the hierarchy as a way of confirming targets and encouraging the weaker residents to be strong and fight back (Feld 1977). Thus, inmate culture encourages a culture of violence by maintaining a formidable barrier that needs to be eliminated if the treatment facility is to accomplish the goals of rehabilitation. Meanwhile, if the treatment staff members internalize their frustrations and thus create stress like Feld suggests, the staff members’ levels of frustration will continue to increase. High levels of constant frustration could result in the creation of a staff counterculture that consists of apathy or violence. In the Stanford Prison Experiment (Zimbardo 1999), the college students who were pretending to be guards developed such a counterculture in handling the prisoners, who were other volunteer college students. The counterculture consisted of the use of violence (physical force, verbal intimidation and harassment) when confronted by opposition (Zimbardo 1999).

Given that developing countercultures in treatment facilities influence the level of stress, individuals, both facility staff and inmates, use several types of mechanisms to cope with this stress. While violence may be the cause and result of stress, individuals may choose to engage in violence to resolve conflicts in the hope that it will reduce stress and provide a temporary solution. Elikann (1999) argues that the deadliest emotion an inmate encounters is the fear of losing self-respect. Through case studies, he notes a common trend that inmates fear that losing self-respect will result in a spiritual death (Elikann 1999). An observed lack of tolerance for disrespect suggests a willingness to defend self-respect through violent means. Violent attempts at resolution also can involve the usage of power, i.e. intimidation. Breggin’s research demonstrates how hostile communication rises out of feelings of vulnerability, especially when one is a member of a minority group (Breggin 1997). Two benefits individuals may associate with violent attempts at resolution are a perceived increased self-image and increased social status. However, individuals must be willing to use violence to defend these benefits. But violent attempts at coping have been shown to be detrimental to other inmates’ well-being (Parisi 1982).

Meanwhile, the staff could have the same vulnerability to negative communication. The more staff members feel respected and have good self-esteem, the more staff members can accomplish their goals (Lowe 2001). Staff members are more likely to feel respected if they are not constantly being physically and verbally attacked, or if they have a source that provides empathy for their needs.

Another negative and also violent form of frustration and stress coping behavior is permanent withdrawal from the conflict. This lack of emotional involvement permits the inmate a reduction in stress, but the inmate loses an opportunity to continue to gain emotional maturity. The inmates that participate in permanent withdrawal also experience drops in their self-esteem (Parisi 1982). Such a lack of emotional involvement runs counter to a treatment facility's purpose and is more suited to a custody-oriented facility that Feld (1997) has shown to have higher recidivism and punishment rates. Through participant observation as a prison guard, Marquart (1995) noted this emotional withdrawal or indifference also occurred in the staff (Marquart 1995). Indifference is a way of withdrawing that maintains self-image and copes with the inherent violence that results from the system (Haas 1995).

The research proposed in this paper suggests a third alternate method of coping with stress and frustration called Nonviolent Communicationsm (NVC). Michael Rosenberg developed this detailed communication model for the purpose of promoting cognitive-behavioral-emotional change (Delahanty 2006). NVC consists of development of empathy and honesty. The individual trained in NVC learns two forms of empathy, empathy for others and self empathy. Self empathy assists the individual in becoming aware of their own factual experiences, feelings and needs (Little 2006). The self empathy process encourages the individual to be truthful with themselves about their own feelings and needs. An individual, who is not being honest with themselves about their feelings and needs, will often participate in shaming, blaming, labeling, analyzing or judging in their self-communications. Rather, the individual giving self empathy identifies the feeling and need, and then follows this clarity up with a clear request for him or herself (Little 2006). The empathy for other process proceeds similarly, but with the individual providing the empathy that evokes the feelings, needs and request from the person receiving empathy. As a result of the use of these empathy processes, the number of the conflicts may be reduced over time. Davis

(1996) feels that being empathic permits an individual to predict a potential conflict. That prediction permits the prevention of some conflicts (Davis 1996). The empathic process might allow a person to monitor self-esteem.

The NVC empathy for others model focuses on hearing other people's feelings while remaining nonjudgmental. To be nonjudgmental, an individual must be aware of his or her own unmet needs (Rosenberg 1983), knowing that they have a choice to get these needs met in the future. The NVC process as defined by Rosenberg (1983) consists of four key principles. The first principle is observation. Individuals focus on recalled memories, current thoughts and the body language, i.e. facts or observations, not judgments. The second principle is exploring one's feelings that emerge from these observations. The third principle is finding the universal needs that underline those feelings. The final principle is requesting or discovering the actions that would fulfill those needs (Dannahy 2002). When communicating one's own observations, feelings, needs, and requests, the individual expresses his or her needs with honesty and reacts to the other individual with empathy by discovering the others observations, feelings, needs and requests (Dannahy 2002).

To understand how NVC works, consider these two examples in which two individuals get into a conflict. In the first example, John calls Mike a name. In usual communication, Mike thinks the name is the cause of his communication problem with John, rather than seeing his need for respect as the source of the problem. As a result, Mike then judges that John is "attacking" Mike. Mike bases his next action, verbally or physically, on attacking the false source of the problem, the name-caller John. This is an external process.

In contrast, NVC teaches individuals how to listen, think and speak in a way that recognizes their own feelings and needs, while also listening to another individual's needs and feelings (Delahanty 2006). In the case where John has called Mike a name, with training in NVC, Mike would connect to his own feeling of anger and need for respect, and would ask John whether he might be feeling angry because John has not received the respect John would like. John might agree or clarify for Mike what feelings and needs may be behind the name calling "strategy". A question and reply dialogue would proceed until Mike has heard the needs of John, usually diffusing anger in John enough so that John might hear the feelings and needs of Mike. Once both people can hear the needs of the other, a strategy can

be negotiated that meets the needs of both John and Mike. This resolves the conflict nonviolently.

These two cases illustrate two ways communication can occur. The major difference between the two examples is that first example consists of an external cause and an external process. Meanwhile, the NVC example involves an internal cause and a cognitive process.

According to Fisher (1997), peaceful conflict resolution is a process of reconciliation and de-escalation that needs to develop over time. For this process to begin, the individuals in the relationship must know how to resolve conflict peacefully (Fisher 1997). Higgins (1990) illustrates another relationship between empathy and stress. His research indicates that the empathy level of the interaction was inversely proportional to the amount of reported stress (Higgins 1990). According to the Holmes' Stress Scale, divorce is ranked as the second most stressful life event an individual can encounter after death of a spouse. Ten points lower, detention in an institution or prison is ranked with a mean value of 63 (Holmes 1981). A leading divorce mediator, Susan Allen, has built a program using NVC to have a 99% success rate. Using NVC, her patients learn to listen to their own and other person's needs rather than simply react. Stress is reduced as they move away from confrontation to communication (Allan 2005).

Empathy training strengthens respectful communication by encouraging individuals to convey present emotions and to listen (Wienir 1985). According to a study done by Fesbach (1975), a person's level of empathy is also negatively related to his or her ability to receive an amount of conflict or rejection, especially in forms of abuse.

Fesbach also notices gender differences in reactions toward negative clues. Socialization leaves boys less likely to be empathic than girls (Fesbach 1975). This is important considering the research is gathered at a male juvenile delinquency treatment facility where large portions of the staff are males. However, researchers and theorists in the fields of education and counseling think that any individual can learn how to be empathic towards others (Steckal 1994).

In her dissertation, Donna Steckal tested Rosenberg's model to see if trained individuals in "Compassionate Communication" had higher empathy and self-compassion than non-trained individuals. Her research supports Rosenberg's model (Steckal 1994). Janoka and Scheckenbach analyzed an empathy training program in a California federal

correction institution. The results demonstrate a dramatic gain in the interpersonal empathy skills of the inmates and staff (Janoka 1970). The study proposed here will illustrate how NVC training affects nonviolent resolutions in a juvenile delinquent treatment facility, an area that has not been explored.

Operational definitions

The study analyzes how NVC training level affected nonviolent resolution in the Tekoa Boys Institute. The data for the study is from a program evaluation for NVC.

There are several operational definitions being used:

Conflict: When two or more actors can not agree to a strategy that meets the involved actors' needs. Two strategies that will not meet both actors' needs are *physically violent conflict* and *verbally violent conflict*.

Physically Violent Conflict: The use of physical force as a strategy to get one's needs met in a conflict without meeting the other person's needs. The following were classified as physically violent: hitting, kicking, slamming items, throwing items and threatening of physical harm

Verbally Violent Conflict: The use of emotionally manipulative oral or written communication as a strategy to get one's needs met in a conflict without meeting the other person's needs. The following were classified as verbally violent: swearing, name-calling.

Conflict Resolution: "The process of resolving a dispute or a conflict, by providing a strategy that meets each side's needs," (Dictionary.LaborLawTalk.com 2006). The resolution process is furthered labeled *violent resolution* or *nonviolent resolution*.

Nonviolent Resolution: Communication that focuses on observing present emotions, needs and requests of the involved individuals (Rosenberg 2003). The following were classified as nonviolent resolution: discussion, mediation, temporary withdrawal or a combination of the above.

Violent Resolution: A strategy with the purpose of trying to resolve conflict by forcing one actor to meet the actor-with-power's needs without meeting the actor-with-less-power's needs (Mendizza 2000). The underlying principle of violent resolution is the practice of power. Violent resolution consists of two subgroups. The more obvious subgroup is the usage of *physical violence* to force someone into doing something they do not want to do.

The overall attitude of ‘might makes right’. The second and more subtle form of violent resolution is *verbally violent* which is emotionally manipulative through language. This subgroup appears in the form of shaming, rewarding and punishing, the applying of guilt trips, or the reminding of an obligation or duty.

Predictions

From the previous qualitative questions, three predictions emerged.

The following predictions concerning this research are:

- 1) At the Tekoa Boys Institute, the NVC trained residential staff’s involvement in nonviolent resolution will increase more from the pretest to the two year posttest than the no-NVC trained residential staff.
- 2) At the Tekoa Boys Institute, the NVC trained residential staff’s involvement in violent resolution will decrease more from the pretest to the two year posttest than the no-NVC trained residential staff.
- 3) At the Tekoa Boys Institute, the NVC trained residential staff’s involvement in instigating conflicts will decrease more in the two year posttest when compared to pretest than those residential staff not trained in NVC.

CHAPTER 3: METHODOLOGY

The research used in this thesis was part of a larger research project about NVC taking place at Tekoa Boys Institute. The observations occurred over a two-year period with each observation period lasting one hour. The research was conducted as a blind study in that I, the observer did not know who received the NVC training nor was I NVC trained. I had not heard of NVC prior to joining the research team. In addition, during my time on the research team, I never knew the exact details of what comprised NVC. While the lack of being NVC trained may have denied me from seeking out what might be happening in the observations, the lack of training did help minimize the impact of any bias the NVC knowledge may have had on the observations, insuring that I could not determine, through this knowledge, who was trained with NVC, insuring the blind nature of the observations.

Modifications to the Data Analysis

Three modifications occurred during the analysis to the data. The first modification dealt with an individual marked as an outlier. An atypical resident was admitted to the residential facility. This resident was noted to not be following the Tekoa norms and instigated an abnormally high level of violent conflicts between that resident, the other residents and the staff. Conflicts involving this resident were dropped out because the resident skewed the data across the months the resident was present.

The second modification was a change to the year of observation. Rather than running from July, 2004 to June, 2005 and July, 2005 to June, 2006, the data were collected from August, 2004 to July, 2005 and August, 2005 to July, 2006. The change occurred because observations began in the end of July, 2004 thus only containing four observations or six cases of observed conflict. Also, my transition from service learner to observer transpired during this time and could have skewed the data.

The third modification was the exclusion of the school data. While the school data were collected for an entire year and half, the two facilities turned out to be a poor comparison. The school facility allowed non-residential youth to attend the school. These same youths were not allowed in the residential facility, thus creating another variable. In addition, the school facility had different rules than the residential facility. There were still enough data to focus the study on the residential facility only.

Observations

Prior Involvement at Tekoa

My introduction to Tekoa Boys' Facility began to fulfill an undergraduate academic requirement in the Summer Session 1 2004. All students in Dr. Shoemaker's Juvenile Delinquency class were assigned to various sites to fulfill fifteen hours as a service learner or active volunteer. During the course of the semester, we were required to attend several discussions in which our progress was monitored, and we also shared our observations. At the end of the service learning period, staff members evaluated our contributions. In addition, we were required to either write a paper or present to the class about our experiences.

My fifteen hours were split into two shifts. During the first shift, eight hours in length, one staff member showed me around the facility in addition to teaching me how to perform rounds and use the daily logs. Afterward, I monitored one of the parental visits and then watched a movie with the residents. The following seven hour shift consisted of watching movies, playing videogames and talking with the residents. On both shifts, I was the only service learner present. Two weeks after I had turned in my report, I received an invitation to join a NVC research project whose observations would be starting on July 24, 2004. Dr. Shoemaker and the other team members were looking for someone who had been to the Tekoa Boys' Facility. Their goal was to find someone who was familiar with but not overly involved in the workings of the facility.

Transition of Role

Initially, some confusion existed due to my role switching from an active participant to a passive observer. Several attempts were made by both staff members and residents in the first few weeks to involve me in various activities and discussions. The staff members and the residents had been informed by the management that there would be an observer for a Virginia Tech conducted study. Over the first two-week period, I slowly decreased my interactions to the point of only a polite greeting if the individual interacted with me first. By the end of the sixth observation, the number of attempts was reduced greatly. About once to twice a month during August - September, 2004, a staff member would forget or a resident would try to convince them that I was a service-learner. In those incidents where I needed to say something, my response was, "I am just here to hang out". As time progressed, the

Tekoa Boys Facility encountered staff turnover. The trend for the newer staff would be then to come over to me, introduce themselves and then wander off. The newer residents and staff members typically ignored me.

There were occasional exceptions to the before mentioned trend during the two years of observations. The first exception dealt with a particular staff member who remained determined to try to interact with me for the first year. My method of dealing with this was to remain hidden if possible without sacrificing my ability to observe. By the second year, this staff member’s attempts to socialize dropped in time length and frequency. The second exception occurred during the two years of observations. In this case, two residents had to be told by staff to not interact with me. After the reminder, the residents ignored me.

Methodology of Choosing the Observation Times and Dates

Over the course of a week, the observations happened on a weekend, a weekday and Thursday. Thursday was selected as a constant by the research team of the larger NVC project. The data distribution of all the conflicts by week placement is shown below.

Table 3 Placement in the Week that the Conflicts Took Place

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Random Weekday	84	31.3	31.3	31.3
	Thursday	81	30.2	30.2	61.6
	Random Weekend	103	38.4	38.4	100.0
	Total	268	100.0	100.0	

Overall, Table 3 shows that the observations were somewhat evenly distributed across the week. The random weekday had observations that occurred 31.3% or 84 times on a random weekday. On the random weekend, 38.4% or 103 observations occurred. Remaining close to the other percentages, Thursday contained 30.2% or 81 of the observations.

Observation times were chosen randomly from a hat on Sunday evening. If selected times interfered with academics, those times were discarded and new times were selected. While the limitations of this method and better alternative methods such as random tables

were later realized, it was decided to remain with this method for consistency reasons. A further discussion of this continues in the *Limitations* section.

As shown in *Table 4*, a larger portion of conflicts observed were recorded between 3:00 pm to 8:59 pm. The peak of the observed conflicts occurred between the hours of 6:00 pm to 6:59 pm.

Table 4 Distribution of Conflict Times

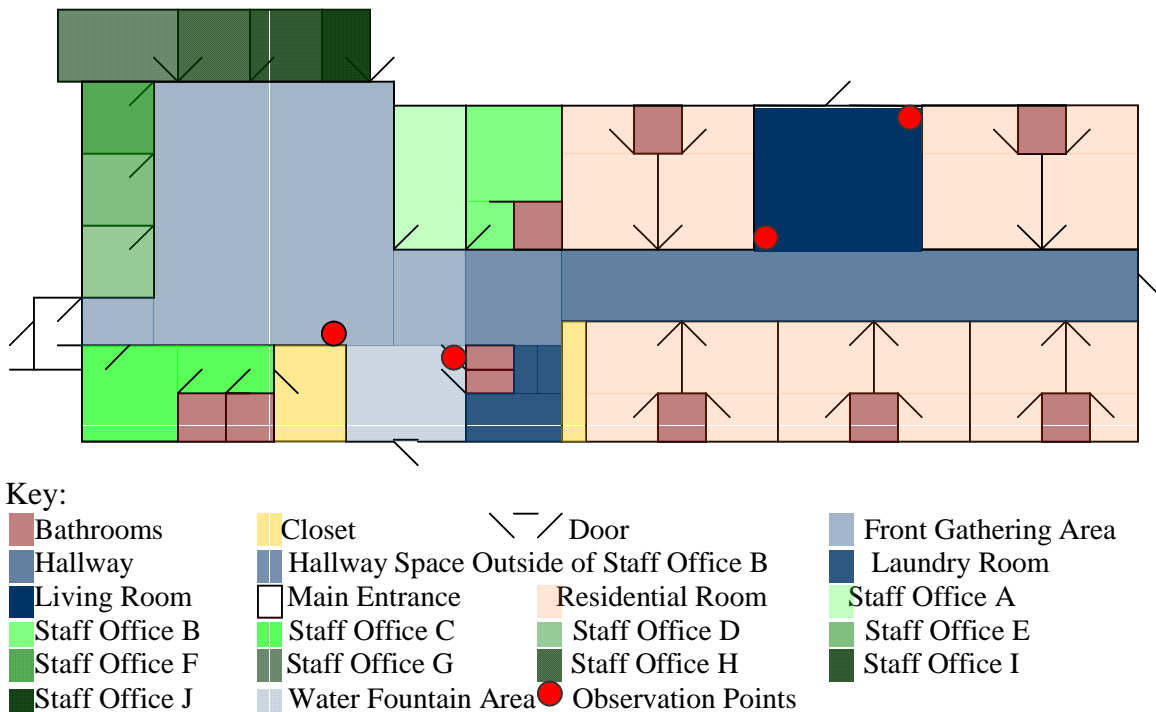
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10:00 am - 10:59 am	7	2.6	2.6	2.6
	11:00 am - 11:59 am	8	3.0	3.0	5.6
	12:00 pm - 12:59 pm	1	.4	.4	6.0
	1:00 pm - 1:59 pm	4	1.5	1.5	7.5
	2:00 pm - 2:59 pm	4	1.5	1.5	9.0
	3:00 pm - 3:59 pm	31	11.6	11.6	20.5
	4:00 pm - 4:59 pm	50	18.7	18.7	39.2
	5:00 pm - 5:59 pm	46	17.2	17.2	56.3
	6:00 pm - 6:59 pm	57	21.3	21.3	77.6
	7:00 pm - 7:59 pm	24	9.0	9.0	86.6
	8:00 pm - 8:59 pm	29	10.8	10.8	97.4
	9:00 pm - 9:59 pm	7	2.6	2.6	100.0
	Total	268	100.0	100.0	

From July, 2004 to December, 2004, twelve observations per month--or three observations per week--occurred at the residential facility. From January, 2005 to July, 2006, observations began to include the school as well. Eight out of the twelve observations occurred at the residential facility, while the remaining four observations occurred at the school. Originally, it was hoped that the school would prove to be an accurate basis of comparison to the residential facility by acting as a control.

The Overview of a Typical Observation

After arriving at Tekoa Boys' Facility, I then walked around the outside of Tekoa to get a quick overview of where everyone was. I chose my observation location based on the location of the largest group of people because of the higher likelihood of interaction. If a resident and staff were outside on the field, I sat by the cafeteria or living room where I could unobtrusively observe. When I found the residents and staff in the auxiliary building, I observed from the corners of each of the three rooms. In the cafeteria, I opted to sit at the corner table. If the residents and staff were in the residential facility, I typically found the door to the living room was unlocked or one the residents let me in. The other door I would try was the residential side door that faced the cafeteria. When I arrived in the residential facility, I would find an isolated corner where I had a good view yet would be not as obtrusive. There were four observation reference points which gave me a wide view of what was occurring without making me too obtrusive. These points are marked in the *Figure 4* as red circles outlined in black. When I noticed the majority of individuals moving to the other side of the residential facility, I would then move to the next closest observation point.

Figure 4 Observation Points in the Residential Facility



I observed with peripheral vision and relied heavily on listening and watching reflective surfaces where applicable. This was done to try to minimize any feeling that the residents and staff may have had that they are being watched. Roethlisberger and Dickson (1939) had shown that individuals who feel they were being watched react differently (Roethlisberger etc 1939). I tried to avoid keeping a constant focus on a single individual or group.

To leave the site, I waited for a large crowd to move or for a time where a majority of people appeared to be occupied (i.e., watching a movie, playing games). If I had to wait past the hour mark, I simply stopped recording what I saw. When the opportunity presented itself, I left the building as quietly as I could through the closest exit to try to minimize any impact my presence may have had. The observation form was filled out in the car directly following the observation period. Since the form was memorized, notes were taken on my hand, a mini-notebook, or a scrap of paper that I could easily hide during the observation period. *Figure 5* is an example of the observation form.

Figure 5 Form for Recording the Interpersonal Conflicts in the Unit and the Conflict Resolution Processes

PARTIES INVOLVED IN THE CONFLICT				CONFLICT		RESOLUTION PROCESS			
DATE AND TIME	# OF PEOPLE INVOLVED IN THE CONFLICT		WHO INITIATED THE CONFLICT		VIOLENT		NONVIOLENT		WITHDRAWAL
	RESID	STAFF	RESID	STAFF	PHYS	VERB	MED	DISC	WITH

Notes: PHS= physical violence (kicks, punches, throwing things around, threats etc)

VERB= Verbal violence (swear words, insults, etc)

MED= Mediation (Request for intervention, request for an opinion from a peer, older child or adult)

WITH= A withdrawal (end of communication among parties, end of friendship)

1 Indicate Resident by marking of "R"

2 Indicate Staff by the marking of "S" and the assigned number to their first name

Indicate the type of Withdrawal as immediately unresolved withdrawal (wp) or temporary (wt)

Each incident was marked on a separate row. Conflict was either physical and/or verbal. Physical conflict consisted of behaviors threatening individuals found such as kicking, punching individuals or items, or throwing items. Verbal conflict involved vulgarity and directly or indirectly name-calling at other individuals. Each observed conflict was recorded. Special attention was paid to the time, date, who was involved, type of conflict,

who initiated conflict, who the conflict was directed toward and how the conflict was resolved. If the conflict was resolved immediately, then it was classified as initially resolved. If the resolution process was observed but not the conflict or if the conflict was observed but not the resolution, then the conflict was classified as initially unresolved. The resolution process sometimes included multiple types of resolution for each individual in one conflict. In those instances, the resident (r) and staff (s) involvement in different combinations of withdrawal (with), discussion (disc) and mediation (med) was indicated on the same row. To provide a certain amount of anonymity, staff members were assigned numbers to their first names only. After the observation period, I found out which numbers had received NVC training from the NVC certified trainer.

In addition, each observation period was also recorded in a journal to provide additional insight. The journal entries were filled out in the car directly following the observation period. The entries provided more detail and insight to illustrate the complete social phenomena than the observation form alone permitted. Behavior trends such as common occurrences that lead to conflict and other situations that could cause the data to be skewed were noted as well. The entries also provided incident case studies illustrating the empathy process and the different types of resolution processes (immediately unresolved withdrawal, discussion, temporary withdrawal, meditate or a combination). The numbers assigned to the staff members for the observation forms were used in the journal. In case there was any unconscious arrangement of the numbers, gender-ambiguous and false names had been substituted for the numbers.

Concluding the Observations

The observations ended July 31, 2006. The staff members and residents were unaware of when the observations would stop. The last observation period occurred in a typical manner. At the end of the observation period, as I headed out to my car, a staff member asked about how much longer I would be coming to the facility. I responded that they would see me only on occasion but that I just finished.

Administration of the NVC Training

NVC training encourages individuals to determine the feelings and needs behind their acting in a certain manner. The months of July, August, September in 2004 provided a baseline for the residential facility. Training was administered in October, 2004 and

October, 2005 to a total of twenty volunteers out of fifty residential staff (see Table 5). The training consisted of 2 two-hour sessions separated by a twenty minute break. The training took place in the dining hall of the Tekoa Boys campus where a four-page handout was given to all of the volunteers (Putney 2006). To reinforce the training, practice sessions were administered as weekly empathy circles that lasted for an hour and 15 minutes. The volunteers would take turns practicing naming their feelings and needs, and volunteers also practiced showing empathy for another's pain (Putney 2006).

Table 5: Administration of NVC by Gender

	NVC trained	Not NVC trained	Total
Females	7	11	18
Males	13	19	22
Total	20	30	50

The administration of the NVC training changed over the two-year observation period. One major difference that occurred was the addition of a training session administered in February, 2004, but not in February, 2005 (Putney 2006). The second major difference was that the attendance rate for the training dropped. In the first year, over 80% of the facility was involved in the NVC training, but as a result of a high turn over rate, this rate dropped to 50% (Putney 2006).

Analyzing Data

The data were analyzed using SPSS 12.0 for Windows. The schema with the master code has been included in Appendix 1. Each case was an individual conflict with resolution, a resolution observed for an unobserved conflict or a conflict with no observed resolution. Each day when observations took place but no conflict occurred is also entered as a single case.

The following were the original variables that were entered into SPSS:

Month Observation Took Place (ObservMonth): sorted the cases by individual month and year.

Placement in the Week that the Observation Took Place (ObservWeekplacement):

The cases were sorted by Thursday, random weekday (Monday, Tuesday, Wednesday or Friday) and random weekend (Saturday or Sunday).

Overall Location of Observation (ObservLocation): The cases were sorted as either occurring at the residential facility or at the school. Originally, this was done to permit comparison between the school and residential facility, but later permitted the exclusion of the school data.

Observed Conflict during Observation (ObservConflict): This variable was created so that days with no observed conflict could still be recorded and would not simply be classified as missing.

Time of Conflict (Time): Cases were sorted by the time the conflict occurred. The cases were grouped in hourly increments. For example, if a conflict started at 8:34 am, it was then coded as 1: Between 8 am to 8:59 am. If no conflict was observed during that observation period, the code was 16, or No Conflict Occurred.

Location of Conflict (ConLocation): The location of the conflict was also noted.

The Type of Conflict (ConType): The type of conflict was recorded either as Verbal (1), Physical (2), Verbal and Physical (3) or Conflict not observed (4). A case was only recorded as missing if an observation did not occur due to illness.

Cause of Conflict (ConCause): As the observations started, I recorded what had been the cause of the conflict. Certain trends were noticed. I categorized the causes into general groups. If conflict was not observed, the case was coded as 1. If the cause was a previous conflict, then it was coded as 2. Furthermore, if the cause dealt with issues concerning perceived disrespect (individual or the individual's property), it was coded as 3. But if the cause was related to a sudden change in plans, then it was coded as 4. Also if the conflict was directly related to Tekoa, Inc.'s laws, then the case was coded as 5. If the conflict was the result of displacing anger down the hierarchy, it was coded 6 or 7, depending on if the previous conflict was observed. Causes that were related to expressing a different opinion, value or belief were coded as 8. While horseplay was common, sometimes a resident or staff would decide it was no longer horseplay, and a conflict emerged. These events were coded as 9. The final category was the challenge or assertion of an unofficial hierarchy, coded as 10.

Individual(s) who Initiated the Conflict (ConInitiated): Cases were sorted by who instigated the conflict, as well as, by who was the recipient. Conflicts that involved only one individual were coded to indicate the involvement of a resident or a staff. If no conflict was observed, then the entry was coded as 10.

Individual(s) who were Involved in the Conflict (ConInvolvement): Cases were sorted to see who the conflict involved. An individual would be considered involved if he or she were the recipient.

Individual(s) who Committed the Violence (ConCommitted): This variable was concerned with who committed the violence and who was the recipient of the violence.

The Specific Conflict Resolution (ConSpecResolution): The conflict's resolution process was broken down into several categories. If no resolution was observed, the variable was recorded as 1. If the individual immediately withdrew and did not return to the conflict, the case was recorded as immediate unresolved withdrawal and coded 1. If the conflict, using the previous mentioned definitions cited in the Glossary and in Chapter 2, was verbally violent, it was coded as 3. Physically violent resolution was coded as 4. Resolutions that were nonviolent were coded by the specific nonviolent resolution and were given a code from 5 to 16. Any combinations of nonviolent resolutions were also coded separately.

General Staff's Involvement in the Conflict (ConGenStaffInvolv): A general variable of the involved staff was created to see the overall numbers of staff involvement. This variable also permitted the sorting of cases by the recorded staff number.

Specific Staff Involve in Conflicts (ConSpecStaffInvolv): The individual staff numbers were recorded to later create a new variable that would sort the staff members by their training. Staff members' numbers were not recorded until October. But the journal entries allowed me to go back and recode September staff members' incidents. However, I could not with confidence do the same for August. A staff member whose number in observed conflicts was not recorded was coded as 998.

Outlier (Outlier)- This variable was used to determine if the outlier resident was involved in a recorded conflict. If the case involved the outlier, then the value 0 was given to that case. Throughout the observations, there was a particular resident who would instigate a number of conflicts above the typical average with the other residents and staff members due to mental disability.

A second database was then created as a back-up copy. All modifications to the selection of the cases and the data analysis occurred in this second database. The first step was to remove the outlier. The reasons behind this modification are explained in section *Modifications to the Data Analysis*. The cases involving the outlier were selected by using the option ‘select cases’ and then choosing the variable, Outlier, as a filter variable. The overall number of cases left was 486.

The next step was to remove the cases that occurred during the observation of the school. Using the variable, Overall Location of Observation, the cases were selected if the cases had the observation occurred at the residential facility resulting in 354 valid cases.

The third step was to remove July 2004 observations from the data for reasons explained in the section *Modifications to the Data Analysis*. Six cases of observed violence that occurred in July 2004 were deleted leaving a total of 348 valid cases for analysis. Out of the remaining 348 cases, 118 cases or observations of conflict included some type of staff involvement.

After the observations were completed, Estill Putney, NVC trainer, informed me which staff members had been trained. The residential staff members were then divided into two categories: NVC trained and not NVC trained.

The Month Observation Took Place (ObservMonth) was recoded into two other variables. The first variable divided the months by pretest (August – October 2004) and posttest. The second variable separated the data into a pretest, a posttest year 1 (November 2004- July 2005) and a post-test year 2 (August 2005 to July 2006).

The next variable to be recoded was the ConflictResolution. This variable combined the various combinations of nonviolent resolution into nonviolent resolution while combining physical violent resolution and verbal violent resolution into one category.

Consent Forms

Consent forms detailing the purpose of this study, the data collection method, and the uses of the results were signed by the residents, the residents’ guardians and the staff. The staff members were told as a group by Angie Roberts Dobbins, and the consent forms were handed out and signed (Sisk 2006). The boys were told individually by Mr. Tom Gillie, their treatment coordinator (Sisk 2006). Because a majority of the residents were wards of the state, their social worker had to sign the consent forms. A copy of the consent form for the

residents appeared in Appendix 2, a copy of the parent's consent form in Appendix 3, and a copy of the staff's consent form was in Appendix 4.

To protect the residents' privacy, a resident could only be referred to as resident. No assent was required. To further protect the residents, no identifying facts such as age, gender or background were revealed at any time. In regard to the staff, the administration was not permitted access to the master identity key. The observed staff members were to be referred to as staff member(s) and by their individual numbers. The key was also destroyed once the research was finished. The observation forms and the journal remained in a safe unless they were being worked on by me in a private setting. Afterward, the forms and journal were stored in a safe location as well. Any resident, guardian of the resident or staff could have refused to have data collected on them, but none did. Any data that concerns them would have been expelled. Residents learned of the study through their treatment coordinator. I also observed new residents who entered Tekoa during the observation period were alerted about my presence and told to ignore me by older residents or staff.

I also had to sign a confidentiality form and be investigated for security clearance at Tekoa. The study received IRB approval (IRB #04-475 FR) for 2004 to 2005, and approval (IRB #05=594 FR ref 04-475 FR) was later renewed for 2005 to 2006. A copy of each approval form is located in Appendices 5 and 6.

CHAPTER 4: RESULTS AND DISCUSSION

The following paragraph will review how the data were analyzed and then will be followed by a detailed exploration of the results and a discussion. For the entire study, I used cross tabulation in my exploration of how the NVC training influenced the conflicts and resolutions involving staff members. When exploring the conflict trends, I first looked at the type of conflicts NVC trained staff were involved in compared to non-NVC trained staff. I then decided to compare the same dependent, Types of Conflict, and independent variable, NVC trained, but this time the variable pretest and posttest were controlled to reveal any changes as the NVC training progressed. In addition, I ran a cross tabulation comparing the instigation of conflict with whether or not a staff member had been NVC trained. Since the NVC training could influence the likelihood of someone starting a conflict, in the fourth cross tabulation, I controlled for the pre and posttesting. With my fifth cross tabulation, I wanted to explore how the type of conflicts influenced the resolution while controlling for pre and posttesting. Following that lead, I focused how the training influenced the staff's resolutions. In my sixth cross tabulation, I explored how the training influenced the type of resolution used in a conflict. Furthermore, in my seventh cross tabulation, I controlled for pre and posttest.

Results

In the analysis to follow, the number of valid cases was reduced to 101 valid cases because seventeen observed conflicts occurred before staff numbers were assigned. Therefore, it is impossible to say with confidence if the staff involved were trained or not.

In the first cross tabulation, the purpose was to see if there was a difference between the types of conflicts a NVC trained staff member was involved with compared to a non-NVC trained staff member. The dependent variable was the type of conflict, verbal or physical, while the independent variable was if the staff member had been NVC trained or not.

Table 6 Comparing Conflict Type Based on if Staff Member Received NVC Training

GeneralConfType * General NVC Trained Crosstabulation

			General NVC Trained		Total
			Not NVC Trained	NVC Trained	
GeneralConfType	Verbal	Count	18	73	91
		% within General NVC Trained	90.0%	92.4%	91.9%
	Physical	Count	2	6	8
		% within General NVC Trained	10.0%	7.6%	8.1%
Total		Count	20	79	99
		% within General NVC Trained	100.0%	100.0%	100.0%

	Value	df	Asymp. Sig. (2-sided)
Continuity Correction	.00	1	1.00
Linear-by-Linear Association	.123	1	.726
N of Valid Cases	99		

Regardless of training, the staff members were pre-dominantly involved in verbal conflicts. However, NVC trained staff members were more involved in verbal conflicts in my sample than non-trained NVC staff. Furthermore, in my sample of conflicts the non-trained staff were more involved in physical conflicts than the NVC trained staff members, but the difference was small (see Table 6). The data in Table 6 showed that these results were not significant, and, therefore, no conclusion could be drawn from these sample differences.

The same dependent and independent variables were compared again, this time controlling for the test period.

Table 7 Comparing Conflict Type Based on if Staff Member Received NVC Training While Controlling for Pretest and Posttest

GeneralConfType * General NVC Trained * PreTest vs PostTest Total Crosstabulation

PreTest vs PostTest To		General NVC Trained		Total
		Not NVC Trained	NVC Trained	
PreTest (August 2004 to October 2004)	Verbal	Count 6	35	41
		% within General NVC Trained 75.0%	92.1%	89.1%
	Physical	Count 2	3	5
		% within General NVC Trained 25.0%	7.9%	10.9%
Total		Count 8	38	46
		% within General NVC Trained 100.0%	100.0%	100.0%
		Value	df	Asymp Sig. (2-sided)
Continuity Correction		.00	1	.621
Linear-by-Linear Association		1.953	1	.162
N of Valid Cases		46		

PreTest vs PostTest To		General NVC Trained		Total
		Not NVC Trained	NVC Trained	
PostTest (November 2004 to July 2006)	Verbal	Count 12	38	50
		% within General NVC Trained 100.0%	92.7%	94.3%
	Physical	Count 0	3	3
		% within General NVC Trained .0%	7.3%	5.7%
Total		Count 12	41	53
		% within General NVC Trained 100.0%	100.0%	100.0%
		Value	df	Asymp Sig. (2-sided)
Continuity Correction		.065	1	.799
Linear-by-Linear Association		.913	1	.339
N of Valid Cases		53		

When comparing the NVC trained and not NVC trained, the NVC trained staff start out with a higher involvement in verbal conflicts during the pretest but end with a lower involvement in verbal conflicts during the posttest (see Table 7). There was a small sample difference, but this was not statistically significant (see Table 7). In addition, while the

involvement in the physical conflicts decreased from 7.9% to 7.3%, the NVC trained staff still had a higher involvement in physical conflicts than not trained NVC staff (see Table 7). Again, there was a small sample difference, which was not significant (see Table 7).

In the third cross tabulation, the purpose was to see if there was a difference between the types of resolutions a NVC trained staff member would use to resolve a conflict compared to a non-NVC trained staff member. The dependent variable was the type of resolution, violent or nonviolent, while the independent variable was if the staff member had been NVC trained or not.

Table 8 *Comparing Conflict Resolution Based on if Staff Member Received NVC Training*

			General NVC Trained		Total
			Not NVC Trained	NVC Trained	
Total General Conflict Resolution	Violent Resolution	Count	7	20	27
		% within General NVC Trained	38.9%	26.7%	29.0%
	Nonviolent Resolution	Count	11	55	66
		% within General NVC Trained	61.1%	73.3%	71.0%
Total		Count	18	75	93
		% within General NVC Trained	100.0%	100.0%	100.0%
			Value	df	Asymp Sig. (2-sided)
Continuity Correction			.543	1	.461
Linear-by-Linear Association			1.041	1	.308
N of Valid Cases			93		

Regardless of training, in the sample, the residential staff utilized nonviolent resolution more than violent resolution. The NVC trained staff used nonviolent resolution 73.3% of the time while the no-NVC staff used nonviolent resolution 61.1% of the time to resolve conflicts (see Table 8). This was a small sample difference but was not statistically significant (see Table 8).

The same dependent and independent variables were compared again, this time controlling for the test period.

Table 9 Comparing Conflict Resolution Based on if Staff Member Received NVC Training While Controlling for Pretest and Posttest

Total General Conflict Resolution * General NVC Trained * PreTest vs PostTest Total Crosstabulation

Pre Test vs PostTest Total			General NVC Trained		Total
			Not NVC Trained	NVC Trained	
Pre Test (August 2004 to October 2004)	Total General Conflict Resolution	Violent Resolution Count	2	13	15
		% within General NVC Trained	25.0%	34.2%	32.6%
		Nonviolent Resolution Count	6	25	31
		% within General NVC Trained	75.0%	65.8%	67.4%
Total		Count	8	38	46
		% within General NVC Trained	100.0%	100.0%	100.0%
			Value	df	Asymp Sig. (2-sided)
Continuity Correction			.008	1	.928
Linear-by-Linear Association			.250	1	.617
N of Valid Cases			46		

PreTest vs PostTest Tot			General NVC Trained		Total
			Not NVC Trained	NVC Trained	
PostTest (November 2004 to July 2006)	Total General Conflict Resolution	Violent Resolution Count	5	7	12
		% within General NVC Trained	50.0%	18.9%	25.5%
		Nonviolent Resolution Count	5	30	35
		% within General NVC Trained	50.0%	81.1%	74.5%
Total		Count	10	37	47
		% within General NVC Trained	100.0%	100.0%	100.0%
			Value	df	Asymp Sig. (2-sided)
Continuity Correction			2.532	1	.112
Linear-by-Linear Association			3.915	1	.048
N of Valid Cases			47		

In the sample, during the pretest, the NVC trained staff had a higher participation in violent resolution, 34.2%, compared to the no-NVC trained staff who participated in violent resolution 25% of the time. The NVC trained staff, in this sample, use nonviolent resolution less when compared to the staff members who had not been NVC trained (see Table 9). During the posttest, the NVC trained staff increased their participation in nonviolent resolution to 81.1% from 65.8% while the no-NVC trained staff decreased their participation in nonviolent resolution from 75% to 50.0% (see Table 9). While the pretest was not statistically significant, the posttest was at the .05 level in the Linear-by-Linear Association (see Table 9). The relationship was not significant before the NVC training but became

significant after the NVC training even with the high turnover of staff members. This suggests that the NVC training still influenced the conflict resolution culture despite the staff turnover.

In the fifth cross tabulation, the purpose was to see if there was a difference between who initiated conflicts more based on if an individual had received NVC training. The dependent variable was who initiated the conflict, residents or staff, while the independent variable was if the staff member had been NVC trained or not.

Table 10 *Comparing Initiation of Conflict Based on if Staff Member Received NVC Training*

General Initiated Conflict * General NVC Trained Crosstabulation

			General NVC Trained		Total
			Not NVC Trained	NVC Trained	
General Initiated Conflict	Staff	Count	10	37	47
		% within General NVC Trained	50.0%	47.4%	48.0%
	Resident	Count	10	41	51
		% within General NVC Trained	50.0%	52.6%	52.0%
Total	Count	20	78	98	
	% within General NVC Trained	100.0%	100.0%	100.0%	
			Value	df	Asymp Sig. (2-sided)
Continuity Correction			.000	1	1.000
Linear-by-Linear Association			.042	1	.839
N of Valid Cases			98		

In this sample, the NVC trained staff initiated conflicts less (47.4%) than the staff who had not received NVC training (50.0%); (see Table 10). There was a small sample difference, but this was not statistically significant (see Table 10).

The same dependent and independent variables were compared again, this time controlling for the test period.

Table 11 Comparing Initiation of Conflict Based on if Staff Member Received NVC Training While Controlling for Pretest and Posttest

General Initiated Conflict * General NVC Trained * PreTest vs PostTest Total Crosstabulation

PreTest vs PostTest Total				General NVC Trained		Total
				Not NVC Trained	NVC Trained	
PreTest (August 2004 to October 2004)	General Initiated Conflict	Staff	Count	5	18	23
			% within General NVC Trained	62.5%	47.4%	50.0%
		Resident	Count	3	20	23
			% within General NVC Trained	37.5%	52.6%	50.0%
	Total		Count	8	38	46
			% within General NVC Trained	100.0%	100.0%	100.0%
				Value	df	Asymp
						(2-sided)
Continuity Correction				.151	1	.697
Linear-by-Linear Association				.001	1	.980
N of Valid Cases				46		

PreTest vs PostTest Total				General NVC Trained		Total
				Not NVC Trained	NVC Trained	
PostTest (November 2004 to July 2006)	General Initiated Conflict	Staff	Count	5	19	24
			% within General NVC Trained	41.7%	47.5%	46.2%
		Resident	Count	7	21	28
			% within General NVC Trained	58.3%	52.5%	53.8%
	Total		Count	12	40	52
			% within General NVC Trained	100.0%	100.0%	100.0%
				Value	df	Asymp Sig.
						(2-sided)
Continuity Correction				.001	1	.980
Linear-by-Linear Association				.124	1	.725
N of Valid Cases				52		

In this sample, during the pretest, the NVC trained staff initiated conflicts (47.4%) less than the staff who had not received NVC training (62.5%); (see Table 11). There was a small sample difference, which was not statistically significant (see Table 11). During the posttest, the NVC trained staff (47.5%) still initiated conflict more when compared to the no-NVC trained staff (41.7%); (see Table 11). Over the pretest and post, the NVC trained staff moved from 47.4% to 47.5% while the no-NVC trained staff moved from 62.5% to 41.7%. There was a small sample difference, which was not statistically significant (see Table 11).

Discussion

Two significant patterns emerged when looking at the conflict and resolution trends at Tekoa Boys residential staff despite the high staff turnover. The two major patterns dealt with the type of resolution and NVC training. The NVC trained staff increased the amount of nonviolent resolution in the posttest. At the same time, the no-NVC trained staff had decreased their usage of nonviolent resolution by 25.0%. Despite the high staff turnover, this pattern was statistically significant at the .05 level or held 95% confidence that the result was not randomly produced. Another pattern was that the NVC trained staff members decreased their violent resolution during the posttest while the no-NVC trained staff members actually increased in their participation of violent resolution. Despite the high staff turnover, this pattern was also statistically significant at the .05 level or held 95% confidence that the result was not randomly produced. Throughout the posttest, the NVC trained staff could have become more aware of other individuals' needs, feelings and requests through observations. Therefore, when the NVC trained staff members encountered conflicts, the NVC trained staff could had been more aware and able to vocalize their needs and feelings in a clear manner. Likewise, the NVC trained staff could have been more able to identify the other individuals' requests. When resolving conflicts, nonviolent resolution was more conducive to dealing with requests than violent resolution.

With any experiment, there is always the possibility of another independent variable covarying with the NVC training. One possible covariant is gender. It is known that socialization leaves males less likely to be empathic than females (Fesbach 1975). While there were not enough cases to test gender, it is possible that gender has a compounding effect with NVC training. Another possible covariant is any previous conflict resolution training the staff members received in the past may have made it easier for some people to utilize NVC more than others. Some of the staff members have received conflict resolution training in the past. However, this variable's effect may have been lowered by the high turnover rate.

CHAPTER 5: CONCLUSIONS

Conclusions

My first prediction was: at the Tekoa Boys Institute, the NVC trained residential staff's involvement in nonviolent resolution would increase more from the pretest to the two year posttest than the no-NVC trained residential staff. Based on my observations, receiving NVC training was correlated with an increase in nonviolent resolution at Tekoa Boys Institute. The relationship was significant after the NVC training even with the 62% turnover of residential staff members. This relationship suggested that the NVC training had left some influence upon the conflict resolution trend.

My second prediction was: at the Tekoa Boys Institute, the NVC trained residential staff's involvement in violent resolution would decrease more from the pretest to the two year posttest than the no-NVC trained residential staff. My second prediction also was confirmed. The NVC trained residential staff encountered a decrease in participation of violent resolution while the no-NVC trained staff actually encountered an increase in violent resolution participation. The relationship was significant after the NVC training even with the 62% turnover of residential staff members.

While other patterns concerning conflict and resolution existed in the sample data, the patterns were not statistically significant for making predictions about the effects of NVC training on conflict resolution. The third prediction I made was at the Tekoa Boys Institute, the NVC trained residential staff's involvement in initiating conflicts would decrease more in the two year posttest when compared to pretest than those residential staff not trained in NVC. It was thought that NVC trained individuals would be less likely to instigate a conflict. Davis (1996) felt that being empathic permitted an individual to predict a potential conflict. That prediction then allowed for the prevention of some conflicts (Davis 1996). No effect was shown by the data in this sample.

In addition, another pattern concerning the conflict trend appeared but also was not significant. The majority of the conflicts that occurred at the Tekoa Boys Facility were verbal conflicts. The NVC trained staff members still dominantly participated in verbal conflicts with rare participation in physical conflicts. There was no switch between pre-test and posttest. However, the no-NVC trained staff switched to participating only in verbal conflicts during the posttest. Again, this pattern may be a result of many of the no-NVC

trained staff's being new to Tekoa Boys facility. During the posttest, none of the physical conflicts ended in violent resolution. This could mean that the NVC trained staff were choosing to become involved in the physical conflicts in attempt to solve these conflicts in a peaceful manner. As mentioned in the literature review, the more a staff member felt respected and had a good self-esteem, the more the staff member could accomplish his or her goal (Lowe 2001).

Related to Theory

The theory behind NVC is that compassion naturally manifests from a flow of communication that focus on observations, feelings, needs and requests. As participants communicated and listen for the four components consisting of observations, feelings, needs and requests in a clear and precise manner, the communication becomes more considerate (Rosenberg 2003).

In the following is an illustration of the four components of NVC in an observed conflict that occurred between a resident and an NVC trained staff member during the posttest. The conflict involved the resident cursing at the staff member. The first component of their interaction dealt with an observation (Rosenberg 2003). The staff member first made a comment about knowing that a commitment was made by him to do something at a particular time and place, and he was now going follow through on his commitment, and that the resident was now using specific words which he named. The next component of NVC is to identify one's feelings (Rosenberg 2003). The staff member then went on to comment how he felt when he thought about the fact that he was not following through on his commitment and when he heard the words the resident had used. The third component of NVC consists of needs identification (Rosenberg 2003). The staff member commented that when he heard those words, he felt angry because he has a need for respect. The last component for NVC was a specific request (Rosenberg 2003). The staff member finished with a request to discuss the circumstances surrounding the commitment with no vulgar words.

The illustration of this conflict demonstrates how the staff member used NVC in addition to the staff member's desire for more compassionate communication. NVC allowed the staff member to communication in a way that did not accuse or evaluate the resident's reaction to the broken promise. Furthermore, the staff member communicated his or her

feelings and needs about the conflict and finished with a request for further discussion. By the staff member requesting for respectful communication, the staff member was capable of trying to resolve the conflict with the resident. As mentioned in the literature review, the more a staff member feels respected and has good self-esteem, the more the staff member can accomplish his or her goal (Lowe 2001).

Limitations

As with all studies, this study encountered several limitations that should be noted. The first limitation was the small control group. Originally, it was planned that the school would act as a comparison to the main residential facility. However, the school turned out to be a poor comparison. The school accepted nonresidential clients into the school which introduced a new factor. There was also a wider variety of staff with specializations in the school, which was another factor. With the addition of these external variables, the comparison of the school and the residential facility was dropped. However, there was a basis of comparison between the staff that had received NVC training from the staff that had not in the same facility.

Another limitation of this study was the number of observations that occurred per week. With three observations per a week, only a partial picture of the events at Tekoa was being drawn.

The third limitation was that the inability to distinguish a violent permanent withdrawal from an immediate unresolved withdrawal led to a larger limitation. This limitation derived from the inability to be at the facility every day and night. The resolutions had not always occurred within the same hour as the conflict. It was possible an individual was just removing him or herself from the conflict to calm down before returning to resolve the conflict.

The fourth shortcoming was the inconsistency of the environment at the Tekoa Boy's facility. One form of this inconsistency was the high turnover rate in the facility. NVC-trained staff members left the program and new, untrained staff members were hired. Yet if the trained staff were practicing NVC, then the environment may have still changed. Another form of the inconsistency was the change of directors of the Tekoa Boys Facility. During the two-year observation period, Tekoa Boys' Facility had three separate directors, each with different goals. While all three directors allowed the study to occur, the emphasis

on external programs and studies varied from director to director. Within the two-year period of observation, some difficulties also arose with Tekoa's certification influencing the variation of emphasis. The other contributing factor to this mentioned inconsistency was the changing of the residents' personalities. The observations began with residents who had already been at the site for several months, but continued as new residents entered and older residents left Tekoa. Inexperience of new people was influenced by the changing in the pecking order. However, NVC training is a process. After an individual engages in the process for a while and begins to understand how the process works, their response could change.

The fifth limitation dealt suppression in Tables 8 and 9. The suppression suggests that there might have been some selection bias since the NVC training was voluntary. NVC training staff started out more violent but then became more nonviolent than the no-NVC trained staff. It is possible that the staff who selected the training felt the need to seek out ways to cope with the violence they were encountering.

The Hawthorne effect was a sixth research limitation as would be the case with any type of observation. Roethlisberger and Dickson (1939) have shown that individuals who feel they were being watched react differently (Roethlisberger and Dickson 1939). The Tekoa Boys Facility constantly had an influx of new residents and staff. With the observations, there was an adjustment period. With new adjustment periods occasionally occurring, it was also reminding the current staff and resident population of my presence. It was possible that their reactions would be tempered by my presence. However, I observed the staff and the residents telling new staff and residents to ignore me on numerous occasions.

Implications

This pilot study's limitations invite further areas that could be explored. These areas include but are not limited to the following:

Gender: Fesbach noted gender differences in reactions toward negative clues. Socialization leaves males less likely to be empathic than females (Fesbach 1975). Based on Fesbach's results, it was possible the effects of the nonviolent communication were hindered as well because of societal socialization. Though there was a small population of female staff members in this study, the numbers were too small for comparison as shown in Table 5.

Residents: In this study, NVC training was only administered to the residential staff, which formed only one source of the interactions. If the training is administered to the residents as well, any other environment impacts could be better evaluated. There are no studies where NVC training is administered to residents in a treatment facility in addition to the staff.

Other nonviolent communication programs: Another area that could be explored is how NVC communication compares to other empathy training programs such as anger management in effectiveness. Anger management involves several steps, some that are similar to NVC. The first step in anger management is to understand the other person's perspective through empathy (Skiba and McKelvey 2002). The second step is the angry person becoming aware of his or her emotional and physical states (Skiba and McKelvey 2002). Those steps are similar to NVC's focus on observations and feelings (Rosenberg 2003). But the final step of anger management involves the angry person moderating their reaction by thinking and evaluating different solutions to the conflict (Skiba and McKelvey 2002). This and other methods completely skip the step of needs identification which is considered critical in NVC. Furthermore NVC attempts to encourage empathetic communication to reach an agreed solution (Rosenberg 2003).

All studies have limitations including this one. The results from this study are not overwhelming; therefore, the interpretations cannot be conclusive. However, the results do suggest that NVC training does influence conflict resolution. Further studies should be conducted in order to gain additional information concerning the impact of NVC training on conflict resolution.

CHAPTER 6 REFERENCES/APPENDICES

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Appendix 1 Master Code Sheet for SPSS

Name (Position) Label

Tekoa (1) Overall Tekoa
Value Label
1.00 Tekoa

ObservMonth (2) Month Observation Took Place

Value	Label
.00	Missing
2.00	August 2004
3.00	September 2004
4.00	October 2004
5.00	November 2004
6.00	December 2004
7.00	January 2005
8.00	February 2005
9.00	March 2005
10.00	April 2005
11.00	May 2005
12.00	June 2005
13.00	July 2005
14.00	August 2005
15.00	September 2005
16.00	October 2005
17.00	November 2005
18.00	December 2005
19.00	January 2006
20.00	February 2006
21.00	March 2006
22.00	April 2006
23.00	May 2006
24.00	June 2006
25.00	July 2006

ObservWeekplacement (3) Placement in the Week that the Observation Took Place

Value	Label
.00	Missing
1.00	Random Weekday
2.00	Thursday
3.00	Random Weekend

ObservLocation (4) Overall Location of Observation

Value	Label
.00	missing
1.00	Residential
2.00	School

ObservConflict (5) Observed Conflict During Observation

Value	Label
.00	Missing
1.00	Observations Occurred with No Observed Conflict
2.00	Observations Occurred with Observed Conflict

Time (6) Time of Conflict

Value	Label
.00	missing
1.00	Between 8 am - 8:59 am
2.00	Between 9:00 am - 9:59 am
3.00	Between 10:00 am - 10:59 am
4.00	Between 11:00 am - 11:59 am
5.00	Between 12:00 pm - 12:59 pm
6.00	Between 1:00 pm - 1:59 pm
7.00	Between 2:00 pm - 2:59 pm
8.00	Between 3:00 pm - 3:59 pm
9.00	Between 4:00 pm -4:59 pm
10.00	Between 5:00 pm - 5:59 pm
11.00	Between 6:00 pm - 6:59 pm
12.00	Between 7:00 pm - 7:59 pm
13.00	Between 8:00 pm - 8:59 pm
14.00	Between 9:00 pm - 9:59 pm
15.00	Between 10:00 pm - 10:59 pm
16.00	No Conflict Occured

ConLocation (7) Location Of Conflict

Value	Label
.00	missing
1.00	Conflict Not Observed
2.00	Residential Living Room
3.00	Residential Hallway
4.00	Residential Bedroom
5.00	Residential Staff Office B's Hallway
6.00	Residential Staff Office B
7.00	Residential Front Gathering Area
8.00	Residential Private Office Off of Front Gathering Area
9.00	Residential Laundry Room
11.00	Dining Hall
12.00	Auxiliary Building Weight Room
13.00	Auxiliary Building Computer Room
14.00	Auxiliary Building Classroom
15.00	Outside in Front of the School
16.00	School Main Hallway
17.00	School Music Oriented Room
18.00	School Library Oriented Room
19.00	School Biology Oriented Room
20.00	School History Oriented Room
21.00	Field outside of the Residential Living Room
22.00	Field between Residential School

ConType (8) The Type of Conflict

Value	Label
.00	Missing
1.00	Verbal
2.00	Physical
3.00	Verbal and Physical
4.00	Conflict Not Observed

ConCause (9) Cause Of Conflict

Value	Label
.00	missing
1.00	Conflict Not Observed

2.00	Previous Conflict Observed
3.00	Concerning Respect (Individual/Individual's property)
4.00	Present/Future Change of Plans (broken promises, interrupt)
5.00	Tekoa's Laws/Overall Environment (bad day)
6.00	Displacing Anger down the Hierarchy (Prev. Conft Unobserved)
7.00	Displacing Anger Down the Hierarchy (Prev. Conflt Observed)
8.00	Expressing Different Opinions/Values/Beliefs
9.00	Originally Started as Horseplay But Turned Serious
10.00	Challenging or Asserting Unofficial Hierarchy

ConInitiated (10) Individual(s) who Initiated the Conflict

Value	Label
.00	Missing
1.00	Staff instigate to only resident(s)
2.00	Staff instigate to only staff
3.00	Staff instigate to both staff and residents
4.00	Staff- self instigated
5.00	Resident instigate to only resident(s)
6.00	Resident instigate to only staff
7.00	Resident instigate to both staff and residents
8.00	Resident- self instigated
10.00	Conflict Not Observed

ConInvolvement (11) Individual(s) who were Involved in the Conflict

Value	Label
.00	Missing
2.00	Staff Only
4.00	Single Staff Member
5.00	Residents Only
8.00	Single Resident
9.00	Both Staff and Residents Participated
10.00	Conflict Not Observed

ConCommitted (12) Individual(s) who Committed the Violence

Value	Label
.00	missing
1.00	Staff committed the violence towards resident(s) only
2.00	Staff committed the violence directed towards staff only
3.00	Staff committed the violence towards staff and resident(s)
4.00	Staff committed the violence alone
5.00	Resident committed the violence towards resident(s) only
6.00	Resident committed the violence directed towards staff only
7.00	Resident committed the violence toward staff and resident(s)
8.00	Resident committed the violence alone
9.00	Resident and staff committed the violence
10.00	Conflict Not Observed

ConSpecResolution (13) The Specific Conflict Resolution

Value	Label
-------	-------

.00	Missing
1.00	Resolution Not Observed
2.00	Immediate Unresolved Withdrawal
3.00	Verbally Violent Resolution
4.00	Physically Violent Resolution
5.00	Discriminatory Violent Resolution
6.00	Mediation
7.00	Temporary Withdrawal and Mediation
8.00	Discussion
9.00	Temporary Withdrawal and Discussion
10.00	Discussion and Mediation
11.00	Temporary Withdrawal, Discussion and Mediation
12.00	Attempted Discussion but resulted in immed unresolv
withdr.	
13.00	Attempted Mediation but resulted in immedi. unresolv
withdr	
14.00	Mediation while the other individual immed. unresol
withdraw	
15.00	Discussion while the other immediate unresolve
withdrawal	
16.00	Discussion, Mediation and immediate unresolved
withdrawal	
ConGenStaffInvolv (14) General Staff's Involvement in the Conflict	
Value	Label
.00	Not applicable
1.00	staff number not recorded
2.00	Staff number not recorded (unobserved conflict)
3.00	Recorded staff number
ConSpecStaffInvolv (15) Specific Staff Involve in Conflicts	
Value	Label
.00	Missing
998.00	Staff Number Not Recorded
999.00	Staff number not recorded (unobserved conflict)
9999.00	List Needed
NVCtrained (16) Involved NVC trained Staff	
Value	Label
.00	Not Trained
1.00	Received NVC training
2.00	Involved a NVC Trained and a not NVC trained Staff
member	
3.00	Involved multiple NVC trained staff members
99.00	Missing
NVCTrainedWhen (17) If NVC trained, when?	
Value	Label
.00	Not applicable
1.00	1st Year
2.00	2nd Year
3.00	Both Years
4.00	One person trained 1st yr: Other person trained 2nd yr
5.00	One person trained 1st yr: Other person trained both
yr	
6.00	One person trained 2nd yr: Other person trained both
yr	

99.00 Missing

NVCTrainedLength (18) If NVC trained, how long?

Value	Label
.00	Not Applicable
1.00	Under a Year (Refused Training)
2.00	1 year
3.00	2 years
4.00	One person under a year, another person for 2 years
5.00	One person under a year, another person for 1 year
99.00	Missing

Outlier (19) Outlier

Value	Label
.00	Outlier
1.00	Not Outlier

Appendix 2 Resident's Consent Form

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Adolescent Assent Document

Title of Research Study: Evaluation of Nonviolent Communication™ (NVC) Training at the Tekoa Boys' Facility

Research Investigator: Don Shoemaker
Professor, Department of Sociology, Virginia Tech

In the past, there have been verbal and physical conflicts between kids and staff at Tekoa. I, Don Shoemaker, a researcher at Virginia Tech, want to see if a training program for staff members at Tekoa will help the staff and the boys and girls solve problems with words rather than with fighting or violence.

Residents of the Tekoa facility are not required to be in this study. If you choose not to participate in this study, or if you choose to stop being a part of the study, this will not have any impact on your status at Tekoa (that is, you will not be punished or have any privileges taken away if you don't want to participate or if you withdraw). If you do choose to participate in this study, you will not receive money or special privileges for helping in this study.

If you agree to participate in this research study, you will be asked to answer questions on two surveys. Those questions will ask about your feelings and your interactions with the staff. Each survey question sheet will be anonymous. That means you will not be required to write your name on the sheet, so no one will be able to identify your answers on the sheet. It will take you about 30 minutes to complete each survey. You will be given the surveys every 6-months (at the middle and end of this 12 month study). You have the right not to answer any survey question which you choose not to answer.

I also want to let you know that my student will be making observations of the interactions of students and staff at Tekoa. The observations will not include the names of staff or students involved in verbal and physical conflicts, but will describe what happened. The observation forms which record conflicts between staff and residents will not be shared, given, or shown to the administrators of the Tekoa facility.

If you decide to participate in this study, you have the right to withdraw from the study (stop participation) at any time, without explanation. You may tell me, the researcher, or a staff member that you do not want to be in the study anymore. You have the right not to answer any survey question which you choose not to answer, and you may ask that you not be included in the observations made by my student.

I am required to document that you and I have read and discussed this Assent Document, and to show that you have had answered any questions that you may have had about your role and participation in this research project.

By signing below, you show that you are willing to participate in this project.

If you do participate, you should understand that you may withdraw at any time without penalty.

Participant's Signature

Date

Should I have any questions about this research or its conduct, before, during, or after my participation, I may contact:

Don Shoemaker, Principal Investigator	(540) 231-6046	shoemake@vt.edu
David Moore, Chair,	(540) 231-4991	moored@vt.edu
Institutional Review Board for the Protection of Human Subjects in Research		

Appendix 3 Parent/Guardian's Consent Form

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Parent/Guardian Permission Document

Title of Research Study: Evaluation of Nonviolent Communication TM (NVC) Training at the Tekoa Boys' Facility
Research Investigator: Don Shoemaker
Professor, Department of Sociology, Virginia Tech

I. The Purpose of the Research

In the past, there have been verbal and physical conflicts between kids and staff at Tekoa. I, Don Shoemaker, a researcher at Virginia Tech, want to see if a Nonviolent Communication (NVC) training program for staff members at Tekoa will help the staff and the boys and girls solve problems with words rather than with fighting or violence. Selected staff members will receive this training in the fall of 2004 and early spring of 2005.

II. Procedures

Boys and girls who agree to participate in this research study will answer questions on two surveys. Those questions will ask about their feelings and their interactions with the staff. We are asking for your permission to allow your child/ward to participate in this study and to allow them to complete the complete two surveys, copies of which are attached to this form.

During this study, each boy and girl participant will:

- 1) Fill out two survey questionnaires [30 minutes]
- 2) Be observed, randomly, by students of the researcher to record instances of conflict between the residents and the staff
- 3) Fill out, every 6-months (at the middle and end of this 12 month study), two survey questionnaires [30 minutes]

III. Risks Associated with Participation

The researchers believe that residents of Tekoa will be exposed to no more than minimal risk if they choose to participate in the study. The items on these surveys do not concern sensitive issues.

IV. Benefits Associated with Participation

No specific benefits are promised to you or your child for participating in this study. A general benefit may be that current and future residents of Tekoa will learn how to solve disputes with words rather than with fighting and violence, and will result in better social relationships for the residents once they leave Tekoa.

V. Extent of Confidentiality/Anonymity

Each survey question sheet will be anonymous. No one will write their name on the sheet, so no one will be able to identify a boy or girl by his/her answers on the sheet. The observation forms which record conflicts between staff and residents will not be shared, given, or shown to the administrators of the facility.

VI. Compensation

Neither you nor your child/ward will receive money or any special privileges or consideration for his/her participation in this study.

VII. Freedom to Withdraw

If a boy or girl decides to participate in this study, he/she has the right to withdraw from the study (stop participation) at any time, without explanation. He/she may tell the researcher or a staff member that he/she does not want to be in the study anymore. You, as the parent/guardian, may also withdraw permission for your child's/ward's participation, and should contact the researcher if you choose to do so. Additionally, study participants have the right not to answer any survey question which they choose not to answer. If a boy or girl chooses not to participate, or chooses to withdraw from the study, this will not have any impact on their status at Tekoa. Participation must be voluntary and is not a requirement for all residents of Tekoa.

VIII. Review by the Virginia Tech IRB

Federal laws and policies require the review of proposed research studies involving the use of human subjects. This research protocol was reviewed for compliance with the federal requirements by the Virginia Tech Institutional Review Board for the Protection of Human Subjects in Research, and was found to have met those requirements.

IX. Parent's Permission

I have read this Permission Document, and have had answered, by study personnel, any questions that I may have had about my child's/ward's role and participation in this research project. I hereby give my permission to allow my child/ward to participate in this project.

My Child/Ward's Name is: _____

Parent/Guardian's Signature	Date
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Should I have any questions about this research or its conduct, before, during, or after my participation, I may contact:

Don Shoemaker, Principal Investigator	(540) 231-6046	shoemake@vt.edu
David Moore, Chair,	(540) 231-4991	moored@vt.edu
Institutional Review Board for the Protection of Human Subjects in Research		

Appendix 4 Staff's Consent Form

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

**Staff Participant Consent Document
For Staff Receiving Nonviolent Communication™ (NVC)
Training**

Title of Research Study: Evaluation of Nonviolent Communication™ (NVC) Training at the Tekoa Boys' Facility

Research Investigator: Don Shoemaker
Professor, Department of Sociology, Virginia Tech

I. The Purpose of the Research

The purpose of this study is to evaluate the effects of training in Nonviolent Communication™ (NVC) on staff members at the Tekoa Boys' Facility. Ten randomly selected staff members, five men and five women, will receive training in fostering Nonviolent Communication (NVC) during October, 2004 and early spring of 2005.

II. Procedures

Participants will participate in NVC training, and will complete a survey which is being used to help determine the effects of NVC training on the management of conflicts and violent episodes at the Tekoa Boys' Facility.

During this study, participants will:

- 1) Fill out two pre-training surveys [15-30 minutes]
- 2) Participate in Nonviolent Communication (NVC) training [two initial 4-hour sessions, with approximately 3 weeks between the first and second session; and, a third 4-hour session approximately 2-3 months later]
- 3) Participate in empathy sessions [one 90-minute session per week, for as many weeks as the staff participant thinks it is of benefit to him/her during the course of this research study]
- 4) Fill out two surveys [15-30 minutes]
- 5) Be observed, randomly, by students of the researcher to record instances of conflict between the residents and the staff
- 6) Fill out, every 6-months (at the middle and end of this 12 month study), a social climate survey [15 minutes]

III. Risks Associated with Participation

Participation in this study will involve no more than minimal risk to participants. The items on the survey do not concern sensitive issues. Those taking the NVC training sessions are also not being exposed to unusual risks because of this training.

IV. Benefits Associated with Participation

The benefits of Nonviolent Communication (NVC) training could be potentially significant. It should result in reduced levels of conflict and violence at the residence, both among the

staff and the residents- It is hoped that one of the beneficial outcomes of this study would be better communication between individuals living and working at the facility, and that residents will have better social relationships following their release from Tekoa.

V. Extent of Confidentiality/Anonymity

The data gathered in this experiment will be treated with confidentiality. With the exception of those taking the Nonviolent Communication (NVC) training, all responses to the surveys will be anonymous. No one will be able to identify a participant by his/her responses. For those individuals who receive the training, they will be assigned a coded number, to be used on the survey document instead of their names, and the key to that code will be available only to the researchers. The identities of those assigned a number will be kept strictly confidential. Observation forms recording interpersonal conflicts between staff and residents will not be shared, given, or shown to the administrators of the facility. However, if the observer notes that you have physically abused a resident, he/she is obligated by law to report instances of child abuse to the proper authorities, and that may place you at risk of legal action or job-related disciplinary action; in such an instance, confidentiality must be broken.

VI. Compensation

Study participants will not receive any financial or other compensation for their participation in this study.

VII. Freedom to Withdraw

If a study participant decides to participate in this study, he/she has the right to withdraw from the study (stop participation) at any time, without explanation. Additionally, study participants have the right not to answer any survey question which they choose not to answer. If a staff member chooses not to participate, or chooses to withdraw from the study, this will not have any impact on their employment at Tekoa. Participation must be voluntary and is not a condition of employment.

VIII. Review by the Virginia Tech IRB

Federal laws and policies require the review of research protocols involving the use of human subjects. This research protocol was reviewed for compliance with the federal requirements by the Virginia Tech Institutional Review Board for the Protection of Human Subjects in Research, and was found to have met those requirements.

IX. Participant's Permission

I have read and discussed this Consent Document with study personnel, and have had answered any questions that I may have had about my role and participation in this research project. I hereby give my voluntary consent to participate in this project.

If I participate, I understand that I may withdraw at any time without penalty.

Participant's Signature

Date

Should I have any questions about this research or its conduct, before, during, or after my participation, I may contact:

Don Shoemaker, Principal Investigator	(540) 231-6046	shoemake@vt.edu
David Moore, Chair, Institutional Review Board for the Protection of Human Subjects in Research	(540) 231-4991	moored@vt.edu

Appendix 5 IRB Approval 2004- 2005



Institutional Review Board

Dr. David M. Moore
IRB (Human Subjects) Chair
Assistant Vice President for Research Compliance
CVM Phase II- Duckpond Dr., Blacksburg, VA 24061-0442
Office: 540/231-4991; FAX: 540/231-6033
email: moored@vt.edu

DATE: December 14, 2004

MEMORANDUM

TO: Donald J. Shoemaker Sociology 0137

FROM: David Moore 

SUBJECT: **IRB Full Review Approval: "Evaluation of Nonviolent Communication(NVC) Training for Staff at Tekoa Boys' Residential Program" IRB # 04-475 FR**

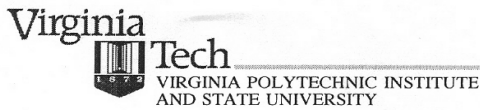
The above referenced protocol was submitted for full review and approval by the IRB at the October 13, 2004, November 15, 2004 and December 13, 2004 meetings. The board had voted approval of this proposal contingent upon receipt of responses to questions raised during its deliberation. Following receipt and review of your responses, I, as Chair of the Virginia Tech Institutional Review Board, have, at the direction of the IRB, granted approval for this study for a period of 12 months, effective December 13, 2004.

Approval of your research by the IRB provides the appropriate review as required by federal and state laws regarding human subject research. It is your responsibility to report to the IRB any adverse reactions that can be attributed to this study.

To continue the project past the 12 month approval period, a continuing review application must be submitted (30) days prior to the anniversary of the original approval date and a summary of the project to date must be provided. Our office will send you a reminder of this (60) days prior to the anniversary date.

Virginia Tech has an approved Federal Wide Assurance (FWA00000572, exp. 7/20/07) on file with OHRP, and its IRB Registration Number is IRB00000667.

cc: File
Department Reviewer Theodore Fuller 0137



Institutional Review Board

Dr. David M. Moore
IRB (Human Subjects) Chair
Assistant Vice President for Research Compliance
1880 Pratt Drive, Suite 2006(0497), Blacksburg, VA 24061
Office: 540/231-4991; FAX: 540/231-0959
email: moored@vt.edu

DATE: November 16, 2005

MEMORANDUM

TO: Donald J. Shoemaker Sociology 0137

FROM: David Moore 

SUBJECT: **IRB Full Review Continuation:** "Evaluation of Nonviolent Communication (NVC) Training for Staff at Tekoa Boys' Residential Program" IRB # 05-594 FR ref 04-475 FR

This memo is regarding the above referenced protocol which was previously granted expedited approval by the IRB on December 13, 2004. The proposed research, having been previously approved at a convened IRB meeting, required full IRB review prior to granting an extension of approval, according to the specifications authorized by 45 CFR 46.110 and 21 CFR 56.110. The above referenced protocol was submitted for full review continuation and approval by the IRB at the meeting. Pursuant to your request, I, as Chair of the Virginia Tech Institutional Review Board, have, at the direction of the IRB, granted approval for this study for a period of 12 months, effective December 13, 2005.

Approval of your research by the IRB provides the appropriate review as required by federal and state laws regarding human subject research. It is your responsibility to report to the IRB any adverse reactions that can be attributed to this study.

To continue the project past the 12 month approval period, a continuing review application must be submitted (30) days prior to the anniversary of the original approval date and a summary of the project to date must be provided. Our office will send you a reminder of this (60) days prior to the anniversary date.

Virginia Tech has an approved Federal Wide Assurance (FWA00000572, exp. 7/20/07) on file with OHRP, and its IRB Registration Number is IRB00000667.

cc: File