



# Victim Awareness Program

## A Descriptive Study

October 2011

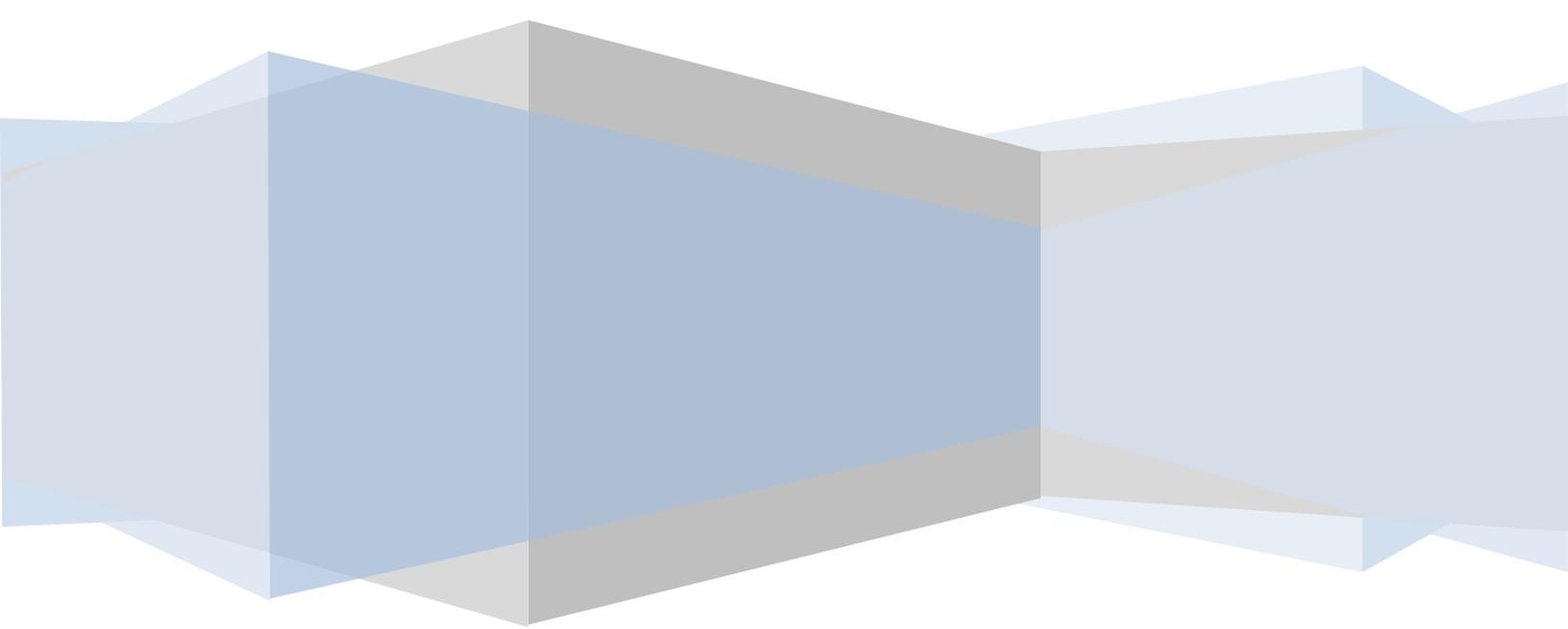
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## **OHIO DEPARTMENT OF REHABILITATION AND CORRECTION**

The Ohio Department of Rehabilitation and Correction (ODRC) currently has 30 institutions confining approximately 51,000 inmates. Four of those institutions house female inmates, the Ohio Reformatory for Women, the Franklin Pre-Release center, the Northeast Pre-Release Center, and the Trumbull Correctional camp. The Corrections Medical Center serves as a medical hospital for both genders. The Oakwood Correctional Facility houses both male and female inmates in need of intensive psychiatric treatment. The remaining institutions house male inmates of varying security levels. Ohio's first supermax prison, the Ohio State Penitentiary, opened in Youngstown in April, 1998. Ohio also has two boot camps, one for each gender, aimed at young, first-time, non-violent offenders.

ODRC is also comprised of the Division of Parole and Community Services; the community corrections division of ODRC. It consists of four primary areas or bureaus: The Adult Parole Authority, the Bureau of Adult Detention, the Bureau of Community Sanctions, and the Office of Victim Services.

The Division of Parole and Community Services works in partnership with local criminal justice officials and community and state agencies to provide safe, meaningful community sanctions for the adult offender. Increasingly, states like Ohio are looking toward community-based correctional organizations to assist in alleviating the conditions of exhausted resources with state correctional systems. The use of community correction agencies and the application of non-state prison sanctions emphasize public safety and include enhanced opportunities for offenders to change behaviors and/or conditions which resulted in them coming into contact with the criminal justice system.

Current examples of non-prison sanctions include, but are not limited to, restitution, day reporting, community service, and halfway house placement. Division staff promote public safety by effectively dealing with individuals who violate the conditions of community placement. All non-prison sanctions are developed and operated in accordance with legal mandates and applicable standards.

### **A Walk through the System with the Office of Victim Services**

The mission of the Office of Victim Services (OVS) is to work in partnerships to make a positive difference in the lives of crime victims, by affording them meaningful participation throughout the Ohio corrections process. In other words, the goal is to walk with victims from offender admission to the Department all the way through final release from supervision in the community.

OVS is primarily comprised of three sections; administration, regional victim advocates, and notification. The regional victim advocates' primary responsibilities consist of assisting victims and their representatives in understanding their rights in the post-conviction processes of the offender in their

case. OVS victim advocates function as liaisons building a bridge of understanding between the victims, community organizations and the Department. OVS offers a number of services for crime victims and their families after the perpetrator has been sent to state prison to serve his or her sentence. The primary services offered by OVS include the following: Notification, Victim Conference Day, Full Board Hearings, Victim-Offender Dialogue, Crisis Intervention, and Education. Victim advocates are regionally located throughout the state in order to better assist victims whose offenders are currently incarcerated and those whose offenders are under community supervision by the Adult Parole Authority.

OVS has been integral for providing development, training and monitoring of the Victim Awareness Program throughout the state of Ohio for correctional institutions and communities. Corrections professionals, advocates, and crime victim impact panels have been instrumental in preparing facilitators to implement victim-centered programs throughout the state.

## LITERATURE

The Victim Awareness Program is restorative in nature in that it requires offenders to address their criminal behavior. The program also allows victims the opportunity to be engaged in the justice process of offenders who participate in the program.

The premise behind Victim Awareness Programming, otherwise mentioned in the research literature as Impact of Crime on Victim Classes (ICVC) is that the majority of offenders are not incarcerated for violent offenses (Seymour, 1989). Thus, it is argued that ICVC programs are sufficient for addressing offenders' cognitive needs as well as encouraging offenders to accept responsibility for their actions. ICVC programs focus on developing an intense emotional impact among offenders and are touted as being able to reduce offenders' propensity for blaming and increase their ability to accept responsibility for their actions (Jackson, Lucas & Blackburn, 2009). Offenders who are not willing to accept responsibility for their actions are more likely to weaken their ties with reality and use external attribution as a means of eliminating feelings of guilt, which are important for reconciliation and healing (Pattison, 2000).

The motivation underlying the initial development of victim impact and awareness programs was recognition that many offenders were completely unaware and unmoved by the impact of their crime on victims. To provide a benchmark for this, twenty-two years ago, Seymour (1989) conducted the first national survey in the United States and reported that awareness classes were conducted in only approximately ten percent of the 50 states. There has been a significant increase in programs in a relatively short span of time. Despite the expansion of these programs, victim awareness classes have been the subject of an extremely small number of unpublished evaluation reports. A comprehensive literature review conducted in 2005 found no published peer reviewed journal articles reporting empirical findings specifically related to awareness programs other than Monahan, Monahan, Gaboury and Niesyn (2004). Since 2005 there have been two primary studies gauging the effectiveness of impact of crime programming.

In a 2007 evaluation of the ICVC Curriculum Project sponsored by the Office for Victims of Crime, U.S. Department of Justice, lead evaluator Dr. Mario T. Gaboury found definite benefits to the concept of victim awareness programming for offenders. Dr. Gaboury along with colleague Dr. Chris Sedelmaier studied the implementation of a standardized program at 10 correctional facilities in four states: California, Ohio, Tennessee and Virginia. The researchers found that offenders participating in the study demonstrated statistically significant improvements in knowledge of victims' rights and knowledge about the impact of victimization on crime victims (Gaboury, 2007).

The results of this study indicate that it is possible to move offenders toward understanding the impact of their criminal behavior while at the same time developing a sense of accountability for their actions. In a subsequent study of offenders in the Missouri Department of Corrections, Dr. Arrick Jackson, a criminal justice professor from North Texas University found that offenders completing victim awareness programming experienced an increase in accountability with a decreased amount of external blaming of the victim, and society for their correctional supervision (Jackson, 2009). ICVC programs focus on developing an intense emotional impact among offenders and are touted as being able to reduce offenders' propensity for blaming and increase their ability to accept responsibility for their actions (Jackson, Lucas & Blackburn, 2009).

The Victim Awareness Program in Ohio, which builds on research regarding the positive impact of victim awareness on offender behavior (Gaboury et al. 2004, 2007, & Jackson 2009), underwent curriculum changes and implemented the revised curriculum in October 2009. Programmatic changes included a Media section that allows program participants to understand the impact of the media on issues surrounding crime victims. Unique to Victim Awareness is the development of the Forgiveness/Making Amends portion of the curriculum. Historically, program participants have proposed questions surrounding the issues of forgiveness and survivors of crime. The Forgiveness/Making Amends section allows participants to begin a process toward developing an understanding of the concept of forgiveness from a victim's perspective. This occurs while simultaneously encouraging participant accountability for the harm done to victims and survivors.

A distinctive feature of the Victim Awareness curriculum in Ohio is the creation and implementation of a gender-specific curriculum for female offenders. The corresponding gender-specific curriculum attempts to increase offender responsibility for their actions while addressing the unique trajectory of offenses committed by female offenders.

This study assesses whether offenders gain knowledge and insight into the impact of crime on victims and the community. The acquisition of knowledge and insight is central to changing criminal mindsets (Kegan & Lahey, 2009). It has been the experience of professionals at ODRC that this program effectively demonstrates to offenders the true impact of crime. Program facilitators have provided accounts of observable behavior and attitude changes relative to crime. However, the positive experience of practitioners should be tested by empirical evidence. This study was completed in order to conduct an exploratory assessment of the claims of increased knowledge as a result of the Victim Awareness Program. ODRC is committed to the model of practitioners and researchers working in partnership to assess the validity of theories of intervention and improve their practical application.

## DESIGN AND METHODOLOGY

### Ohio Victim Awareness Program Background

ODRC implemented the new cognitive-behavioral Victim Awareness Curriculum Program (VAP) in September of 2009. The 13-week program is offered in all state institutions, Adult Parole Authority Offices, Community Based Correctional Facilities (CBCF), and halfway houses in Ohio. The curriculum is intended for high-risk offenders who will be released back into the community. Program participants are selected according to risk-level and date of release unless court-ordered to complete programming.

The overall goal of the program is to increase offenders' awareness of how crime negatively affects victims and the community. If offenders do not develop empathy, the ability to view themselves in the victims' situation, they will not be able to begin the process of mending the harm done. Throughout the program offenders are encouraged to accept responsibility for their crimes.

Recognizing the needs of female offenders differ from that of their male counterparts, the 13-week program includes chapters written specifically for females. These chapters are identified in parentheses below. The remaining chapters are found in both the male and female curricula.

- ❖ Community Justice
- ❖ Cultural Barriers
- ❖ Media Issues
- ❖ Property Crime and Identity Theft
- ❖ Substance Abuse
- ❖ Drunk Driving
- ❖ Domestic Violence and Stalking (*Female Domestic Violence*)
- ❖ Family Violence
- ❖ Sexual Assault (*Female Sex Offenders*)
- ❖ Homicide
- ❖ Forgiveness and Making Amends
- ❖ Reentry

The frequency of meetings varied depending on location (institution, community) and the facilitator. Generally, courses are held weekly for one and a half to two hours each. Outside of the *Community Justice* and *Reentry* chapters, facilitators are free to present the chapters in any order they prefer. Courses are taught in a group setting and participation from offenders is encouraged. A unique component of the Ohio VAP is the inclusion of victim impact speakers. Victim impact speakers reinforce the program material and provide the offenders with living, tangible representatives of the victims of crime and how their lives are forever changed. Victim impact speakers include direct victims of crime in addition to their surviving family members (i.e. parents of murdered children). Speakers explain to the group specifically, and at times graphically, how their lives were changed by crime. Program facilitators ensure that the person(s) responsible for the crime against the victim impact speakers are not in the class.

## Assessment Tool Development

The 66 item, 5-point Likert scale pre-/post-test assessment tool was developed by reviewing the objectives for each chapter in the curriculum. Five assessment tool items were created for each of the 12 chapters and offenders were asked to indicate how much they agreed or disagreed with them. Some of the statements are drawn directly from the curriculum (*“Personal forgiveness requires a change of heart and an admission of the wrong done to others”*) while others require the offender to apply the information learned during the program to hypothetical situations (*“Plea bargains speed up the sentencing process therefore bringing closure to homicide victims’ families”*).

An additional six items were created to gain insight into the offenders’ sense of civic responsibility, or the belief in their ability to make positive changes in their communities currently, if completing the VAP at an Adult Parole Authority Office, or once released. (*“Working on a project that improves lives in my community is a waste of time if I don’t get paid for it.”*) These statements also tie back into one of the program goals of righting the wrong done to the community following the commission of crimes.

Demographic information concluded the assessment tool. The following information was captured:

- ❖ Sex
- ❖ Race/Ethnicity
- ❖ Education
- ❖ Marital status
- ❖ Number of children
- ❖ (*If in an institution*) Do you receive visits from family members?
- ❖ (*If in the community*) How often do you have family contact?
- ❖ Do you know the victim of your current offense(s)? If yes, what is your relationship to the victim?

## ANALYSIS<sup>1</sup>

The following descriptive information is based on data from 1,131 male and 140 female offenders<sup>2</sup>. The findings are organized in line with the curriculum chapters.

### Community Justice

This chapter focuses on how victims, communities, and offenders are affected by crime. An emphasis is placed on crime being more than just a violation of law and the importance of offenders acknowledging the harm done and becoming accountable for their actions. Overall, both male and female offenders understood that crime affects more than just the direct victim. They acknowledged that change is a process and not a one-time event that occurs overnight. Female offenders exhibited a noticeable change from pre-test to post-test regarding the subject of taking responsibility for their actions. Figure 1<sup>3</sup> illustrates the positive increase of responses from women following completion of the program.

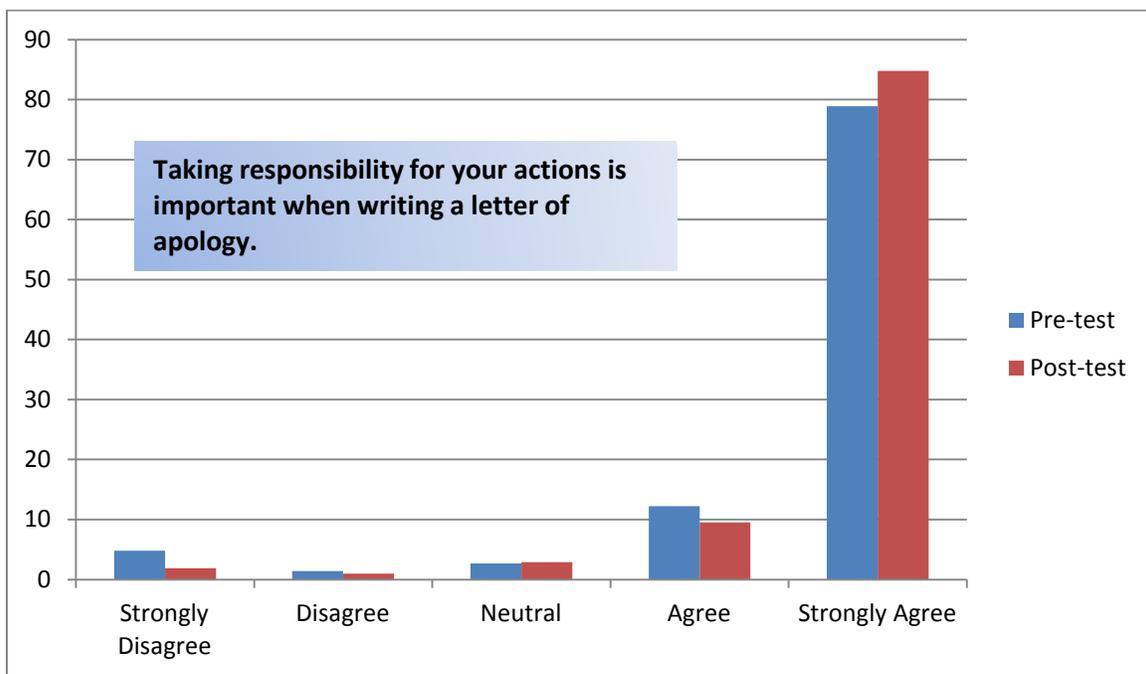


Figure 1

<sup>1</sup> The results contained in this report are from assessments collected October 1, 2009 – July 1, 2010.

<sup>2</sup> Post-test data decreased to 518 for male and 105 for female offenders.

<sup>3</sup> All data in figures are presented in percentages.

## Cultural Barriers

Offenders cover topics such as racism, prejudice, diversity, and discrimination. Underserved populations and their vulnerability to crime are explained and offenders are taught that the majority of an individual's culture is not seen on the outside, but found beneath the surface.

Offenders were very conscious of cultural differences between people and how these may lead to differential treatment. However prior to covering this chapter, both male and female offenders were unsure if victims of hate crime suffered similar effects to those of victims of more commonly committed crimes. In the figure below 32 percent of males and 28 percent of females selected "Neutral" for this item. Post-test data show, these percentages decreased to 19 and 12, respectively. Likewise, there was an increase in offenders who agreed with the statement.

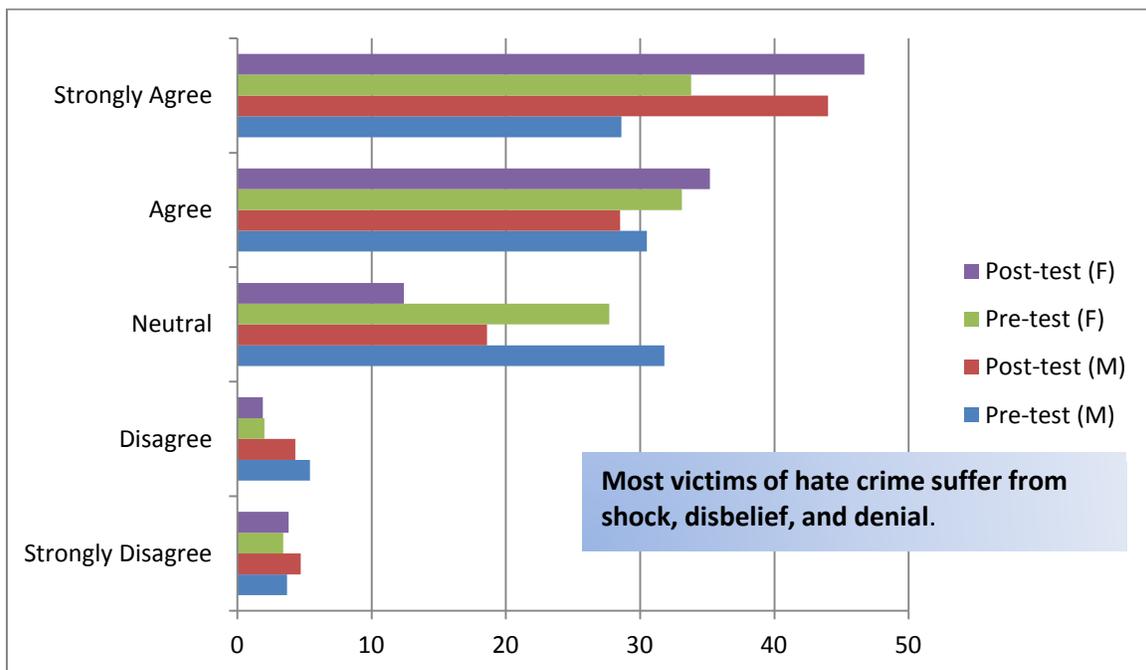


Figure 2

## Media Issues

This chapter focuses on the effects media has on victims and survivors. Offenders are taught various forms of media influence opinions and views on topics such as victims and crime in general. Offenders believed that some forms of media influence individuals more than others. For example, the majority of offenders believed that music could affect how an individual behaves, however this number

was small compared to news media. Offenders learned that seeing reports of crime on the news desensitizes people to what victims and their families go through after crime.

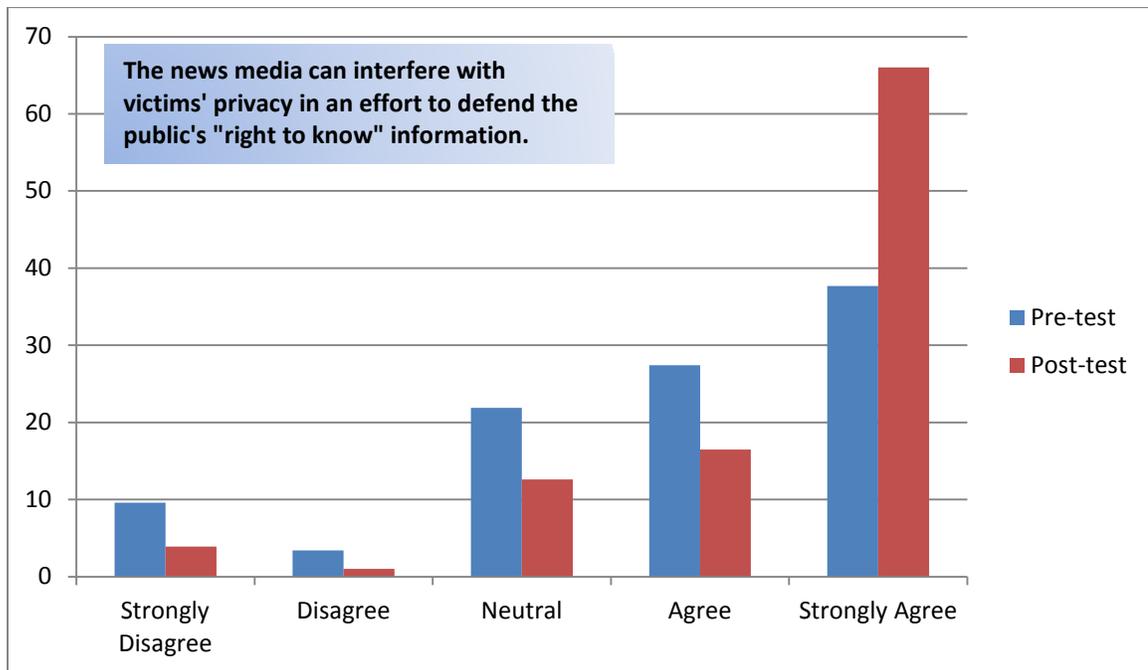


Figure 3

Figure 3 illustrates that female offenders understood how the media can invade victims' and their families' privacy in hopes of gaining information to share via news media. Prior to covering this chapter, 65 percent of female offenders believed that media infringe upon victims' privacy. This percentage increased to 83 percent following completion of the program.

### Property Crime and Identity Theft

Following completion of this chapter, offenders should be able to explain what property crime and identity theft are and the impact of these crimes on victims. Generally offenders understood that losing property and/or their identity through credit cards does have an effect on victims. After completing this chapter of the curriculum, female offenders demonstrated a significant increase in their knowledge, as noted in Figure 4 below. Eighty-four percent of females on the pre-test believed some items victims lose to property crime cannot be replaced. This increased to 96 percent on the post-test; but more significantly, no female disagreed with the statement on the post-test.

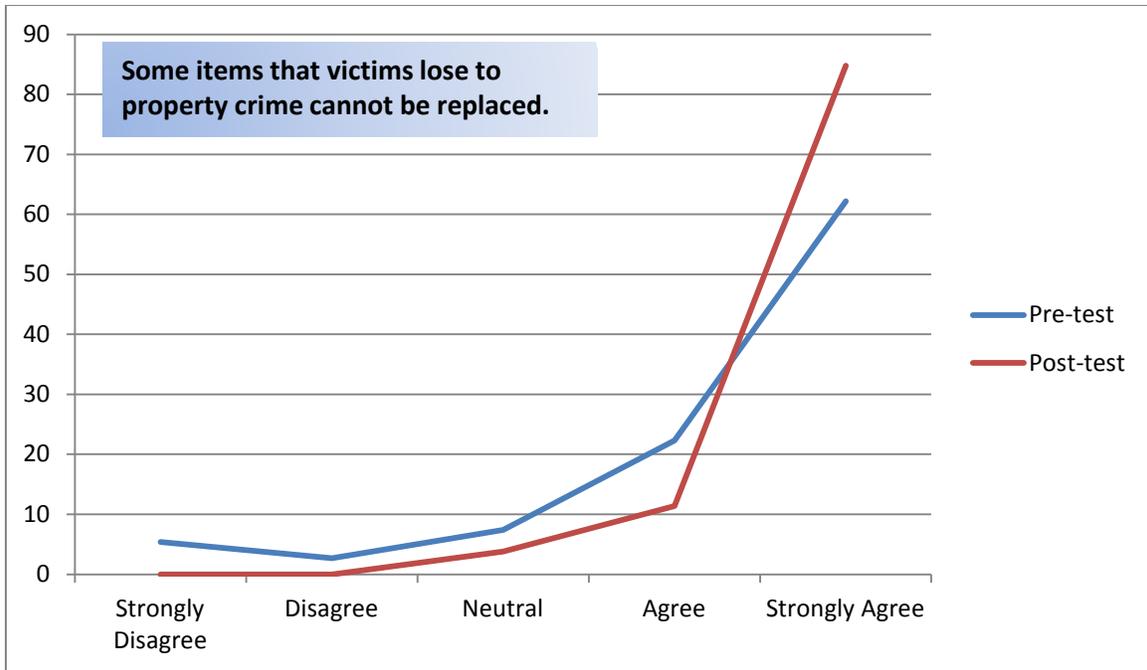


Figure 4

## Substance Abuse

This chapter highlights the differences between substance abuse and addiction and how abuse can lead to criminal behavior. There is also an emphasis on the fact there are no “victimless” crimes: families and communities are affected by substance abuse. The majority of program participants believed they were not the only people harmed when abusing drugs and/or alcohol. Likewise, they acknowledged that distribution of drugs has devastating effects on communities and it is not an acceptable option once one has exhausted legal means of earning income.

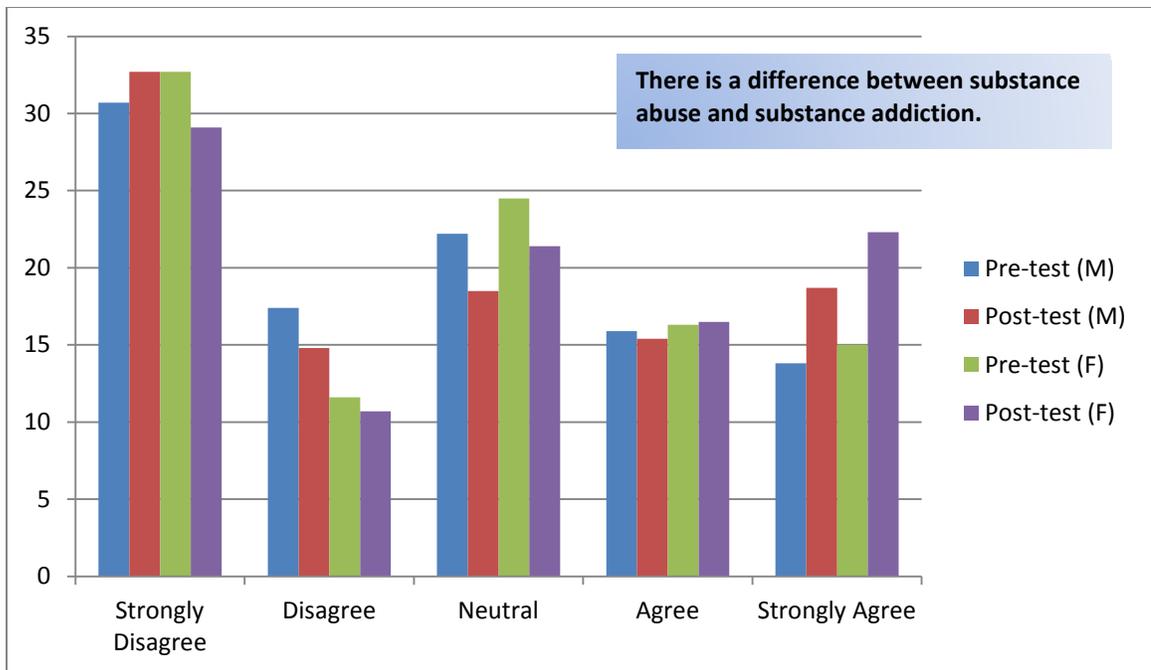


Figure 5

However both genders were confused on the difference between substance abuse and addiction. On the pre-test an average of 46 percent of offenders believed substance abuse and addiction are the same. Responses did not overwhelmingly improve following completion of this chapter. Post-test data from females indicate a slight increase in those who believe there is a difference. Conversely, the percentage of males who disagreed with the statement increased. It is difficult to determine why so many offenders remained unsure of the answer to this item. One can hypothesize that they listened to the material being covered, yet maybe did not fully agree based on their personal experiences.

## Drunk Driving

Offenders are taught the many ways alcohol can impair bodily functions needed to successfully operate a vehicle. It is stressed to them that alcohol-involved crashes are not accidents. Similar to the topic of substance abuse, offenders generally agreed that driving while under the influence of alcohol was a poor decision. Figure 6 illustrates female offenders were significantly more likely to agree with the statement “If a person has a collision after choosing to drink and drive, it is a crash, not an accident,” on the post-tests.

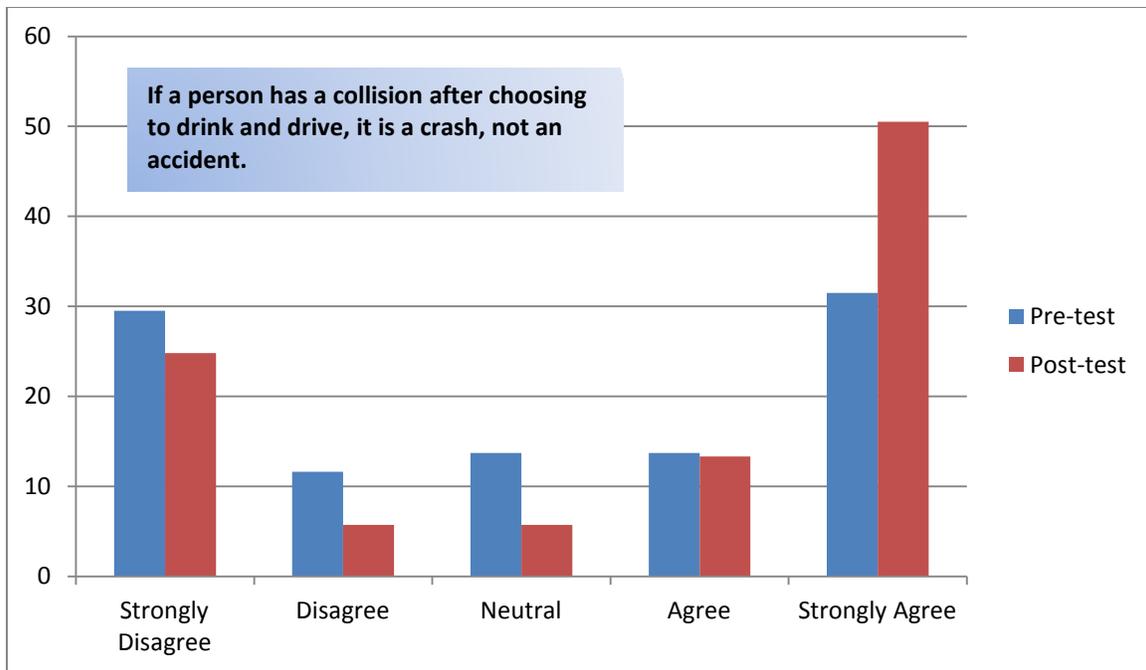


Figure 6

## Domestic Violence and Stalking

This chapter in the male curriculum defines domestic violence and stalking and focuses on the impact of each on victims. Offenders learn that these are acts of power and control and abuse can take many forms. Facilitators emphasize to the men that society generally blames victims of domestic violence instead of holding offenders accountable.

Male offenders recognized the seriousness of both physical and non-physical abuse. Generally they acknowledged victims of domestic violence and stalking suffer many effects including panic attacks and sleep disorders. The men also acknowledged how hurtful it can be for victims when the trust they had in their abuser is taken advantage of.

## Domestic Violence for Female Offenders

This chapter is located in the female-only curriculum and covers reasons for abuse and provides alternative ways to respond to abusive behavior. Female offenders are taught that women may be abusive for different reasons than their male counterparts, but violence is never an appropriate response. Facilitators provide safety planning information to female offenders as well.

## Family Violence

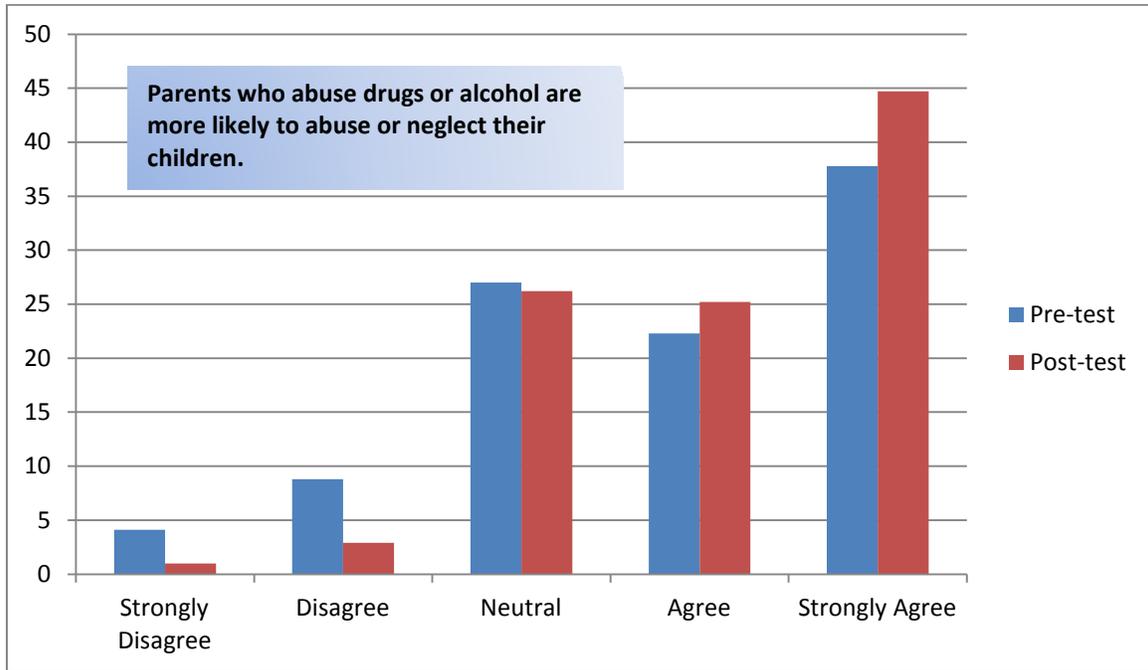


Figure 7

This chapter includes information on child, elder, and sibling abuse and how victims are affected. Based on the data, offenders seemed to be knowledgeable of family violence. Female offenders demonstrated an increase in their knowledge of how drug and alcohol abuse increases the likelihood of child abuse or neglect. They were less likely to disagree with the statement in Figure 7 following completion of this chapter.

## Sexual Assault

The consequences of sexual assault and rape are shared with male offenders. Overall, prior to completing this chapter, the male offenders were familiar with the different types of sexual assaults. However many of them blurred the line between consent and sexual assault. As noted in Figure 8, 25 percent of men were initially uncertain if not receiving an objection from their sexual partner was the same as obtaining consent. After completing the chapter, this percentage decreased to 19 percent, but more importantly, the percentage of "Strongly Disagree" and "Disagree" responses increased to 69 percent collectively, up from 57 percent on the pre-test.

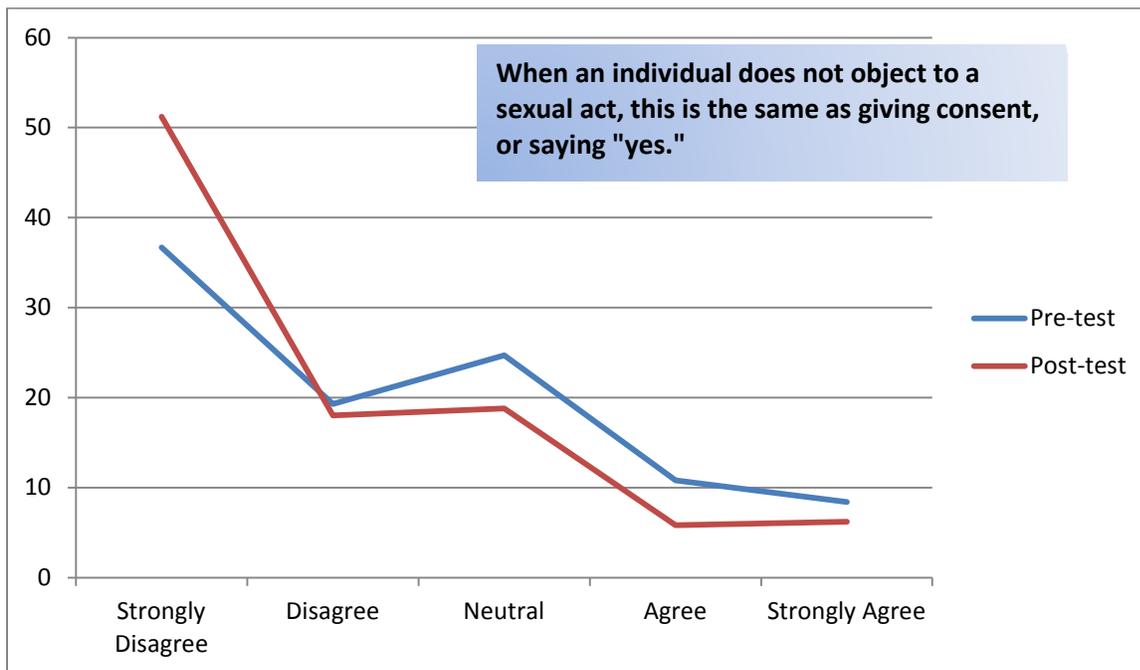


Figure 8

Prior to covering information on sexual assault, 37 percent of male program participants were unsure if strangers are responsible for the majority of sexual assaults. Upon completing this chapter, this percentage decreased to 24 percent. Additionally, Figure 9 shows that the amount of participants indicating that most sexual assaults are not committed by strangers increased by 12 percent on the post-test. When the topic of alcohol and sexual assaults was covered on the assessment, the majority of male participants were uncertain if alcohol was the most common substance used to make the assault easier to commit. On the post-test the percentage of neutral responses decreased 14 percent and the overall percentage of participants believing alcohol is the most common used substance in sexual assaults was 64 percent.

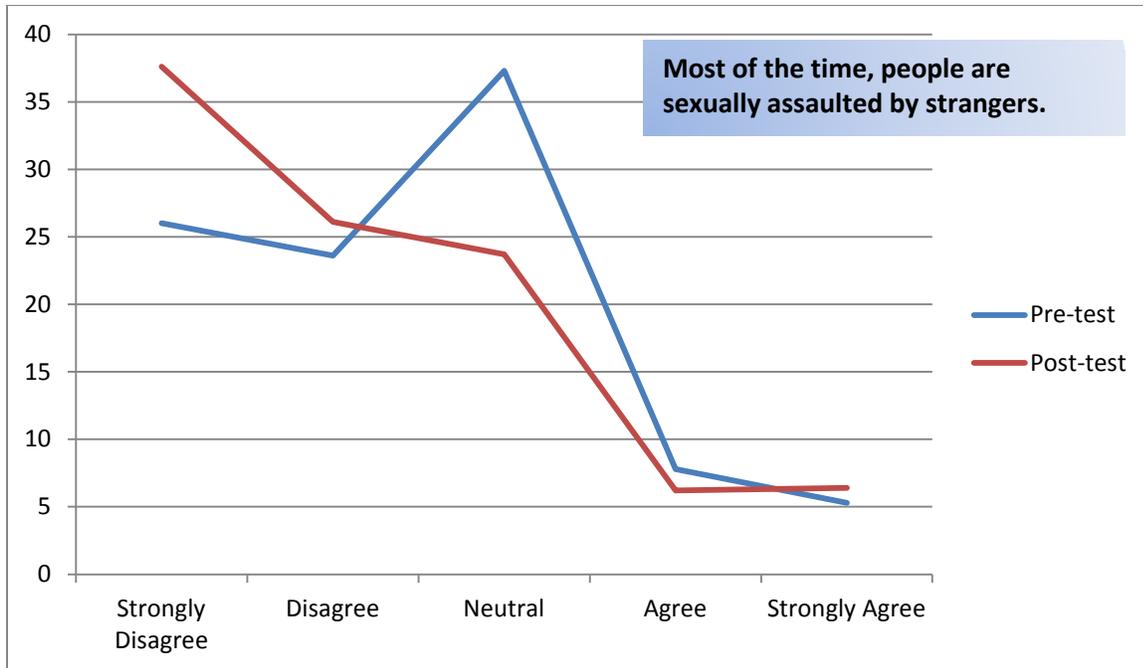


Figure 9

### Female Sex Offenders

Female offenders are introduced to the different types of sexual offenders and their typical victims. The numerous effects on the victims are covered and offenders learn that sex offenses committed by women are underreported. Female offenders also learn that some female sex offenders have extensive histories of abuse and experience substance abuse problems.

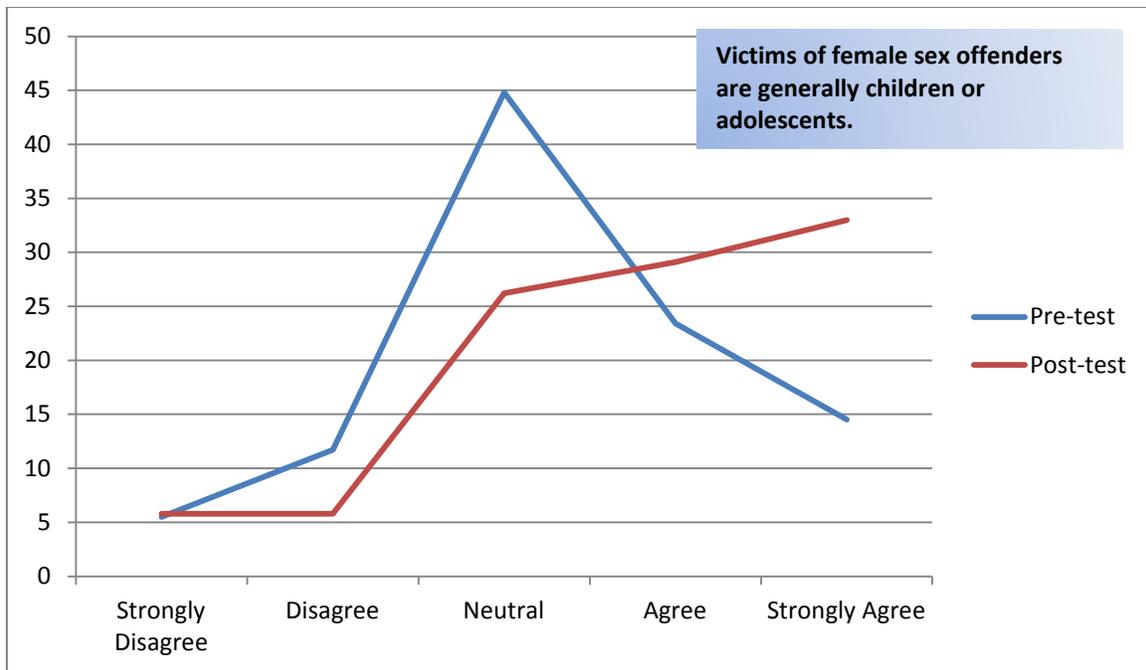


Figure 10

Prior to covering this portion of the curriculum, 45 percent of female participants did not realize that the vast majority of victims of female sex offenders are children and adolescents. Figure 10 illustrates that on the post-test, this percentage decreased to 26 percent and the percentage of those that correctly agreed with the statement increased from 38 to 62 percent.

## Homicide

In this chapter offenders are taught there are survivors of homicide. An emphasis is placed on understanding the feelings of homicide survivors and the effect unanswered questions may have on their lives. It is important for offenders to understand that homicide survivors do not experience grief in a specific time frame. Initially, many offenders did not know if homicide survivors experienced measured grief following losing a loved one to homicide. After completing this chapter, participants significantly decreased their “Neutral” responses. They also learned that the age of a homicide victim can intensify the trauma of those close to the victim. As illustrated below in Figure 11, after completing this chapter, 71 percent of female offenders agreed that a homicide victim’s age may increase trauma of their survivors compared to only 47 percent of the pre-test.

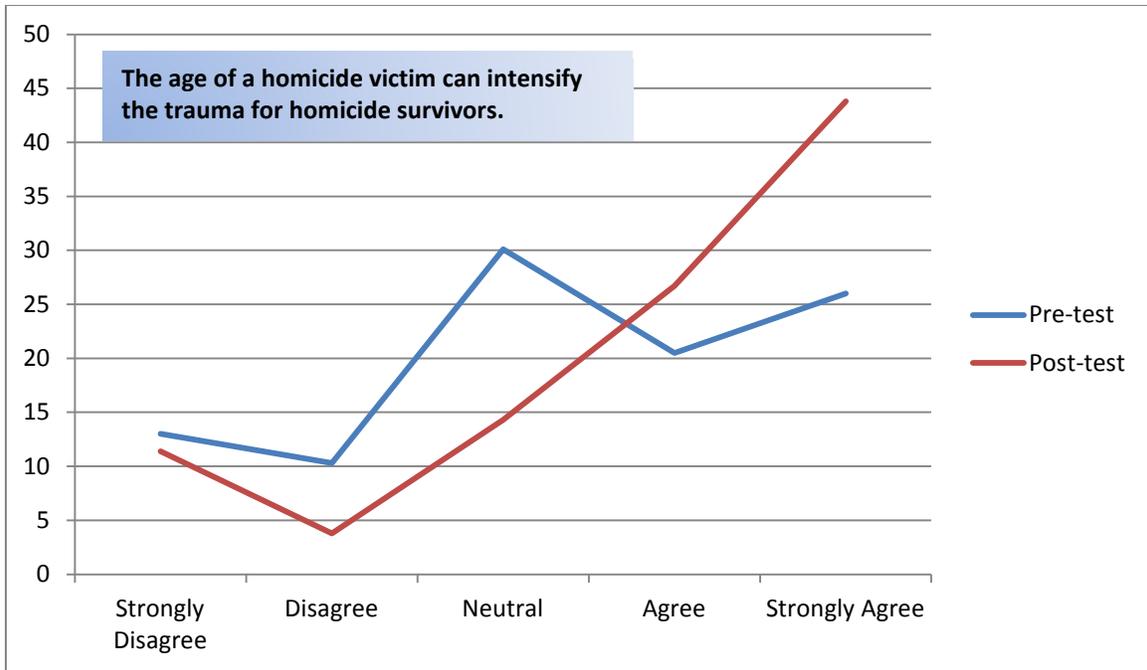


Figure 11

### Forgiveness Making Amends

The four elements of forgiveness are covered in this chapter. Offenders learn that both victims and offenders go through processes to achieve forgiveness. Acknowledgement, responsibility, and accountability for offenders are highlighted. After information from this chapter was presented, male offenders increased their knowledge and recognized that acknowledging the harm they caused their victims is part of the forgiveness process as noted in the figure below.

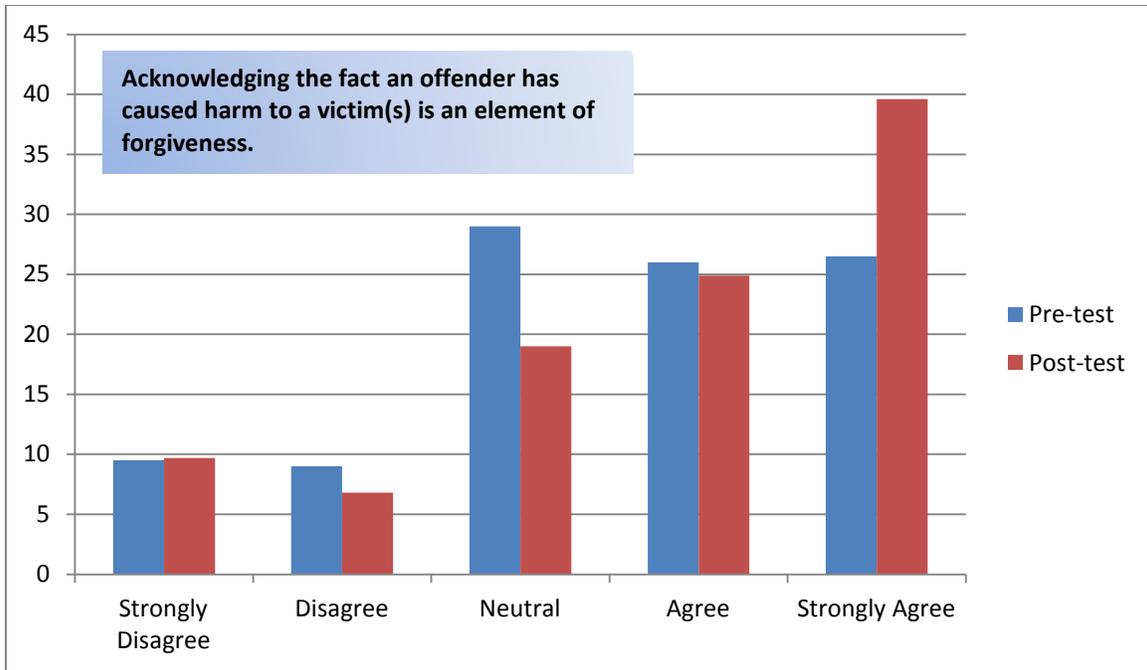


Figure 12

## Reentry

The curriculum concludes with reentry and identification of the stages of change. This chapter covers the eight criminogenic needs domains, recidivism, and the importance of public safety. Results showed that offenders understand that the goal of reentry is two-fold: maintain public safety while reintegrating offenders back into their communities. However the majority of offenders acknowledged that in general, the community is ill-prepared to effectively handle offenders upon their release from prison.

## Civic Responsibility

As noted above in the section detailing assessment tool development, statements containing material not covered in the curriculum were added to the assessment to gain insight on offenders' sense of responsibility to, and involvement in, their communities. In Tables 1 and 2 below, results are broken down by gender and location of program completion<sup>4</sup>. Overall, offenders completing the curriculum

<sup>4</sup> For male offenders, "Community" is defined as probation/parole and "Institution" is defined as prison and CBCF. For female offenders, "Community" is defined as probation/parole and "Institution" is defined as prison and halfway house.

while in the community experienced a stronger connectedness to the community compared to those in an institution.

<b>Civic Responsibility (Male)</b>	Male Pre-test Institution	Male Pre-test Community	Male Post-test Institution	Male Post-test Community
My vote does not make a difference. ( <i>% Disagree</i> )	79	69	87	81
I can make a positive impact in my neighborhood. ( <i>% Agree</i> )	87	88	92	93
Giving back to youth in my community is not that important. ( <i>% Disagree</i> )	89	86	92	90
I feel like I am a part of my community. ( <i>% Agree</i> )	45	67	53	73
Working on a project that improves lives in my community is a waste of time if I don't get paid for it. ( <i>% Disagree</i> )	91	86	94	84
I have special skills/talent that can positively impact those in need in my community. ( <i>% Agree</i> )	84	89	89	87

Table 1

An interesting relationship emerged between offenders believing they can positively impact their community and feeling as though they are part of their community. The majority of male offenders believed they had the ability to positively impact their community while not feeling they belonged to their community. Male institution post-test data indicate 89 percent of this group believed they possessed skills that could positively impact their community, but only 53 percent felt like they were a part of their community. Though the gap was not as pronounced, this held true for male offenders completing programming in the community.

Male offenders completing programming at both locales thought volunteering in their community without being compensated was important, however those in institutions agreed more strongly. One could hypothesize that once released, offenders may feel focusing on gaining money to cover the necessities of life is more important than unpaid volunteer opportunities.

**Civic Responsibility (Female)**

	Female Pre-test Institution	Female Pre-test Community	Female Post-test Institution	Female Post-test Community
My vote does not make a difference. ( <i>% Disagree</i> )	80	89	87	84
I can make a positive impact in my neighborhood. ( <i>% Agree</i> )	93	94	95	84
Giving back to youth in my community is not that important. ( <i>% Disagree</i> )	91	100	94	100
I feel like I am a part of my community. ( <i>% Agree</i> )	39	53	47	52
Working on a project that improves lives in my community is a waste of time if I don't get paid for it. ( <i>% Disagree</i> )	95	95	97	79
I have special skills/talent that can positively impact those in need in my community. ( <i>% Agree</i> )	84	76	89	84

**Table 2**

For the most part, female offenders mirrored males in their responses; however, there were a few significant differences. Overall, female offenders were more confident in their ability to positively impact their community. Also, all female offenders, regardless of locale, believed giving back to youth was important. Female offenders in the institutions were 20 percent more likely to believe their votes make a difference. The most significant difference between genders emerged when analyzing the assessment item dealing with connectedness with the community. Like males, female offenders in institutions felt detached from their community. More importantly, this distinction held true for women in the community with 20 percent fewer females feeling joined to their community while living in it.

## DISCUSSION

As noted through the above description of each curriculum chapter, offenders increased their knowledge of the effects of various crimes on victims and their family members. This program is unique because it focuses on victims while underscoring the importance of offenders taking responsibility for the acts they committed. The greatest change was found for items addressing the topics of homicide, the media, and female sex offenders. Offenders demonstrated the least amount of change for subjects covering family violence, substance abuse, and domestic violence. The following sections discuss data collection, program attrition and future analysis.

### Data Collection

Victim Awareness Program facilitators were responsible for administering and collecting all pre-/post-test assessment tools and submitting them to the Office of Victim Services within the Ohio Department of Rehabilitation and Correction. The assessment responses were then hand-entered into an electronic format to allow for data analysis. This was a tremendous undertaking considering the large volume of assessments being completed throughout Ohio.

Once the electronic version of data was submitted to the Office of Criminal Justice Services, some inconsistencies were noted. It was very difficult to match pre-/post-test data by individual as well as institution due to missing information such as institution name, offender name, and if applicable institution number. Some individuals, and entire institutions, were missing either pre-test or post-test data. In the future, facilitators should increase their efforts in collecting all assessments and submitting them to the Office of Victim Services.

While some data inconsistencies can be improved by revisiting program operations, others are outside of one's control. Some offenders started the program at one location, but finished at another. Facilitators and Office of Victim Services staff have no control over if or when an offender will be transferred to another institution. However once this occurs and the offender continues programming at the new location, there is no assurance s/he has received information on all 12 chapters in the curriculum because, outside of two chapters, facilitators have the freedom to teach the curriculum in any order.

Finally, certain statements on the assessments were skipped in large numbers by both male and female offenders prior to completing the program as well as after successful completion. It cannot be definitively said why this occurred; however based on the types of items left blank, one can deduce offenders either: (1) did not understand the statements, (2) did not know the proper response, (3) chose

not to respond based on how the statements made them feel, or (4) simply tired out towards the end of the assessment tool. The statement “Criminogenic needs are factors that influence an offender’s behavior that cannot be changed” was skipped the most on both assessments by all program participants regardless of gender. For pre-tests, this would not be unexpected considering many offenders have not been exposed to the topic of criminogenic needs. However following successful program completion, one would presume offenders would understand the statement and be able to choose an appropriate response. The three remaining statements that were skipped by large numbers were located at the end of the assessment tool prior to the demographic information section.

### **Attrition**

As with any program, attrition was a factor in the Victim Awareness Program for all locations and for both male and female offenders. This study uses pre-test data from 1,131 male offenders and post-test data from 518 men. The gap for female offenders is much smaller with pre-test data from 149 women and post-test data from 105 women. The extant literature on offender programming indicates that successful programs should have a completion rate of 65 – 80 percent. Successful completion rates are typically established after the exclusion of events such as administrative transfers, early releases, and other instances whereby an offender must be removed from the program as opposed to dropping out. Inclusive of the conditions previously mentioned, the completion rate for the Victim Awareness Program was 66 percent. It is reasonable to assume that the completion rate would be much higher if variables such as transfers, early releases, and other administrative removals were factored out of the study.

### **Future Analysis**

In addition to the typical demographic information collected in studies, these datasets contain information on offenders’ level of familial interaction in the institution and community. Extensive research (Hirschi, 1969) has shown that individuals with strong attachments to families, a commitment to social norms and institutions, as well as involvement in pro-social activities are less likely to participate in deviant/criminal behavior. In an attempt to evaluate an offender’s level of empathy towards others, it would be beneficial to examine their level of family interaction during their incarceration and upon their release. This will also provide policy makers with information on what components should be added to reentry efforts to make offenders feel more linked to their communities.

Not included in the data collected from program participants were data on their current and/or previous offenses or their county of commitment. Future analysis should include not only this information, but any additional programming completed by offenders while under supervision of the ODRC. This will allow more insight on the effects of the Victim Awareness Program on its participants.

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## **APPENDIX**

## RELATIONSHIP TO VICTIM(S)

Program participants were asked to indicate if they knew the victim(s) of their crime and if so, list the type of relationship they shared. The vast majority of the victims were known, either directly or indirectly, by the offenders. Responses were grouped based on similarities. Responses that were unique are listed at the end of each list below.

### Female Offender Responses

- ❖ Family—Responses included parents, siblings, and relatives by marriage (step-cousin, step-brother).
- ❖ Work/co-worker—Responses included individuals the offenders worked with in addition to the actual place of employment.
- ❖ Father of children—This is separate from the Family category above because the women did not consider the father of their children as part of their family.
- ❖ Acquaintances—Responses in this category represented cursory relationships formed through individuals close to the offender: family friend, friend of a child, “boyfriend’s mistress,” etc.
- ❖ Boyfriend/ex-boyfriend
- ❖ Ex-girlfriend/ex-spouse
- ❖ Police officer/security guard
- ❖ Business establishment—Responses included banks, grocery stores, and other retail locations.
- ❖ Neighbor/Community
- ❖ “Sold drugs”
- ❖ “Myself”

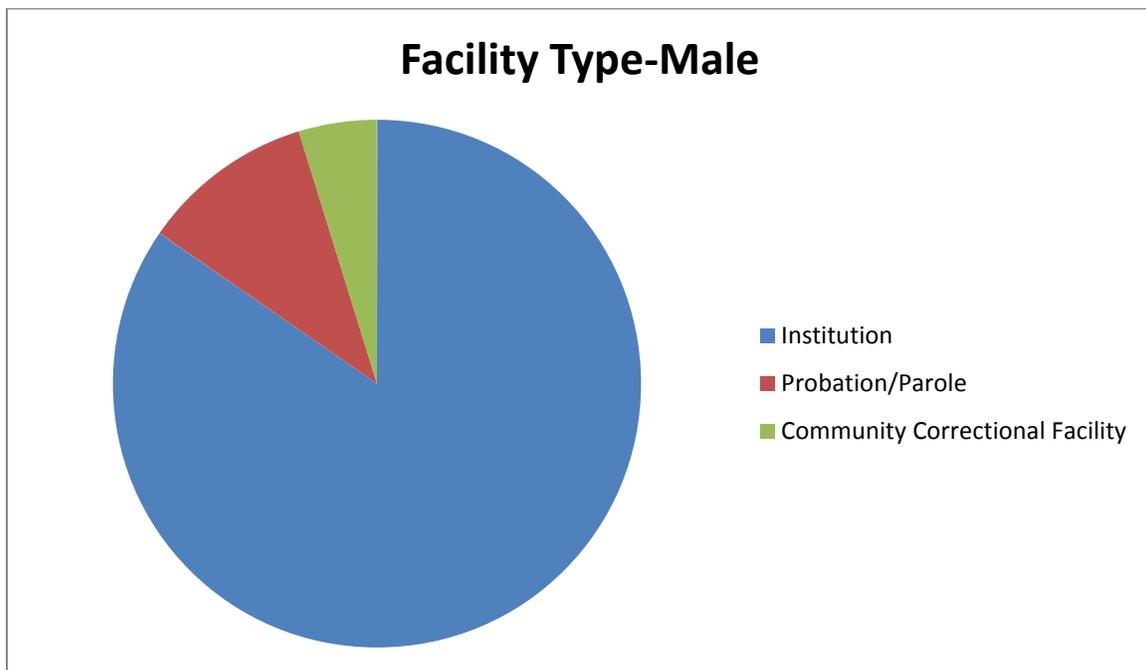
### Male Offender Responses

- ❖ Immediate family—Responses included parents, siblings, and step-siblings.
- ❖ Extended family—These responses included aunts, uncles, and in-laws.
- ❖ Mother of children/“Baby mama”—Similar to the female offenders, the male offenders did not view the mother of their children as part of their family.
- ❖ Ex-girlfriend/fiancé/wife

- ❖ Girlfriend
- ❖ Acquaintances—Responses in this category represent relationships offenders formed from their employment, neighborhoods, and past school attendance.
- ❖ Police officer
- ❖ Business establishment—Responses include grocery stores, gas stations, and banks.
- ❖ Drug dealers/"snitch"/"drug buddy"
- ❖ Community

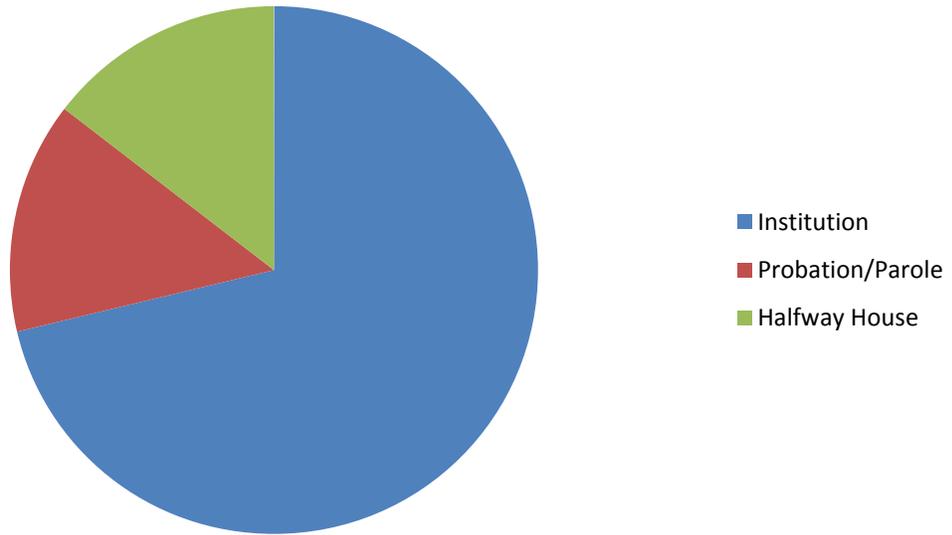
### Type of Facility

Both male and female offenders overwhelmingly completed programming in institutional settings. All male offenders completed programming in an institution (n=1,394), a community-based correctional facility (n=79), or in the community while on parole or probation (n=174). For females, programming was completed in an institution (n=181), a halfway house (n=37), or in the community while on parole or probation (n=36). See Appendix Figures 1 and 2 below.



Appendix Figure 1

### Facility Type--Female (%)



Appendix Figure 2

## DEMOGRAPHIC INFORMATION

### Female Offender Data

Pre-test (n=149)

Post-test (n=105)

Category	Frequency	Percent	Category	Frequency	Percent
<b>Race</b>			<b>Race</b>		
American Indian /Alaska Native	2	1.4	American Indian /Alaska Native	3	2.9
Asian	1	0.7	Asian	0	0
Black/African-American	61	42.1	Black/African-American	32	30.5
Hispanic/Latino	3	2.1	Hispanic/Latino	5	4.8
Native Hawaiian/Other Pacific Islander	1	0.7	Native Hawaiian/Other Pacific Islander	0	0
White/Caucasian	77	53.1	White/Caucasian	65	61.9
<b>Education</b>			<b>Education</b>		
Associate Degree	11	7.6	Associate Degree	11	10.7
Bachelor's Degree	3	2.1	Bachelor's Degree	2	1.9
Graduate Level	1	0.7	Graduate Level	2	1.9
HS Diploma	50	34.7	HS Diploma	38	36.9
Less than HS	30	20.8	Less than HS	18	17.5
Some College	49	34.0	Some College	32	31.1
<b>Marital Status</b>			<b>Marital Status</b>		
Divorced	24	16.6	Divorced	15	14.6
Married	20	13.8	Married	17	16.5
Separated	11	7.6	Separated	14	13.6
Single	90	62.1	Single	55	53.4
			Widow	2	1.9
<b>Children</b>			<b>Children</b>		
Zero	24	16.1	Zero	15	14.3
One	27	18.1	One	19	18.1
Two	36	24.2	Two	17	16.2
Three	27	18.1	Three	28	26.7
Four	15	10.1	Four	14	13.3
Five	4	2.7	Five	7	6.7
Six	8	5.4	Six	5	4.8
Seven	3	2.0			
<b>Know your victim?</b>			<b>Know your victim?</b>		
Yes	108	76.6	Yes	76	72.4

No	33	23.4	No	29	27.6
<b>Relationship to victim</b>			<b>Relationship to victim</b>		
Associate/Acquaintance	34	22.8	Associate/Acquaintance	28	26.7
Extended Family	8	5.4	Extended Family	2	1.9
Immediate Family	38	25.5	Immediate Family	27	25.7
Other	28	18.8	Other	17	16.2
Missing	41	27.5	Missing	31	29.5
<b>Receive visits? (if in an institution)</b>			<b>Receive visits? (if in an institution)</b>		
Yes	86	57.7	Yes	62	59.0
No	44	29.5	No	25	23.8
Missing	19	12.8	Missing	18	17.1
<b>Family Contact (if in community)</b>			<b>Family Contact (if in community)</b>		
<Once/month	3	2.0	1-3xs/month	1	1.0
1-3xs/month	5	3.4	2-3xs/week	4	3.8
2-3xs/week	12	8.1	Daily	12	11.4
Daily	27	18.1	Holidays	1	1.0
Holidays	1	0.7	Missing	87	82.9
Missing	101	67.8			

Appendix Table 1

## Male Offender Data

Pre-test (n=1,131)

Post-test (n=518)

Category	Frequency	Percent	Category	Frequency	Percent
<b>Race</b>			<b>Race</b>		
American Indian /Alaska Native	21	1.9	American Indian /Alaska Native	8	1.6
Asian	5	0.4	Asian	4	0.8
Black/African-American	465	41.1	Black/African-American	219	42.8
Hispanic/Latino	50	4.4	Hispanic/Latino	15	2.9
Native Hawaiian/Other Pacific Islander	2	0.2	Native Hawaiian/Other Pacific Islander	0	0
White/Caucasian	547	48.4	White/Caucasian	266	52.0
Missing	41	3.6			
<b>Education</b>			<b>Education</b>		
Associate Degree	48	4.2	Associate Degree	29	5.7
Bachelor's Degree	20	1.8	Bachelor's Degree	11	2.2
Graduate Level	6	0.5	Graduate Level	3	0.6
HS Diploma	495	43.8	HS Diploma	218	43.2
Less than HS	243	21.5	Less than HS	87	17.2
Some College	277	24.5	Some College	157	31.1
Missing	42	3.7			
<b>Marital Status</b>			<b>Marital Status</b>		
Divorced	149	13.2	Divorced	69	13.7
Married	164	14.5	Married	81	16.1
Separated	48	4.2	Separated	24	4.8
Single	737	65.2	Single	328	65.3
Missing	33	2.9			
<b>Children</b>			<b>Children</b>		
Zero	336	29.7	Zero	143	27.6
One	237	21.0	One	101	19.5
Two	192	17.0	Two	95	18.3
Three	131	11.6	Three	64	12.4
4 - 5	132	11.7	4 - 5	65	12.5
6 - 7	33	2.9	6 - 7	13	2.5
8 - 9	11	1.0	8 - 9	6	1.2
10+	11	1.1	10+	5	1.0
Missing	47	4.2	Missing	23	4.4
<b>Know your victim?</b>			<b>Know your victim?</b>		
Yes	648	57.3	Yes	318	63.2
No	422	37.3	No	185	36.8
Missing	61	5.4			

<b>Relationship to victim</b>			<b>Relationship to victim</b>		
Associate/Acquaintance	230	20.3	Associate/Acquaintance	109	21.0
Blank—Do not know victim	3	0.3	Extended Family	14	2.7
Extended Family	21	1.9	Immediate Family	89	17.2
Immediate Family	217	19.2	Other	85	16.4
Other	174	15.4	Missing	221	42.7
Missing	486	43.0			
<b>Receive visits? (if in an institution)</b>			<b>Receive visits? (if in an institution)</b>		
Yes	617	54.6	Yes	307	59.3
No	348	30.8	No	126	24.3
Missing	166	14.7	Missing	85	16.4
<b>Family Contact (if in community)</b>			<b>Family Contact (if in community)</b>		
<Once/month	19	1.7	<Once/month	3	0.6
1-3xs/month	58	5.1	1-3xs/month	12	2.3
2-3xs/week	75	6.6	2-3xs/week	20	3.9
Daily	213	18.8	Daily	54	10.4
Holidays	13	1.1	Holidays	1	0.2
Missing	753	66.6	Missing	428	82.6

Appendix Table 2