

2016

Probationers' Quality of Life Based on Their Perception of Sibling Relationship

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Walden University

College of Social and Behavioral Sciences

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Katherine Sump

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Walden University
2016

Abstract

Probationers' Quality of Life Based on Their Perception of Sibling Relationship

by

Katherine Sump

MA, Sierra Nevada College, 2009

BA, Augustana College, 2005

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Forensic Psychology

Walden University

November, 2016

Abstract

The quality of life of probationers remains low when reestablishing life in society. Research has been conducted on how siblings can provide support to juveniles, yet minimal research supported how adult sibling relationships have affected probationers' quality of life. The purpose of this study was to explore the phenomenon of the effect sibling relationships may have on probationers' quality of life. Attachment theory was used as a theoretical framework to support the factors relating to sibling relationship types. This research study used a qualitative interview design in order to explore probationers' perspective of their sibling relationship type and quality of life. The sample ($N = 6$) came from Transcendence Foundation, a facility providing support to probationers in the South Central Region of Minnesota. A thematic analysis was used to interpret the perceptions probationers have of their relationship with their sibling and how it affects their quality of life. Based on the results from past research studies and this research study, siblings with supportive, warm, and positive relationships reduce the negative aspects and feelings of probationers. The results of this study could potentially help probationers increase their quality of life through the development of interventions involving sibling support. A higher quality of life can create positive social change for probationers reentering into society by increasing their feelings of self-worth and reducing recidivism.

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Dedication

I would like to dedicate this dissertation to my number one cheerleading team; my family. Thank you Jenny for the continuous encouragement and support throughout the entire process. To my daughter for understanding, at a young age the importance of homework. To my mom for always believing in me and teaching me to believe in myself. And, my brother, thank you for being my side-kick, best friend, and being there for me when I needed an ear to listen or advice on life.

Acknowledgement

Dr. Stephen Hampe not only provided strong constructive criticism during his courses, but he also believed in my purpose. Whether it was 10 o'clock in the morning or 11:30 at night, Dr. Hampe was always there to answer my questions. He believed in me. He encouraged me. He instructed me. He mentored me. Thank you Dr. Hampe for pulling strings to be my dissertation chair, and helping me to see my own scholarly abilities. I would also like to acknowledge my committee member Dr. Sandra Rasmussen. Her quick responses, editing skills, and words of wisdom pulled me out of many hard times. I could not have asked for a better dissertation team. Thank you!

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Chapter 1: Introduction to the Study

Introduction

Probationers and offenders have been reported as having low self-esteem, feelings of depression and self-worthlessness, and a lack of support reentering into society (Ferguson, Conway, Endersby, & MacLeod, 2009; Merten, Bishop, & Williams, 2012). This study focused on how probationers with siblings view their sibling relationship in variation to their own quality of life. The research results provide structure and evidence supporting the development and implementation of interventions involving sibling support creating positive social change through the increase of probationers feeling self-worth enabling them to apply and receive employment in society.

Chapter 1 provides evidence supporting the need for exploring the effect sibling relationships have on probationers' quality of life. The problem and purpose for the research are elaborated. Qualitative research questions are written out based on supportive instruments. Attachment Theory is discussed as the theoretical approach for the study. The nature of the study provides descriptions of the design, instruments, population, and methodology. Following the nature of the study are definitions of terms commonly used in the study, assumptions to the study, the scope and delimitations, limitations, and the significance to the study.

Background of the Study

Fortuna, Roisman, Haydon, Groh, and Holland (2011) explored whether the bond between a child and parent had an influence on young adult sibling relationship quality. They believed a quality relationship between child and parent would produce a higher quality relationship between siblings as young adults (Fortuna et al., 2011). The results of

their research found children with positive relationships with their parents grow to have a sincere relationship with their sibling as young adults (Fortuna et al., 2011). Fortuna et al.'s (2011) study identified research focusing on sibling relationships as adolescents leading to secure and positive relationships as adults had potential for further research exploration. The provided evidence supported further research on types of adult sibling relationships potentially affecting probationer's quality of life (Fortuna et al., 2011). In addition, the authors' use of attachment theory suggested siblings who are able to provide support to another sibling develops from their past relationship with their own parents (Fortuna et al., 2011). The article was applicable for future research on the significance of sibling support on probationer's quality of life.

Gamble, Yu, and Kuehn (2011) suggested there are two kinds of sibling relationships: positive, promoting warmth and affection; and negative, implying aggressive behaviors, poor interactions, and arguments. Gamble et al. (2011) suggested siblings who regularly had negative encounters would have consistent internal and external problems. The results to Gamble et al.'s study supported the research question, "What are the perceptions of probationers in regards to sibling relationship contributing to internal and external problems, increasing their chances of recidivism?" Gamble et al. provide terms for future research in emotional connections based on negativity and positivity encounters among siblings. The research proved to be valuable for future research on sibling support for probationers' quality of life based on sibling relationships portraying negative and positive quality (Gamble, Yu, & Kuehn, 2011). The broad population suggested there was room for research on the significance of sibling support

with one sibling serving or has served probation regardless of dyads, ethnicity, or age (Gamble et al., 2011).

Mikkelson, Floyd, and Pauley (2011) evaluated benefits of sibling support in relation to sibling relationships. Mikkelson et al. (2011) identified six different types of relationships: (a) identical twins, (b) fraternal twins, (c) full biological siblings, (d) half-biological siblings, (e) stepsiblings, and (f) adopted siblings. The authors concluded siblings with a stronger genetic connection provided and received more emotional support, esteem support, networking support, informational support, and tangible support (Mikkelson et al., 2011).

Ferguson, Conway, Endersby, and MacLeod (2009) questioned whether well-being (quality of life) variables could be manipulated. Well-being interventions in relation to probationers with a mental illness were examined through goal setting and planning skills (Ferguson, Conway, Endersby, & MacLeod, 2009). Ferguson et al. (2009) used a forensic population residing in a medium secured facility for their research on manipulating the *good lives model*. It was believed the adapted intervention would result in the forensic population increasing their well-being (Ferguson et al., 2009). The results supported the authors' beliefs in regards to the forensic population accepting the intervention and increasing their well-being (Ferguson et al., 2009). Ferguson et al.'s description of detained forensic populations having decreased feelings of life supported research on probationer's quality of life in regards to receiving sibling support. Furthermore, the use of a goal setting and planning skills intervention proved to be essential for increasing probationer's quality of life (Ferguson et al., 2009).

Merten, Bishop, and Williams (2012) explored the life, loneliness, and depressed mood of male inmates between 45 to 80 years of age. The authors evaluated the effect life, loneliness, and depressed mood had on the quality of health (Merten, Bishop, & Williams, 2012). The method included collection of 261 prisoners' files who at the time of collection were incarcerated in eight Oklahoma state correctional facilities (Merten et al., 2012). The data were collected from the prison's database (Merten et al., 2012). The authors also conducted self-report surveys to the participants focusing on health (Merten et al., 2012). Once an inmate was incarcerated their emotional status declines, reducing their health (Merten et al., 2012). The results identified older age and depressed mood contributed to health issues within the inmates (Merten et al., 2012). The study contained evidence supporting the quality of life of a probationer after immediate release from a correctional institute (Merten et al., 2012).

The current qualitative study explored the effect sibling relationship has on probationers' quality of life through the perspective of the probationers. There was no current research on sibling relationships in support of increasing probationers' quality of life leading to a more positive outlook of life. This study contributed to the analysis of probationers' who may or may not have a positive attached relationship with a sibling in relation to their quality of life.

Problem Statement

The quality of life for offenders released on probation depended on certain factors such as physical health, mental health, and social support (Ferguson, Conway, Endersby, & MacLeod, 2009; Merten, Bishop, & Williams, 2012; Van De Rakt, Nieuwbeerta, & Apel, 2009; Zucker & Sharma, 2012). Incarcerated offenders experienced depression,

anxiety, hopelessness, and loneliness (Ferguson et al., 2009; Merten et al., 2012) in comparison to offenders released on probation who experienced feelings related to failure, inadequacy, self-worthlessness, and lack of support (Ferguson et al., 2009; Merten et al., 2012). Research has shown regardless of emotional and physical distance siblings will remain connected through types of relationships and support (Fortuna, Roisman, Haydon, Groh, & Holland, 2011; Jacobs & Sillars, 2012; Mikkelsen, Floyd, & Pauley, 2011; Myers & Bryant, 2008). Although research on physical, family involvement and psychological interventions assisted in educating probationers and offenders on strategies and skills to increase their quality of life or well-being (Datchi & Sexton, 2013; Ferguson et al., 2009; Zucker & Sharma, 2012) there was a lack of research connected to the effects of sibling relationship on probationer's quality of life. Ainsworth and Bowlby (1991) identified a gap and encouraged future research to implement attachment theory in other interpersonal relationships than parent-child.

Purpose of the Study

The purpose of this phenomenological study was to understand how sibling relationship attachments influence probationers in the South Central Region of Minnesota. Face to face, audio-recorded interviews were conducted in order to better understand how probationers perceive their relationship attachment with their siblings. The interview questions provided meaning to establishing the influence the sibling relationship attachment contributes to the probationers' quality of life.

Research Questions

Q1: What are the perceptions of probationers in regards to sibling relationship contributing to internal and external problems, increasing their chances of recidivism?

Q2: What are the perceptions of probationers' participation in their sibling relationship?

Q3: How does a probationer perceive their sibling relationship in correlation to their quality of life?

Theoretical Foundation

Bowlby (1982) theorized an infant would become attached to a parental figure that provides positive interactions. Once the attachment figure has decreased the caretaking relationship, the infant will develop independency (Bowlby, 1982). On the other hand, if the attachment figure introduced negative interactions, the infant will continue to be attached however, the infant will develop adult personality traits common to anxiety, fear, and defensiveness (Bowlby, 1982). Ainsworth and Bowlby (1991) combined their background knowledge on attachment theory to create an ethological approach explaining the attachment between infant to toddler on an attachment figure (i.e., mother) to understand personality development. Ainsworth's confidence in Bowlby's ethological approach to clarifying attachment theory provided a means for replication and implementation of the theory (Ainsworth & Bowlby, 1991). Post-observations and data collection provided by Ainsworth and Bowlby (1991) defined attachment theory as behaviors of an individual attached to another human being that

contribute to the development of personality.

Fortuna, Roisman, Haydon, Groh, and Holland (2011) applied attachment theory to a child's relationship with their parents and how it relates to sibling relationships as adults. Fortuna et al.'s (2011) theory was explored, to a point, with the Adult Sibling Relationship Questionnaire (ASRQ) addressing sibling supportive relationship. In addition, the ASRQ contains multiple items defining the type of relationship or attachment the probationer perceives they have with their sibling (Lanthier & Stocker, 1992; Stocker et al., 1997). Relating the probationer's attachment to their sibling provided theoretical evidence of Fortuna et al.'s (2011) research; positive sibling relationships are developed at an early age and continued throughout adulthood. Sibling relationship/attachment theory is further discussed in more detail within Chapter 2.

Nature of the Study

The nature of this study was qualitative with a phenomenological interview design. Qualitative research, an exploratory approach to researching a phenomenon, was a dependable approach for exploring and discovering the effect sibling relationship has on probationer's quality of life. A qualitative approach allowed for data collection and analyzation of a potential phenomenon between siblings when one was a probationer. Associating attachment theory to sibling relationships when one sibling was an offender on probation was a reliable approach for a qualitative study focusing on the effect sibling relationship types have or may not have on a probationer's quality of life.

A qualitative face-to-face interview method was chosen to explore the phenomenon of probationers' perspective of how their sibling relationship contributes to their quality of life. Participants for the study were probationers in the South Central

Region of Minnesota. Permission to invite probationers to participate was provided by community authority figures (Appendix A).

Definitions

Attached Relationship: A specific identifiable relationship (e.g., warmth, conflict, support) (Lanthier & Stocker, 1992; Stocker et al., 1997).

Conflict: A negative level of feelings towards arguments, criticizes, and disagreements (Lanthier & Stocker, 1992; Stocker et al., 1997).

Emotional Support: A positive or negative level of feelings towards giving and receiving communicative support when feeling down, stressed, and making personal decisions (Lanthier & Stocker, 1992; Stocker et al., 1997).

Instrumental Support: A positive or negative level of feelings towards giving and receiving communicative support for non-personal matters, practicalities, and finances (Lanthier & Stocker, 1992; Stocker et al., 1997).

Probation(er): An adult offender supervised and scheduled to meet or has met with a Probation Officer regularly after serving time in a correctional facility in the South Central region of Minnesota

Quality of Life: A measurement of feelings towards the quality of emotional life, social life, spiritual life, cognitive abilities, physical abilities, ADL/functional abilities, and integrated (Gill et al., 2011).

Assumptions

The following assumptions are essential to the study's credibility. It was assumed the participants would contribute their experiences honestly. Participants were presently

serving or have served probation. It was also assumed participants would answer truthfully with the direction of addressing answers to their sibling closest in age.

Scope and Delimitations

The purpose of the research study was to explore probationers' perceptions of their sibling relationship and its affect on their quality of life. Maintaining healthy living habits create a higher quality of life, reducing the risk of recidivism (Smith, Jennings, & Cimino, 2010). This research study aimed to provide evidence of sibling relationships influencing living habits such as a conflicted sibling relationship produces a higher recidivism rate, and a warm sibling relationship succeeds with a lower recidivism rate. This research study also explored the attachment between a probationer and their sibling closest in age.

A qualitative interview design was chosen in order to explore the effect sibling relationship types may or may not have on probationers' quality of life. A quantitative design would have provided a numerical data of sibling relationships and their influence on probationer's quality of life. However, the purpose was to explore probationers' perspectives on how their sibling relationship supports a higher quality of life in order to develop an intervention involving siblings focusing on reducing risks of recidivism and increasing emotional and mental health of offenders' post incarceration.

The population for the study included probationers serving or have served probation and are 18 years of age and older. Other predictors such as probation term, sentencing, and economical class were not considered for this study. The sample was collected from the South Central region of Minnesota. The South Central region of

Minnesota is made up of rural communities that made the collection of data more convenient.

Limitations

Limitations for this study included researcher's analysis, sampling and demographics. One researcher interpreted analysis of the data. The sampling method consisted of convenience sampling in a rural community, excluding a large population of potential participants from other rural and urban communities. The demographics selected for the study included probationers in the South Central Region of Minnesota.

An enhanced role of the research could have reduced these limitations such as having a peer scholar review the data collection. The sample population could have been expanded to reach the metro areas of Minnesota. The demographics would have been benefited from expanding outwards to reach parolees, inmates, and mental health clients in a secured facility.

Significance of the Study

Research has made large amounts of contributions to understanding sibling support and sibling relationships as adolescents in relations to delinquency (Boucheay, Shoulberg, Jodl, & Eccles, 2010; Buist, 2010; Defoe et al., 2013; Gamble, Yu, & Kuehn, 2011; Jacobs & Sillars, 2012; Mikkelson, Floyd, & Pauley, 2011; Myers & Bryant, 2008). However, there was a gap in research pertaining to the effect sibling relationship types have on a probationer's quality of life. Factors such as mental and physical health and life skills influence adult offender's quality of life contributing to their risk of recidivism (Warrilow, 2012). Warrilow (2012) elaborated on the data supporting offenders having a higher quality of life are less likely to recidivate. Results of this study

contribute to the professional practice of forensic psychology through the understanding of how probationers' quality of life can increase through an attachment with a sibling. Understanding how siblings provide support to probationers' quality of life has potential for further research to evaluate and implement interventions encouraging siblings to be involved in their sibling's life while serving probation. Furthermore, the research results provide positive social change through the increase of probationers feeling self-worth enabling them to apply and receive employment in society reducing the risk of recidivism (Warrilow, 2012).

Significance to the Theory

Siblings have one of the strongest bonds among all types and forms of relationships (Fortuna, Roisman, Haydon, Groh, & Holland, 2011; Jacobs & Sillars, 2012; Mikkelsen, Floyd, & Pauley, 2011; Myers & Bryant, 2008). Attachment theory has been applied to many studies regarding parent-child relationships (Colmer, Rutherford, & Pam, 2011; Kiesling, 2011; Pallini, Baiocco, Schneider, Madigan, & Atkinson, 2014; Riggs, 2010; Snyder, Shapiro, & Treleaven, 2012). Furthermore, attachment theory has been identified as contributing to a person's well-being through self-worth and intelligence (Xu & Xue, 2014). Ainsworth and Bowlby (1991) encouraged researchers to go beyond parent-child attachments and apply attachment theory to sibling relationships. Attachment theory in this study explored two theories: first, identifying if the probationer had an attached (warm) relationship with their sibling through the use of the questioning. Second, the type of attached relationship the probationer had with their sibling was explored and analyzed in regards to their quality of life.

Significance to the Practice

Forensic psychology is defined as the study of the legal system and psychological aspects criminals contribute as studied by psychologists (Ward, 2013). Pearson, McDougall, Kanaan, Bowles, and Torgerson (2011) provided evidence supporting the need for a structured program designed to support probationers in their transition to civilian life. The need for programs designed to educate probationers on reducing the risk of recidivism and receiving support to enhance their social and economic abilities once released from a correctional facility and serving probation has been extremely essential for criminals with mental disorders (Eno & Skeem, 2013). This study contributes to the field of forensic psychology through the exploration and evidence supporting sibling relationships on probationer's quality of life. The research results provided evidence towards the need to develop and implement an intervention for siblings benefiting probationers in reducing their risk of recidivism and increasing their ability to adapt to civilian life through received support.

Significance to Positive Social Change

Probationers have been found to contain feelings of failure, inadequacy, self-worthlessness, and lack of support (Ferguson et al., 2009; Merten et al., 2012). Research has also suggested ex-criminals have sore attitudes regarding work and lack problem-solving skills in real-world altercations (Latessa, 2012; Visher, Smolter, & O'Connell, 2010). This research study was intended to create positive social change through the enhancement of sibling involvement in interventions designed for probationers to reduce recidivism and increase the quality of life leading to a more positive outlook towards life and employment.

Summary

Throughout Chapter 1, research was provided to describe the purpose of exploring the effect of sibling relationship types on probationers' quality of life. Research suggested an increase of literature supporting how sibling relationships can have an effect on probationers' quality of life. Research questions were developed to address the theory of attachment between siblings and the effect different types of sibling relationships can have on a probationer's quality of life. A theoretical framework was described in order to clarify the theory behind the research. In order to provide a more precise explanation of the study I provided the nature of the study and definitions of the variables. All studies have their assumptions and delimitations, which were addressed in Chapter 1. Finally, the significance of the study was applied to the theory, the field of forensic psychology, and creating positive social change. Specific aspects, variables, and methodological procedures mentioned in Chapter 1 are defined and elaborated on in Chapters 2 and 3 with research to support the components.

Chapter 2: Literature Review

Introduction

This research study encouraged advanced research exploring the effects of positive sibling relationships on a probationer's quality of life through attachment theory, internalizing a healthy mental and emotional status in society and decreasing recidivism rates. There was a lack of research directly associated with affects of sibling relationships on probationer's quality of life making this research project essential to the field of forensic psychology. Recent research suggested children with a positive attached relationship to their parent(s) enhanced the chance the child will grow to have a strong positive relationship with their sibling (Fortuna et al., 2011). Probationers showing high levels of positive support proved to have a sense of belonging to society and demonstrated lower levels of recidivism (Tarescavage, Luna-Jones, & Ben-Porath, 2014). Attachment theory and positive sibling relationships may prove to be significant components of increasing probationers' quality of life in turn reducing recidivism rates.

Literature Search Strategy

EBSCO database was used to provide the most recent research focusing on attachment theory, sibling relationships, the quality of life of probationers, and interventions involving family members for probationers. The dates entered for the search were between the years 2010 and 2015 however, a few articles dating back decades proved to be valuable to the methodology portion of this research project. More specifically, articles were found in PsycINFO; PsycARTICLES; Mental Measurement Yearbook; Dissertation and Theses; ProQuest; PsycTESTS; and SocINDEX. Keywords used for the literature review included *attachment theory*, *attachment*, *attachment and*

sibling, attachment and probationer, attachment and quality of life, sibling, siblings, sibling relationship, sibling and probation(er), sibling and quality of life, quality of life, quality of life and attachment, quality of life and sibling, quality of life and probation, probation, probationer, probationer and sibling relationship, probation and support, probation and well-being, and well-being.

Attachment Theory

The world was viewed as challenging and unsafe; therefore, according to Bowlby's (1982) attachment theory, having support to understand the world, cope with struggles, and provide physical and psychological support was believed to make the world simpler to accept. The generalization of attachment theory was believed to begin with touches between a mother and infant (Bowlby, 1982). Infants were incapable of providing for themselves, leading them to depend on another human for nutrients, physical contact, and psychological support (Bowlby, 1982). Infants, toddlers, children, teenagers, and adults who were perceived as weak or lacked confidence strived for protection; the main reason attachment to another human was sought out (Bowlby, 1982). As time advanced, the definition of attachment theory continued to develop through studying attached relationships between animals, family members, peers, partners, coworkers, and adults (Bell, 2012; Bowlby, 1982; Carr & Battle, 2015; Crespo, 2012; Fitton, 2012; Hudson, 2013; Marmarosh, 2015; Maxwell, Spielmann, Joel, & MacDonald, 2013; Mikulincer & Shaver, 2012; Ozmete, 2011; Pallini, Baiocco, Schneider, Madigan, & Atkinson, 2014; Pietromonaco, Uchino, & Dunkel Schetter, 2013; Pittman, 2012; Reuther, 2014; Rubinstein, Tziner, & Bilig, 2012; Simpson, & Howland, 2012; Wright, Perrone-McGovern, Boo, & White, 2014; Xu & Xue, 2014).

Throughout the search for articles pertaining to attachment theory, there was a lack directly associated with adult sibling attachments. Therefore, this research study aimed to increase the area of attachment between adult siblings.

Fitton (2012) provided history and growth of attachment theory in terms of components deriving from a biological and psychoanalytical bond. Each component was believed to increase the development of an infant to generate a healthy adult (Fitton, 2012). Fitton expanded on researchers' findings concerning attachment theory to be a biological connection between an infant and parent or caregiver. Furthermore, if the infant was able to connect to the parent or caregiver emotionally, physically, and cognitively then the infant would be able to explore the world in a healthy manner (Fitton, 2012). Fitton concluded with future research on attachment theory to address the bonds of relationships in the field of social work; attachments have a way of happening between other individuals than mother and infant. Further research on positive relationships including an attachment demonstrated potential to reduce suicide risk, negative well-being, and social unacceptance (Fitton, 2012).

Attachment Process

The development of an attachment between two or more persons derived from a presence within the relationship (Mikulincer & Shaver, 2012). If one individual in the relationship was available for physical contact but was absent for times of security, then the other individual may have developed a strong sense of fear or anxiety (Mikulincer & Shaver, 2012). However, if the individual seeking security founded it within another person, then the chances of being confident during unsure situations had a stronger potential (Mikulincer & Shaver, 2012). Mikulincer and Shaver (2012) believed this

theory to explain why some individuals suggested anxiety or avoidance towards others.

In order to answer their beliefs, they used the 36-item Experiences in Close Relationships Inventory (ECR; Brennan et al., 1998; as cited in Mikulincer & Shaver, 2012).

Mikulincer and Shaver concluded their findings support attachment theory in the terms of how an attachment was processed throughout a person's life. They suggested future research to magnify family relationships using attachment theory (Mikulincer & Shaver, 2012).

Attachment theory was found to apply to other stages of life other than during the development of an infant (Maxwell, Spielmann, Joel, & MacDonald, 2013). Maxwell, Spielmann, Joel, and MacDonald (2013) hypothesized adults have the ability to determine the differences between what was needed in a time of distress: a secure base or a safe haven. In certain situations, throughout life, an adult's cognition may have foreseen their secure base or safe haven as harmful to the conclusion of a given experience (Maxwell et al., 2013). Whether the secure base or safe haven was unavailable or would have potentially created more anxiety the attached relationship appeared to be challenged in a time of distress (Maxwell et al., 2013; Mikulincer & Shaver, 2012). Generated from infancy, the ability to determine whether more harm would come from a secure base or a safe haven resulted from the development of types of interactions between infant and caregiver or adult supports (Fitton, 2012; Maxwell et al., 2013; Mikulincer & Shaver, 2012).

Adult Attachment

Adult support demonstrated negative and positive outcomes in relation to attachment theory (Maxwell et al., 2013). Adults whose attachment figure appeared to be

negligent during times of need showed levels of disengaging with society (Maxwell et al., 2013). Xu and Xue's (2014) research on attachment theory focusing on adult social acceptance through emotional intelligence and self-esteem supported Maxwell et al.'s (2013) results. The following instruments were used in their study:

- Experiences in Close Relationship Scale (ECR; Brennan, Clark, & Shaver, 1998; as cited in Xu & Xue, 2014).
- Self-Report Emotional Intelligence Test (SREIT; Schutte et al., 1998; as cited in Xu & Xue, 2014).
- Rosenberg Self-Esteem Scale (RSE; Rosenberg, 1965; as cited in Xu & Xue, 2014).
- Satisfaction with Life Scale (SWLS; Diener Emmons, Larsen, & Griffin, 1985; as cited in Xu & Xue, 2014).

With the application of 5,000 bias-corrected bootstrapping resamples, the results showed emotional intelligence, developed throughout childhood and perceived as an adult, contributed to adult's orientations of attachment and subjective well-being (Xu & Xue, 2014). Future research and implementation of interventions focusing on adults who are withdrawn from society either due to attachment-anxiety (afraid to disappoint others) or attachment-avoidance (prefer to be closed-off) has potential to increase an adult's subjective well-being (Xu & Xue, 2014).

Attachments in Society

A key component to being accepted into society contributed to the types of relationships an adult maintained during their career (Hudson, 2013; Wright et al., 2014). Supportive attachment figures outside of the career field increased adult's feelings of

self-worth, successfulness, security, and acceptance in society (Hudson, 2013; Wright et al., 2014; Xu & Xue, 2014). In contradiction to that being said, if an attachment figure was unsupportive during an adult's time to enter into the obligation known by society as a career, then the adult displayed feelings of self-worthlessness, unacceptance, anxiousness, or avoidance (Hudson, 2013; Wright et al., 2014; Xu & Xue, 2014). An adult who had accepted the support of an attached figure inside a career field continued to view society as acceptable, relying on the leader to show security within the position (Hudson, 2013). Adults who appeared to be unaccepting of an attached figure displayed career barriers and were limited in their success (Hudson, 2013).

In contrast to research supported by Bowlby (1982), Carr and Battle (2015), Fitton (2012), Hudson (2013), Maxwell et al. (2013), Mikulincer and Shaver (2012), Wright et al. (2014), and Xu and Xue (2014) questioned whether attachment theory was another form of psychology and neoliberalism was to be credited for adult's success in society. Carr and Battle suggested the knowledge pertaining to the way an adult perceives society was due to the ethical, moral, and neoliberal governmentality individuals hold as they develop over time. Each individual in society accounted for in terms of ethical, moral, and political obligations (Carr & Battle, 2015). This allowed individual welfare to be free and more neoliberal including free trades, self-worthiness, self-purpose, and acceptance within a culture (Carr & Battle, 2015). In comparison to Bowlby's perception of attachment theory and Carr and Battle's idea of neoliberalism contributing to social conscience, future interventions have potential to scaffold and accommodate adult's accountability to society with self-support and support from an attachment figure (Carr & Battle, 2015).

Peer Attachments

As adolescents developed and discovered their individual likes they attached themselves to groups supporting their interests (e.g., religious, peer, sports, and extra-curricular activities; Reuther, 2014). Reuther (2014) analyzed Bowlby's (1969/1982; as cited in Reuther, 2014) attachment theory in comparison to Heidegger's (1927/1962; as cited in Reuther, 2014) *Dasein* beliefs. Bowlby provided research on how individuals became attached to their caretakers during infancy leading to characteristics of attachment in adulthood; Heidegger supported Bowlby's findings with additional beliefs, individuals have the ability to adapt to attached relationship through peer groups (Reuther, 2014). Characteristics of attachment may have been provided during infancy however, they continued to change and develop during adolescence and adulthood (Reuther, 2014). Reuther believed an attachment could be made through similar interest in return encouraging self-identity in the *everyday world*. Young adults who entered into society made attachments while being-in-the-world *Dasein* (Heidegger, 1927/1962; as cited in Reuther, 2014) in addition to discovering peers could provide intimate relations (Pallini et al., 2014).

Pallini et al. (2014) expanded on previous studies exploring effect size for three groups applying attachment theory as an infant: close friendships, peers, and peers lacking close friendships. In one study, Pallini et al. analyzed, the effect size was higher for school-aged children than toddlers concerning close friendships in comparison to intimate relations. Pallini et al. followed up on past research generating two hypotheses: larger effect sizes for school-aged children than toddlers; and friendship would produce a larger effect size than peer relationships. Lacking a sufficient sample size, Pallini et al.

was unable to produce a significant effect size for comparison however; attachment proved to provide children with a foundation to base their close friendships on. Pallini et al. discovered children who were older created close friendships, similar to previous research results. The difference between Pallini's et al. research and previous research results in the effect size. Pallini et al. resulted with a smaller effect size than previous research partially due to the increase of technological devices used between friends and peers. More recently, children found ways to use electronic devices to maintain close relationships with their friends (Pallini et al., 2014).

Family Attachment

Technology has increased in the way of accommodating certain personal needs among partners, friends, and family members (Fortuna et al., 2011; Schade, Sandberg, Bean, Busby, & Coyne, 2013). Technology has allowed for attachments to continue when partners, family members, and friends are distances apart (Fortuna et al., 2011; Schade et al., 2013). Family members used technology to maintain rituals of keeping in contact through a strong attachment to each other regardless of circumstances limiting their face-to-face communication (Crespo, 2012; Fortuna et al., 2011; Schade et al., 2013). For instance, technology has allowed supportive attachment figures to continue providing positive interaction during struggling times such as being incarcerated, attending rehab, or staying positive and healthy while on probation (Loper & Coleman, 2014).

Positive infant-mother/caregiver attachments generated secure basis for the infant's future relationships (Marmarosh, 2015). During the time of development infants learned how to connect to other people from the relationships and rituals taught by their caregivers (Crespo, 2012). Crespo (2012) found a lack of meaningful family rituals

created terms of avoidance in later years. An infant whose caregiver neglected to provide essential needs and dismissed structured family rituals (i.e., conversing, eating together, attending celebrations, and taught healthy hygiene) became unsure of how to seek attachments later in life (Crespo, 2012). However, an infant with an older sibling who was portrayed more as the adult or caregiver maintained structured play, support, and rituals the infant demonstrated abilities to create secure relationships as an adult (Crespo, 2012; Robertson, Shepherd, & Goedeke, 2014).

Siblings with strong attachments to each other and their caregiver sought out romantic partners and friends who also represented secure relationships as adults (Mikulincer & Shaver, 2012). In contrast, siblings who fought or lacked a connection to each other developed attachment-avoidance or attachment-anxiety as adults (Mikulincer & Shaver, 2012). Robertson et al. (2014) conducted similar research to Mikulincer and Shaver (2012) on attachment theory however, their results showed insignificance in relation to attached siblings and future adult relationships. Robertson et al.'s research was limited in conclusion due to a small sample size therefore; future replication of their study with a larger and more diverse population and sample size should be conducted in order to provide accurate evidence relating to sibling attachments and adult relationships. Family attachments contributed to more than adult relationships; quality of life was also found to be generated within family attachments including siblings' interactions during adolescence (Lac, Crano, Berger, & Alvaro, 2013).

Attachment Theory and Quality of Life

Adolescents within a family who received a secure base and safe haven from an attachment figure showed higher abilities to cope in society (Lac et al., 2013). Having an

attachment figure provide support throughout infancy following through to adulthood influenced strong communication skills, confidence to make decisions, high self-esteem, and feelings of belonging to society (Lac et al., 2013). Lac, Crano, Berger, and Alvaro (2013) explored the relationship between parent-child attachment and peer attachment concerning the decision to proceed with underage drinking. Results showed college students under the age of 21 years contained the ability to refuse peer pressure to drink knowing their parent cared about their well-being (Lac et al., 2013). In meaningful adult relationships it was found attachment figures contribute to the well-being of each other regardless of temptations, illnesses, or distance (Pietromonaco, Uchino, & Dunkel Schetter, 2013).

Pietromonaco, Uchino, and Dunkel Schetter (2013) analyzed attachment theory and the health and well-being of adults involved in relationships. Demonstrating healthy living styles influenced and promoted positive health within partners (Pietromonaco et al., 2013). Influencing through fear tactics resulted in negative health choices between adult partners (Pietromonaco et al., 2013). Pietromonaco et al. (2013) reported having no support from a partner was substantially more acceptable than having negative support. Further research suggested analyzing the psychological aspects of partner modeling, how individual health outcome influences partner health outcome, and individual partner attachment style (e.g., avoidant attachment, anxiety attachment, and secure attachment) in relation to the health outcome of the other partner (Pietromonaco et al., 2013). Advanced research on health outcomes through attachment style should be conducted to include other relationship types such as parent-child, siblings, and friendships (Pietromonaco et al., 2013).

Sibling Relationships

Research showed siblings have connections to each other through different types of positive and negative relationships, dyads, and parental attachments (Ackerman, Kashy, Donnellan, & Conger, 2011; Buist, 2010; Campione-Barr & Smetana, 2010; Derkman, Engels, Kuntsche, van der Vorst, & Scholte, 2011; Desha, Nicholson, & Ziviani, 2011; Fortuna, Roisman, Haydon, Gruh, & Holland, 2011; Finzi-Dottan & Cohen, 2011; Gondal, 2012; Jenkins, Rasbash, Leckie, Gass, & Dunn, 2012; Jensen, Whiteman, Fingerman, & Birditt, 2013; Kretschmer & Pike, 2010; Lam, Solmeyer, & McHale, 2012; Myer, 2011; Mikkelsen, Floyd, & Pauley, 2011; Myers, 2011; Myers & Goodboy, 2013; Rocca, Martin, & Dunleavy, 2010; Solmeyer, McHale, & Crouter, 2014; Siennick, 2013; Song, 2010; Vivona, 2012). Myers (2011) identified seven reasons for siblings to remain connected throughout adulthood: (1) family, (2) support, (3) similar background, (4) friendships, (5) love, (6) sense of closeness, and (7) proximity. Rocco et al. (2010) discovered siblings stay connected in order to achieve certain motives as adults (e.g., affection, control, escape, pleasure, inclusion, and relaxation). Sibling relationships developed during childhood influenced by parental support increased the probability of having a healthy well-being (Derkman et al., 2011). As adolescents, Siblings helped each other grow and develop into an individual with certain identification traits based on maternal factors and visions; as adults the visions faded and true identify came into sight (Vivona, 2012). Based on Vivona's (2012) psychoanalytical theory of sibling connections, siblings can either help to structure identification in a meaningful form or harm the process of true identity.

Sibling Relationship Types

Myers and Goodboy (2013) researched relational maintenance behaviors in addition to communication channels between siblings. Sibling types included intimate, congenial, loyal, apathetic, and hostile (Myers & Goodboy, 2013). The authors hypothesized siblings with an intimate relationship would be more actively involved in using communication channels (Myers & Goodboy, 2013). The degree of communication channel lacked declaration in their hypothesis (Myers & Goodboy, 2013). Participants ($N = 606$) included students of a communication course; and their peers, from a Mid-Atlantic university (Myers & Goodboy, 2013). Students having more than one sibling were instructed to reference the sibling closest in age (Myers & Goodboy, 2013). Instruments used in the study included the Relational Maintenance Behaviors Scale (Stafford, Dainton, & Haas, 2000; as cited in Myers & Goodboy, 2013) and Measure of Communication Channel Use (Myers & Goodboy, 2013). A multivariate analysis of variance showed the results were significant to the hypothesis: Wilks's $\lambda = .45$, $F(21, 1712) = 26.14$, $p < .001$, $\eta^2 = .23$ (Myers & Goodboy, 2013). In conclusion Myers and Goodboy reported their hypothesis to be answered in their favor; siblings with an intimate relationship type do indeed use relationship maintenance behaviors more actively than other relationship types. In addition, siblings in an intimate and congenial relationship had a higher rate of communicating with each other through a variety of channels (Myers & Goodboy, 2013). Myers and Goodboy (2013) suggested the findings to be shallow in terms of participants. The authors suggested a replication of the study to include a wider range of selecting participants (Myers & Goodboy, 2013).

Mikkelson, Floyd, and Pauley (2011) applied evolutionary theory and theory of discriminative parental solicitude to discover the outcomes of socially supportive behaviors between full siblings, half-siblings, stepsiblings, identical twins, fraternal twins, and adopted siblings. Mikkelson et al. (2011) provided a strong literature review defending their hypothesis distinguishing identical twins provide and receive emotional, esteem, network, information, and tangible support more than then other sibling types. Mikkelson et al. recruited 411 undergraduate students to participate in their research study from a university. Students were awarded extra credit for providing the researchers with participants having siblings (Mikkelson, Floyd, & Pauley, 2011). Instruments used included the Desired and Experienced Social Support (Xu and Burleson, 2011; as cited in Mikkelson et al., 2011) and Inclusion of Other in the Self scale (Aron, Aron, & Smollan, 1992; as cited in Mikkelson et al., 2011). Mikkelson et al. used a 2 x 2 x 6 MANCOVA to test the hypothesis. Results of $\Lambda = .85$, $F(5, 357) = 2.33$, $p < .001$, $\eta^2 = .15$ indicated there was a significant multivariate main effect for sibling type (Mikkelson et al., 2011). Siblings who were of the same bloodline showed more support than adopted or step siblings (Mikkelson et al., 2011). In conclusion, the authors' use of discriminative parental solicitude as a theory allowed for research results to be expanded in terms of genetically identifying social support (Mikkelson et al., 2011). Mikkelson et al. suggested future research to evaluate the differences in biological and social factors contributing to social support between sibling types.

Research has contributed to the development of defining sibling relationship types based on gender and formation of relationship (i.e., biological, twins, adopted, etc.); Stocker, Lanthier, and Furman (1997) directed their beliefs to the type of relationship

adult sibling may have in correlation to their relationship with their parents. Stocker et al.'s (1997) study presented terminology on adult sibling relationships generating the development of the Adult Sibling Relationship Questionnaire. Stocker et al. provided student volunteer participants with the questionnaire allowing some students to receive extra credit and other fulfilling a class requirement. The questionnaire instructed randomly selected students to determine the type of relationship they have with a sibling who they get along with and other students to answer the questions perceived by the sibling who they do not get along with (Stocker et al., 1997). Once questionnaires were collected specific questions were analyzed assigning sibling relationship factors to each participant (Stocker et al., 1997). The possible factors included warmth, rivalry, and conflict narrowed down from a total of 14 categories including: intimacy, affection, knowledge, acceptance, similarity, admiration, emotional support, instrumental support, dominance, competition, antagonism, quarrelling, maternal rivalry, and paternal rivalry (Stocker et al., 1997). Results indicated gender contributed to siblings fearing their parents favored their sibling had internal feelings of rivalry and conflict (Stocker et al., 1997). Gender also contributed to the level of warmth siblings shared in their relationships (Stocker et al., 1997). Although this specific research study is over a decade old, it proved to be instrumental for implementing the types of adult sibling relationships probationer's may have with their sibling today.

Positive and Negative Aspects of Sibling Relationships

Desha, Nicholson, and Ziviani (2011) believed siblings who spent quality time with family on a regular basis would sustain a lower level of adolescent depression.

Desha et al. (2011) methodology included a cross sectional analysis from public data

available from the Institute for Social Research. Participants included adolescents ranging from 13 years old to 18 years old and each individual's primary caregiver (Desha, Nicholson, & Ziviani, 2011). After receiving randomly selected participant's diaries, they were interviewed, and provided with the Children's Depression Inventory (Kovacs, 1992; as cited in Desha et al., 2011). Results of Desha et al.'s study indicated adolescents who spent more time with a parental figure perceived their parent to be more accepting. In contrast, adolescent depression was not linked to siblings spending quality time together (Desha, Nicholson, & Ziviani, 2011). In conclusion, Desha et al.'s research indicated siblings neither harm nor help depression symptoms in sibling relationships during adolescent however; future research should incorporate the study with adult siblings and the quality of life during struggling situations.

Lam, Solmeyer, and McHale (2012) applied gender intensification theory to research the rate of empathy development in siblings. Siblings who showed more conflict and hostility were believed to develop empathy at a slower rate than siblings who shared a positive relationship (Lam, Solmeyer, & McHale, 2014). Lam et al. (2012) supported the idea of siblings who share high levels of empathy also contain the ability to have positive relationships in social situations. Lam et al. hypothesized empathy increases over a given amount of developmental time. Participants included two parent families with an older sibling in the 4th or 5th grade and a younger sibling in 1st, 2nd, 3rd, or 4th grade (Lam et al., 2012). Participants were interviewed in their home setting, completed surveys, and received payment for their participations (Lam et al., 2012). Researchers used the Index of Empathy for Children and Adolescents (Bryant 1982; as cited in Lam et al., 2012) to measure empathy; the Sibling Relationship Inventory (Stocker & McHale,

1992; as cited in Lam et al, 2012) to measure warmth and conflict; the Parenting Style Inventory (Darling & Toyokawa, 1997; as cited in Lam et al., 2012) to measure parent responsiveness; the Relationship Questionnaire (Braiker & Kelley, 1979; as cited in Lam et al., 2012) to measure committed love and closeness between partners; and the Pubertal Development Scale (Petersen et al., 1988; as cited in Lam et al., 2012) to measure the stage of puberty for adolescents. Results of their study were significant to the hypothesis; empathy developed at a quicker rate in female siblings than male siblings (Lam et al., 2012). Lam et al. suggested using their result of supporting positive sibling interactions outside of the family as a beginning for further research on sibling empathy, conflict, and warmth outside of family settings.

Buist (2010) implemented a latent growth curve model on sibling delinquency in older and younger siblings. Over a 3-year period of time older and younger siblings of same-sex and mixed-sex dyads were researched based on the hypotheses: (1) negative sibling relationship and above average levels of delinquency in the older siblings will generate similar levels of delinquency in the younger siblings; (2) younger sibling delinquency will mirror older sibling delinquency; and (3) same-sex siblings will show a stronger similarity regarding delinquency (Buist, 2010). Recruitment of the participants included a letter and a phone call; information was provided by Dutch municipalities (Buist, 2010). Two-hundred-eighty-five families continued to provide answers to home-based interviews throughout the 3-years (Buist, 2010). Instruments used for Buist's interviews included the Inventory of Parent and Peer Attachment (Armsden & Greenberg, 1987; as cited in Buist, 2010); and the Delinquency scale of the Nijmegen Problem Behavior List – Research Version (Scholte, Vermulst, & de Bruyn, 2001; as cited in

Buist, 2010). Results of a repeated measure ANOVA showed a significant difference among the four possible sibling dyads (i.e., older brother/younger brother; older sister/younger sister; older brother/younger sister; and older sister/younger brother) involving the quality of relationships, $F(3, 245) = 5.83, p < .01$ (Buist, 2010). Buist conducted post-hoc Bonferroni tests to measure delinquency levels among sibling pairs. Delinquency proved to be higher in older and younger male sibling pairs than the sibling dyads with sisters (Buist, 2010). Buist's study included only middle-class families with a minimum amount of reported delinquency. Future research should include families of different ethnicities, class, and family types. Advanced research could include the delinquent levels of adult siblings in comparison to their relationship quality.

Solmeyer, McHale, and Crouter (2014) applied social learning theory to study changes within sibling relationships involving conflict and intimacy and how those changes alter risky behaviors. Solmeyer et al. (2014) hypothesized younger siblings would have a higher level of change than older siblings; and same-sex brother sibling relationships would have a stronger influence outcome. Participants included 393 families with a mother, father, and an older sibling in the 8th, 9th, or 10th grade with their sibling being 1 to 4 years younger (Solmeyer, McHale, & Crouter, 2014). Over a period of 10 years participants were involved in home interviews receiving compensation for their participation (Solmeyer et al., 2014). Measures included the Sibling Relationship Questionnaire (Stocker & McHale, 1992; as cited in Solmeyer et al., 2014) and adaptations to instruments measuring sibling intimacy, sibling conflict, parent-youth intimacy, and parent-youth conflict (Blyth, Hill, & Thiel, 1982; Smentana, 1998; as cited in Solmeyer et al., 2014). A multivariate multilevel model (MLM) provided results on

how changes in sibling conflict and sibling intimacy created changes in sibling risky behaviors (Solmeyer et al., 2014). Results showed a significant difference between brother sibling dyads and sibling dyads involving a sister (Solmeyer et al., 2014). Although delinquent behaviors were limited within the participant pool, results showed age contributed to an increase in risky behaviors more so in younger siblings with an older brother (Solmeyer et al., 2014). In conclusion, sibling intimacy showed to be a potential risk factor in brother sibling dyads however, intimacy also proved to be valuable in struggling situations involving a sibling (Solmeyer et al., 2014). Sibling conflict contributed to risky behaviors more than sibling intimacy (Solmeyer et al., 2014). Solmeyer et al. (2014) suggested further research to analyze different cultural populations due to the vast range of family values and norms, specifically evaluating the severity of sibling conflict and sibling intimacy has on risky behavior.

Compione-Barr and Smetana (2010) developed their research around past studies on sibling conflict and relationship quality. Compione-Barr and Smetana hypothesized sibling conflict would be more intense and occur more often when siblings are arguing about personal possessions or space. Another hypothesis stated siblings would measure lower for trust and communication if the sibling conflict were in the area of self-denial (Compione-Barr & Smetana, 2010). The participants included sets of siblings and one parent mostly from European American families (Compione-Barr & Smetana, 2010). Letters were sent home with 7th and 10th grade students from a school in a Northeastern section of the United States, explaining the research study and participation expectations (Compione-Barr & Smetana, 2010). Sibling conflict was measured using the Sibling Issues Checklist and relationship quality was measured using a portion of Armsden and

Greenberg's questionnaire (1987; as cited in Compione-Barr & Smetana, 2010) Parent and Peer Attachment Inventory. Conflict between siblings reported to be more frequent than intense, $F(1, 102) = 36.70$, $p < .001$, $\eta^2 = .27$ (Compione-Barr & Smetana, 2010). Older siblings reported more frequent altercations than younger siblings however; both siblings reported the majority of conflicts were in regards to personal issues instead of equality and fairness (Compione-Barr & Smetana, 2010). Compione-Barr and Smetana (2010) concluded siblings tend to have conflicts involving personal space, property, and personal attacks to self. Future research was suggested to implement the same measure for enhanced validation and analyze deeper into sibling conflict based on sibling relationships (Compione-Barr & Smetana, 2010).

Parental Influence on Sibling Relationships

Jenkins, Rasbash, Leckie, Gass, and Dunn (2012) believed there to be multiple potential influences on sibling relationship quality. Jenkins et al. (2012) hypothesized multi-informant data contributed to sibling relationship quality when family differences were important; and maternal actions towards siblings as individuals contributed to the quality of relationship between siblings. Participants equaled 118 families from the Avon Brothers and Sisters Study (as cited in Jenkins, Rasbash, Leckie, Gass, & Dunn, 2012) 47 of which two children participated, 18 three-children families with one child participant, and 53 two-children families with one child participant. A section from the Sibling Relationship Inventory (Stocker & McHale, 1992; as cited in Jenkins et al., 2012) measured sibling hostility and affection twice throughout a 2-year period of time. The Malaise Inventory measured mother's internal feelings of depression and anxiety (Rutter, Tizard, & Whimore, 1970; as cited in Jenkins et al., 2012). Maternal climate was

significant to sibling hostility; the higher the mother's anxiety and depressive moods, the higher the siblings' hostility levels (Jenkins et al., 2012). Results indicated a significant measure between mother's actions of favoritism towards the siblings also increased the sibling affection towards each other (Jenkins et al., 2012). Jenkins et al. (2012) reported family bonding in positive climates increases the connection between siblings' ability to bond with each other in a positive manner. Future research should be directed towards implementing a similar research study involving fathers and parental figures (Jenkins et al., 2012).

Ackerman, Kashy, Donnellan, and Conger (2011) combined concepts from the family systems theory and the social relations model to study family traits supporting positive interpersonal behaviors and identifiable behavioral patterns contributed by family relationships or individual members. Ackerman et al. (2011) believed positive family bonding would a standard component for behavioral norms. Positive supportive behaviors such as self-disclosure and affection contribute to the variance of family means (Ackerman et al., 2011). Ackerman et al. also hypothesized there would be more frequent relationship variances between husband and wife; and sibling and sibling. Participants included students who were in 7th grade and had at least one sibling 4 years old or younger than themselves and also had a married mother and father (Ackerman et al., 2011). Separate collections took place over a 3-year period of time; the year 1989 had 445 families participate, 1990 equaled 413 families, and in 1991 a total of 424 families reported to the study (Ackerman et al., 2011). The procedure consisted of trained interviewers creating a starting point for family members to discuss their conflict tactics using family members' previous comments on conflict issues within the family

(Ackerman et al., 2011). Communication between family members was coded and used to analyze behavior patterns among family member dyads (Ackerman et al., 2011). Results of Ackerman et al. study was scored according to dyadic family mean effect, actor, and partner. Analyses of scores indicated positive interaction between family members was a product of family climate (Ackerman et al., 2011). Future research should consider replicating a similar study however; focus more on individual aspects of positive family behaviors instead of group discussions (Ackerman et al., 2011). Additionally, a greater time period for the research may provide answers to whether family dyads who maintain a warm climate continue to do so throughout adulthood (Ackerman et al., 2011).

Derkman, Engels, Kuntsche, Van Der Vorst, and Scholte (2011) contributed to research on how siblings create and provide support to each other generating a base for analysis on siblings' contributions to well-being. Implementing family systems theory, supported by large amounts of previous research, Derkman et al. (2011) believed positive and warm interactions by parents would increase the amount of support siblings provide to each other during adolescence. Participants from Derkman et al.'s study included 428 families of four (i.e., mother, father, and two siblings). Families from the Netherlands provided responses to invitations sent by the research team; some families were unable to partake in the research study due to qualifications such as special needs children and twins (Derkman, Engels, Kuntsche, Van Der Vorst, & Scholte, 2011). Five waves of data were collected in return participants received euros and entry into raffles (Derkman et al., 2011). Instruments used in Derkman et al.'s research included the Sibling Relationship Questionnaire (Furman and Buhrmester, 1985; as cited in Derkman et al., 2011); the Relational Support Inventory (Scholte, Van Lieshout, & Van Aken, 2001; as cited in

Derkman et al., 2011); and the Marital Adjustment Test (Locke & Wallace, 1959; as cited in Derkman et al., 2011). Results described parental support as a key component in the development of sibling relationships and well-being (Derkman et al., 2011). In contrast, parental support had little affect on sibling conflict (Derkman et al., 2011). The more siblings were able to provide interactions involving warmth and support the less conflict was detected in the analysis (Derkman et al., 2011). Siblings however, viewed their own parents support differently than the parents themselves (Derkman et al., 2011). Derkman et al. reported the results to be inconclusive considering parents and siblings viewed parental support differently though the entire five wave period. Future research was suggested to consider the aspects of dyadic sibling relationships and parental support also, provide evidence of what parental support defines as during early adolescence (Derkman et al., 2011).

Probationers

A literature search was conducted on probationers and their quality of life while readjusting to society. A large amount of literature pertained to prisoners' quality of life and quality of service however, there was a gap in research directly associated with probationers' quality of life therefore, the current research on how siblings may be able to provide support to probationers while rehabilitating into civilian life was a welcomed addition to the forensic psychology field.

Understanding Probationers

Walters (2014) applied an item response theory to compare male and female offenders' criminal thinking in prison and as probationers. Elaborating on a previous study Walters expanded the measures to answer the hypothesis if separate analysis was

necessary for differential item functioning in male and female offenders according to setting (i.e., prison, probation). Walters' next hypothesis projected items on the Psychological Inventory for Criminal Thinking Styles – Sentimentality scale (PICT-Sn) would potentially be absent from the general criminal thinking factor. Walters' final hypothesis compared probationers and incarcerated offenders' discrimination and threshold parameter estimates to be significantly related to each other, despite results indicating probationers maintain lower criminal thinking. Participants in Walters study included 26,831 probationers entered in the United States Federal Probation and Pretrial Services (19,067 males and 7,764 females); and 3,039 males from a mid-level federal prison and 227 females from an all females state prison. Instruments used in Walters' research included data from the Psychological Inventory of Criminal Thinking Styles (Walters, 1995; as cited in Walters, 2014). Results of Walters' four-step procedural analysis determined the PICT identified factors of criminal thinking for the Tucker-Lewis Index (.96) and the root-mean-square error of approximation (.046). A multiple-indicator multiple-cause analysis showed both males and females contained differential item functioning, $t = 20.63, p < .001$; in both settings, $t = 47.00, p < .001$ (Walters, 2014). Similar to Walters (2011) study, Walters (2014) study reported both male and female, probationers and prisoners possess differential item functioning. Walters (2014) also concluded the removal of the Sn was necessary considering it lacked appearance on the majority of the general criminal thinking factors. Future research should expand on the level of risk offenders hold as an addition to a general criminal thinking factor (Walter, 2014).

Livingston, Chu, Milne, and Brink (2015) researched the outcome of mandated forensic mental health services provided to probationers with mental disorders. A combination of criminogenic and needs for those with mental health disorders was used at Livingston et al. (2015) framework. Livingston et al. research directed goal was to establish grounds for improving the needs of probationers with mental health disorders; in addition to violent tendencies. Participants of Livingston et al.'s study included random sampling of individuals from probation settings who receive services from forensic mental health practitioners. Records of each probationer's health were maintained through a community-based archive (Livingston, Chu, Milne, & Brink, 2015). Needs of probationers were identified during the coding of records in addition to mental status at time of admission and potential outcomes at time of release (Livingston et al., 2015). Multiple structured professional judgement instruments were used in coding of records (i.e., Short-Term Assessment of Risk and Treatability, Historical Clinical Risk Management-20, Level of Service Inventory-Revised: Screening Version, Violence Risk Appraisal Guide, and Camberwell Assessment of Need-Forensic Short Version; Livingston et al., 2015). Independent from instruments, Livingston et al. assessed service intensity by identifying the number of time a probationer had face-to-face interactions with a forensic practitioner. Other collected items included probationers' uncompliant actions, intensive events, and recidivism (Livingston et al., 2015). Analysis reported probationers need access to resources for physical health (42.8%, $n = 107$); psychological distress (39.2%, $n = 98$); housing (20.8%, $n = 52$); and drug misuse (20.0%, $n = 50$; Livingston et al., 2015). Livingston et al. concluded forensic mental health services for probationers with mental health disorders should consider readjusting their services to

represent the needs and address the risks on a more personal individual level. Future research was suggested to duplicate the study however; assess probationers of low risk for violent crimes and recidivism (Livingston et al., 2015).

Summary

Attachment theory has been used for multiple studies to better understand how families interact and bond with each other through growth and developmental stages in life. When attachment style is assigned to siblings, one being on probation, research has potential to expand on how sibling involved interventions can increase the sibling relationship and internally increase the probationer's quality of life. A probationer who has support and a higher quality of life reduces the chances of recidivism (Smith, Jennings, & Cimino, 2010). Research showed criminal thinking was similar with males and female who are in prison settings on probation (Walters, 2014). Combining Walters' (2014) criminal thinking research and Livingston et al.'s (2015) research on forensic offenders' risk and needs, interventions addressing offenders' personal needs has potential for development. Siblings have a life-long bond whether it be warmth or conflict. The connection between siblings proved to be driven by the attachment created through parental guidance therefore, the purpose of the current research study was potentially significant to the field of forensic psychology. In chapter 3 the methodology is discussed including the research design and rationale; population; sampling and sampling procedure; procedure for recruitment, participation, and data collection; instruments; data analysis plan; and ethical procedures.

Chapter 3: Research Method

Introduction

The purpose of this qualitative phenomenological study was to identify the effect sibling relationship types have on the quality of life of probationers who are serving or have served probation in the Southwest Region of Minnesota. Research suggested siblings had a positive relationship with each other as adults if they had an attached relationship as a child (Fortuna et al., 2011). Siblings maintain relationships throughout their lives to satisfy different self-purposes (Myers, 2011). Exploring how sibling relationships contribute to the quality of life for probationers is one-step closer to understanding how a sibling can provide support to a probationer when readjusting to the community and reduce the chances of recidivism. Probationers without support systems have a higher rate of recidivism (Ferguson et al., 2009; Merten et al., 2012); therefore; this study contributes to the field of forensic psychology through a better understanding of how probationers can receive support from a sibling in order to reduce recidivism and readjust to society.

This chapter provides in-depth descriptions of the research design and rationale, the population, the role of the researcher, the sample and sample procedure, how the participants were recruited, what participation looked like, how data was collected, instruments used in the study, how data was analyzed, and ethical procedures.

Research Design and Rationale

Three research questions determined the use for a qualitative design:

Q1: What are the perceptions of probationers in regards to sibling relationship contributing to internal and external problems, increasing their chances of recidivism?

Q2: What are the perceptions of probationers' participation in their sibling relationship?

Q3: How does a probationer perceive their sibling relationship in correlation to their quality of life?

The demographic questionnaire assisted with a better understanding of the perceptions and lived-experiences the probationers had with their sibling. The demographics addressed included the age between the sibling and offender, the geographical distance between the sibling and offender, sibling association (i.e., adopted, twins, step-siblings, etc.), sibling dyads, degree of offence, and times of recidivism.

Creswell (2014) defined qualitative research as a method to test a phenomenon explored by the perceptions of participants. This study explored if sibling relationships contribute to probationer's quality of life therefore; qualitative research, interview design was the chosen research design for this study. Qualitative research, phenomenological design with interview approach appeared to be appropriate for exploring sibling relationships and probationer's quality of life.

Role of the Researcher

As the researcher, my role expanded to interpreting interviews in order to explore the perceptions probationers contain of their sibling relationships and how, if at all, contributes to their quality of life. My role entailed receiving permission from potential cooperating supervisors and authority figures to invite their clients to participate in my

research study (Appendix B). In doing so, I gained knowledge of the facilities' privacy and ethical guidelines. In order to reduce any form of identity during the initial invitation, I introduced myself as a doctoral student conducting an anonymous research study, with emphasis on anonymous. I also refrained from asking the participants their name or any identifying information. If the participants did say their name, I deleted the information from the audio recording and dismissed it from the transcripts.

In order to insure questions in the interview were appropriate to the field and research, I conducted a literature review on uses of the two supporting questionnaires. Identified uses of the questionnaires assured the interview questions were appropriate to the field of forensic psychology and were adapted to fit the needs of the research questions and ethics.

Methodology

Participant Selection Logic

The target population for this study includes offenders serving or who had served probation in the South Central Region of Minnesota. The Minnesota Department of Corrections (2013) provided 2009 regional data for probationers (South Central region, $N = 477$). Eight counties make up the South Central Region: Sibley County, Nicollet County, Le Sueur County, Waseca County, Faribault County, Martin County, Watonwan County, Brown County, and Blue Earth County (Adkins et al., 2013; Appendix C). Participants were male and female, 18 years of age or older, had a living sibling, and had been or were serving probation in the South Central Region of Minnesota.

Sampling and Sampling Procedures

A convenience sample of probationers totaling six participants were asked to participate in an audio-recorded interview. The participants were approached within a facility dedicated to providing supportive services. Upon approaching the potential participants, I introduced myself as a doctoral student conducting a research study on sibling support and inquired if they would be willing to participate in my study. Potential participants were asked to accompany me in a neutral environment for approximately 10 to 20 minutes. If the participant agreed, we moved to a comfortable setting, the participant and I read the consent form and initialed the document for participant consent. Initials were the only identifying evidence of consent considering participant identity was kept anonymous.

Participants for this study were male and female probationers within the South Central region of Minnesota who had a living sibling. Creswell (2013) suggested a phenomenological study to include five to 25 participants. For this specific study, I attempted to interview between five and 10 participants. The sample size was based on access to probationers and the time commitment from all parties involved.

Permission for access to probationers came from supervisors of facilities housing and providing support to probationers and offenders who were working on or have completed their terms of probation. Participants for this study were chosen based on certain criteria: (a) accessible population, (b) they have a living sibling, and (c) age of legal consent. Interested participants were excluded from the study if they: (a) did not have a living sibling, (b) were not the age of legal consent, or (c) did not serve probation in the South Central Region of Minnesota.

Procedures for Recruitment, Participation, and Data Collection

Recruitment Procedures. Participants were recruited from organizations within the South Central region of Minnesota supporting or providing the needs of ex-offenders.

The cooperating facilities located in the South Central region of Minnesota were:

- Blue Earth County Justice Center (Drug Court) Mankato, MN
- Blue Earth County Probation Department, Mankato, MN
- Le Sueur County Probation Department
- Transcendence Foundation, Mankato, MN

Cooperating facilities provided acceptance to approach their clients inquiring about participation in interviews (Appendix A).

Participation. I explained to volunteering probationers my role as a doctoral student and researcher, a brief description of the research study, and the expected time I would need from them to complete an interview. The participants were asked where they feel more comfortable, in an office setting or in the open. Once the location was determined, I reviewed the consent form with the participant. Participants indicated agreement by signing their initials. Initials were used rather than signatures due to the anonymity of the study.

The consent forms the participants received provided a description of the research study, a contact number for a Walden University representative, terms of confidentiality and privacy, ethical considerations, and an explanation of their participation rights and specification their willingness or unwillingness to participate will neither be subject to

consequences or affect their probation status in any manner (Appendix D).

Confidentiality and privacy of participants were protected by the request to dismiss providing any personal information related to their name (other than initials), residential address, social security number, or any other form of identity.

Data Collection. Data were collected using an audio recording device and notes. The demographic data was used as an approach to understand the participant's relationship to their sibling. After transcription, the audio-recorded interview questions/answers are being stored in a locked filing cabinet at my home. Prior to storage of the transcriptions, the information was categorized into themes, coded, and given a defined purpose.

Instrumentation

Demographic Questionnaire

A demographic questionnaire assisted in achieving a better understanding of the perceptions and lived-experiences the probationers had with their sibling. The following demographics were addressed:

- The age between the sibling and offender.
- The geographical distance between the sibling and offender.
- Sibling association (i.e., adopted, twins, step-siblings, etc.), sibling dyads.
- Degree of offence.
- Times of recidivism.

Interview Questions

The generated interview questions (Appendix E) were developed based on two supporting surveys: ASRQ (Lanthier & Stocker, 1992; Stocker et al., 1997; Appendix F)

and the Quality of Life Survey – Version 2 (QLS-2; Gill et al., 2011; Appendix G). In order to explore how probationers perceive their quality of life based on their sibling support I used the QLS-2 questions integrated with the ASRQ's 14 scales: Intimacy, Affection, Knowledge, Acceptance, Similarity, Admiration, Emotional Support, Instrumental Support, Dominance, Competition, Antagonism, Quarrelling, Maternal Rivalry, and Paternal Rivalry (Lanthier & Stocker et al., 1997). The questionnaires were developed with close-ended questions; accommodations were made to generate open-ended questions allowing the probationers to elaborate on the experiences describing their perceptions of their quality of life based on sibling support.

Adult Sibling Relationship Questionnaire (ASRQ)

Attachment theory and sibling relationship type were identified with the ASRQ (Appendix F). The ASRQ consists of 81 questions clustered into 14 scales: Intimacy, Affection, Knowledge, Acceptance, Similarity, Admiration, Emotional Support, Instrumental Support, Dominance, Competition, Antagonism, Quarrelling, Maternal Rivalry, and Paternal Rivalry (Lanthier & Stocker, 1992; Stocker et al., 1997). From there, the scales are categorized into three definite groups: warmth, conflict, and rivalry (Lanthier & Stocker, 1992; Stocker et al., 1997). Rivalry identifies whether or not the participant or the sibling, or both have an attached relationship with a parent (Lanthier & Stocker, 1992; Stocker et al., 1997). The ASRQ may be used for education and research purposes free of charge (Lanthier & Stocker, 1992).

The reliability (i.e., consistently supports intended measures) and validity (i.e., supports intended measures) of the ASRQ were developed from multiple studies using a variety of populations (Fortuna, Roisman, Haydon, Groh, & Holland, 2011; Walecka-

Matyja, 2014). Fortuna, Roisman, Haydon, Groh, and Holland (2011) assessed warmth and conflict in adult sibling relationships using the ASRQ. The population of Fortuna et al.'s (2011) study included White, Asian, Latino, African American, and mixed race. The levels of warmth ($\alpha = .97$) and conflict ($\alpha = .94$) resulted in an unsubstantial correlation of older siblings ($r = .02, p = .85$) and younger siblings ($r = -.22, p = .09$; Fortuna, Roisman, Haydon, Groh, & Holland, 2011). In Walecka-Matyja's (2014) study the ASRQ was adapted into a Polish version in order to assess the reliability and validity of the instrument when used on a Polish population. Results showed a reliability measure of high ($\alpha = .87$ to $.97$) and validity was sufficient when compared to the original English version of the ASRQ (Walecka-Mayuja, 2014). A study conducted by Finzi-Dottan and Cohen (2011) on young adult sibling relationships generated a high reliability for the ASRQ (Warmth, $\alpha = .94$; Conflict, $\alpha = .88$; Parental favoritism, $\alpha = .82$; and Similarity, $\alpha = .82$). Finzi-Dottan and Cohen (2011) provided previous research on a similar instrument supporting the validity of the ASRQ (Lifespan Sibling Relationship Scale; Roggio, 2000 as cited in Finzi-Dottan and Cohen, 2011).

Quality of Life Survey—Version 2 (QLS2)

The QLS2 contains 32 questions divided into seven identifiable scales relating to the quality of one's social life, spiritual life, emotional life, cognitive abilities, physical abilities, activities of daily living (ADL)/functional, and integrated (Gill et al., 2011; Appendix G). The total score of the QLS2 identifies the level of quality one views their life consists of (e.g., a higher total score indicates a higher quality of life whereas; a lower score defines a lower level of quality in one's life (Gill et al., 2011). The QLS2

requires permission from the author or publisher prior to use; permission was granted by coauthor, Diane Gill (Appendix H).

Gill et al. (2011) conducted a study exploring the reliable and valid use of the QLS2 in terms of health care; reliability scored high ($\alpha = .87$ to $.92$). The participants of Gill et al.'s (2011) study included a majority of White and African American with a smaller percentage of Native American, Asian, Hispanic, and other unspecified ethnicities. When tested with other instruments focusing on the quality of life in active participants the QLS2 proved to be a valid instrument (Gill et al., 2011).

Data Analysis Plan

Research Questions

Q1: What are the perceptions of probationers in regards to sibling relationship contributing to internal and external problems, increasing their chances of recidivism?

Q2: What are the perceptions of probationers' participation in their sibling relationship?

Q3: How does a probationer perceive their sibling relationship in correlation to their quality of life?

Interview answers were analyzed using interpretive phenomenological analysis (Smith, Flowers, & Larkin, 2009). Voice tones, fluctuations, and notes on facial expressions and body language were used to interpret specific answers to interview questions.

Demographic answers were incorporated into the qualitative thematic analysis in order to better understand the probationers' perception of the phenomenon and lived experiences of their sibling relationship and how the relationship contributed to the probationers'

quality of life. Interview answers were transcribed using an internet transcription tool, Transcribed (Kallan & Bosco, n.d.), then analyzed using QDA Miner Lite (Provalis Research, n.d.).

QDA Miner Lite (n.d.) is a free software used for thematic analysis of qualitative data. Completion of transcribing the audio-recorded interviews developed a map for codes, or clusters (Creswell, 2013). Creswell (2013) identified the next step of analysis as writing description paragraphs of the common perceptions and outlying unfamiliar experiences elaborated by the probationers. Finally, I conducted a written analysis of the whole phenomenon in relation to the research questions (Creswell, 2013).

Issues of Trustworthiness

In qualitative research trustworthiness contributes to the process of recreating the evidence of a phenomenon (Creswell, 2013). In order to establish a duplicated research study certain aspects of the research process must be defined: credibility, transferability, dependability, confirmability, and ethical procedures. Each component contributes to a valuable portion of exploring the phenomenon of how sibling relationships could contribute to how probationers perceive their quality of life.

Credibility

Credibility refers to incorporating findings of more than one unique source of data for analysis (Creswell, 2013). The triangulation of interviewing no less than five probationers, each with their own lived experiences presented credibility in this research study. Reflexivity was also implemented during the interview process; indications of my role as the researcher. Member checking consists of allowing the participant to review

and validate their feelings and expressions during the interview process (Harper & Cole, 2012)

Transferability

Qualitative research can be difficult to duplicate without specific definite steps of the process. My research study sample was generated from the South Central Region of Minnesota, with descriptive steps of the process listed throughout Chapter 3, a researcher is able to recreate the study in a variety of destinations of the world.

Dependability

Dependability or validity of the research depends on the accuracy and consistency of the researcher during the entire research process. Interview questions need to be consistent with all participants including the fluctuation and tone of the voice used to ask the questions. Triangulation and audit trail contributed to the dependability of my research study. I focused on asking questions in a consistent manner along with keeping all records of the research study (e.g., audio recording, transcripts, notes, results, etc.) for the period of five years as required by Walden University.

Confirmability

The process of developing results was documented step by step. The document was also stored in a secure cabinet in order to provide any future research with confirmability of the research. Each researcher has had their own lived experiences which contribute to the analysis of qualitative data (Creswell, 2013). Therefore, the analysis of my research project was checked and rechecked.

Ethical Procedures

Approval from Walden University Institutional Review Board (IRB) was provided prior to conducting any form of research involving participants; approval number is 05-18-16-0366700. In order to assure confidentiality of participants' remains secure I: (a) refrained from asking any identifying questions; (b) assured all participants were safe from harm while answering the questionnaires; and (c) all audio recording, notes, and transcripts remained in a safe and locked location until analysis was to begin.

Summary

This chapter provided detailed information on the implementation of a qualitative phenomenological interview design followed by the population of probationers who have a living sibling. The sample and sampling procedure were thoroughly discussed, how the participants were recruited, and what the participation looked like was also described in this chapter. How data was collected using audio recordings of face-to-face interviews, why the instruments ASQR and QLS2 were chosen for this study, and how data was analyzed using a QDT Miner Lite were also elaborated on in Chapter 3. Finally, ethical procedures were explained dedicating safe and secure participation.

Chapter 4: Results

Introduction

The purpose of this phenomenological study was to understand how sibling relationship attachments influence probationers in the South Central Region of Minnesota. Face to face, audio-recorded interviews took place in a facility implementing support services for probationers. The interviews were conducted in order to better understand how probationers perceive their relationship attachment to their siblings. The interview questions provided meaning to probationers' perceptions on how sibling relationship attachment contributes to their quality of life.

Participants for this study included individuals 18 year of age or older, who have served or are serving probation in the South Central Region of Minnesota, have a living sibling, and provided consent to be audio recorded. The following research questions supporting the methodology of the study were used:

Q1: What are the perceptions of probationers in regards to sibling relationship contributing to internal and external problems, increasing their chances of recidivism?

Q2: What are the perceptions of probationers' participation in their sibling relationship?

Q3: How does a probationer perceive their sibling relationship in correlation to their quality of life?

The conducting of face-to-face, audio-recorded interviews led to an understanding of how probationers' perceived their sibling relationship to contribute to their quality of life.

Using open-ended questions, probationers described their perceptions of lived

experiences with their sibling in relation to their quality of life. Chapter 4 describes the setting, demographic characteristics of the participants, how data was collected and analyzed, evidence of trustworthiness, and the results.

Setting

Interviews took place at a newer organization, Transcendence Foundation, located within the South Central Region of Minnesota. Transcendence Foundation provides services to individuals who had been convicted of a crime (Transcendence Foundation, 2016). Services provided include but are not limited to housing, employment, and legal services (Transcendence Foundation, 2016). Although Transcendence Foundation began operations within the past 6 months, the clients showed comfort and belonging. Furthermore, the program refused to provide daily services to any person who appeared intoxicated, sending them home and redirecting them to come back once sober (M. Garcia, personal communication, June, 2016). Knowing this information contributed to an environment of trustworthiness and dependability for participation in my research study.

Demographics

Participation in the research study was voluntary and anonymous. In order to maintain confidentiality and anonymity of the six participants, data collected were labeled P1, P2, P3, P4, P5, and P6. Demographic questions were obtained during the interviews in order to gain respect with the participant; establish a rapport with the participant; and develop an understanding for the accountability between the probationer and sibling. Table 1 identifies six demographic characteristics of the probationers and siblings: a) their ages, b) the geographical distance between the siblings, c) the terms of

the relation between the siblings, d) their genders, e) the level of offense the probationer was convicted, and f) how many times the probationer recidivated for the same offense.

Table 1

Demographic Characteristics

| | Probationer Age | Sibling Age | Distance | Relation | Probationer Gender | Sibling Gender | Degree of Offense | Recidivism |
|----|-----------------|-------------|----------|----------|--------------------|----------------|-------------------|------------|
| P1 | 46 | 45 | 8 hours | Half | Female | Male | N/A | 1 |
| P2 | 33 | 31 | 13 miles | Full | Male | Male | Felony | 4 |
| P3 | 35 | 36 | 80 miles | Full | Male | Male | 5 th | 2 |
| P4 | 36 | 28 | 26 hours | Half | Male | Male | N/A | 0 |
| P5 | 34 | 40 | 45 miles | Full | Male | Male | Felony | 3 |
| P6 | 35 | 34 | 5 miles | Full | Male | Female | Misdemeanor | 3 |

P1 was female, 46 years old, and discussed her relationship to her brother. She was unsure of the level of degree she was convicted of and recidivated once. Her brother was 45 years old, lived 8 hours away, and was her half-brother.

P2 was male, 33 years old, and provided answers directed toward his 31-year-old brother. P2 was convicted of a felony and recidivated four times. The brothers were biological, from the same mother and father.

P3 was a 35-year-old male who spoke about his 36-year-old brother. His full biological brother was residing 80 miles from him. P3 was convicted twice of 5th degree controlled substance.

P4 was male, 36 years old, and discussed his relationship with his 28-year-old brother. The brothers were half-siblings. P4 was unable to remember what level of degree his offense was given.

P5 was 34, male, and was convicted of a felony; recidivism occurred three times.

P4 discussed his brother of 40 years. They lived 45 minutes from each other.

P6 was male, 35 years of age, and was convicted of misdemeanors three times for the same offense. His sister was 34 years old and resided five miles from him.

Data Collection

The process began with research on local facilities providing services to ex-offenders reestablishing into society. After identifying and contacting potential facilities, two separate facility supervisors returned information about participation. Supporting facilities included the Blue Earth County Justice Center and the Transcendence Foundation. The IRB approved data to be collected from both facilities however; after receiving a small amount of participation from posting flyers at the Blue Earth County Justice Center in my previous quantitative attempt, I decided to focus solely on Transcendence Foundation (Appendix A). Transcendence Foundation is a newer facility in Mankato, MN and included support to ex-offenders such as provide clients with food, housing, legal services, and supported their individual talents (Transcendence Foundation, 2016). The administrator of Transcendence Foundation encouraged me to post flyers, talk to other employees, and use the facility for interviews. After 14 unsuccessful attempts to recruit the necessary 66 participants to complete the quantitative version of my research study (100+ item questionnaire), a change in methodology seemed prudent. After consultation with the administrator and my dissertation chair, reconfiguring for a qualitative design was undertaken.

In the original approach, a quantitative survey design was applicable for the proposed research study; however, in order to understand the perspectives of probationers

lived experiences as they applied to their sibling relationship and quality of life, a qualitative approach presented to provide a deeper understanding of the phenomenon. A qualitative phenomenon interview design was chosen as a way to approach the research questions:

Q1: What are the perceptions of probationers in regards to sibling relationship contributing to internal and external problems, increasing their chances of recidivism?

Q2: What are the perceptions of probationers' participation in their sibling relationship?

Q3: How does a probationer perceive their sibling relationship in correlation to their quality of life?

Interview questions were adapted from the instruments intended for the original quantitative investigation. Concepts integrated into the qualitative interview questions included conflict, support, influence, and quality of life, drawn from the Adult Sibling Relationship Questionnaire (Lanthier & Stocker, 1992; Stocker et al., 1997) and the Quality of Life Survey – Version 2 (QLS-2; Gill, et al., 2011). The interview questions focused on the probationers' perceptions of their sibling relationship harmful or supportive influence towards recidivism and their quality of life.

Participants gained knowledge of the interviews through the posted flyers throughout Transcendence Foundation's offices. Interested participants were provided with my email address and phone number in order to gain knowledge of the research study. As time passed, I visited Transcendence Foundation to evaluate participation awareness. I was able to interview participants during the visit leading to a successful

completion of suggested participation. Six participants were able to wait in the lounge area at Transcendence Foundation for their turn to interview. Two of the six participants felt most comfortable interviewing in the facilities mechanic garage, while the other participants were more comfortable with the offices environment.

Respect to personal academic abilities was shown through providing the participants with a choice to have the consent form read to them or if they would like to read the provided consent form themselves; all participants chose to have the consent form read aloud to them. The form was read aloud prior to the start of the audio-recording in order to obtain informal consent (e.g., initials on consent form) and awareness of the interview procedures. All participants gave consent to be audio-recorded and understood the risks of completing the survey. Each participant initialed the consent form, leaving out any identifying information. Interview times ranged from 4 minutes to 9 minutes and 54 seconds.

Recorded interviews were then translated using a program designed to translate audio to text found on the internet, Transcribe (Nallan & Bosco, n.d.). The program allowed me to specify a time for auto rewind and play forward. Transcribe (Nallan & Bosco, n.d.) proved to be a useful instrument when transcribing the recorded interviews; exact audio was able to be transcribed at a measurable rate. The transcribed documents were then uploaded to QDA Miner Lite (Provalis Research, n.d.) for coding and future analyzing.

Data Analysis

QDA Miner Lite (Provalis Research, n.d.) software allowed for transcribed documents to be uploaded, assigned nodes using notes, and analyzed. In order to upload

the transcribed audio recordings, they had to be saved on a compatible drive such as Word. Interviews from P1, P2, P3, P4, P5, and P6 were read multiple times and nodes were identified and organized, which created a larger unit of analysis codes. Codes created were based on three correlating factors: the research questions, the interview questions, and the participants' responses. Research questions scaffold the creation of interview questions keeping in mind the responses needed to focus on the perception of the probationer (Creswell, 2013).

The software allowed for color-coding of words and phrases related to the research question's factors: sibling relationship, quality of life, and recidivism. Common phrases within documents were coded leading to three categories each including three separate themes. The category sibling relationship included themes of warm, conflict, and support. The themes increases, decreases, and no affect were used with the category quality of life. The category recidivism implemented the themes influences, no influence, and encourages. The categories and themes were developed thorough understanding of the probationers' perspectives were identified within the structured and unstructured codes. Discrepant comments such as "my sibling is pretty awesome" said by P6 and "his work ethic is really well too" said by P3 were coded in regards to the interview question's purpose. The unstructured comment made by P2, "my brothers like let's go out and do whatever" was coded under quality of life and themed in increases since the interview question focused on how the probationer perceives their sibling's contribution to their quality of life.

Evidence of Trustworthiness

Credibility

Credibility was established for the research study by implementing Creswell's (2013) referral of analyzing more than one unique perception of a phenomenon. Six probationers were incorporated in a triangulation of interviewing, providing credibility through different perspectives and lived experiences. Approval was given by Transcendence Foundation's administrator, my dissertation committee, and Walden's IRB prior to inquiring participation from clients at Transcendence Foundation. Harper and Cole (2012) suggested participant review process was also implemented into the interview process for credibility of each participants' own experiences. Prior to the start of the interview, during the reading and sharing of the consent form, my role as a researcher was established. Communication identifying my role as a doctoral student, researcher, and neutral position were discussed with each participant allowing time for questions and answers.

Transferability

Applicable procedures are dictated throughout chapters 3 and 4 establishing grounds for a researcher to be able to recreate the study in a variety of destinations throughout the world. The population used allows for duplication of the research within other supporting facilities. Assumptions discussed in Chapter 1 included: a) participants will contribute their experiences honestly, b) participants will be presently serving or have served probation, and c) participants would answer truthfully with the direction of addressing answers to their sibling closest in age. Demographic questions investigated the assumptions indicating participants contributed honestly in regards to

their sibling relationship, did or was serving probation, and answering questions keeping their sibling closest to their age, in mind.

Dependability

Dependability or validity of the research depended on the accuracy and consistency of the researcher during the entire research process. Interview questions were attempted to be consistent with all participants including the fluctuation and tone of the voice used to ask the questions. In order to accommodate participants' personalities and comfort level, some questions were adjusted and enhanced by tone of voice, body language, and speed. Thus making the dependability of the research study altered. Triangulation and audit trail contributed to the dependability of my research study. All records of the research study (e.g., audio recording, transcripts, notes, results, etc.) are being kept for the period of five years as required by Walden University.

Confirmability

The process of developing results was documented step by step. The document was stored in a secure cabinet in order to provide any future research with confirmability of the research procedures. Each researcher has had their own lived experiences which contribute to the analysis of qualitative data (Creswell, 2013). Therefore, the analysis of my research project has been checked and rechecked for bias, trustworthiness, and replicability.

Results

Participants lived experiences and perceptions of how their sibling closest in age contribute to their quality of life were obtained through open-ended interview questions. The results from the open-ended research questions are discussed in detail within this

section. Participants' answers to the interview questions were coded, categorized, and developed into themes focusing on the three research questions.

Research Question 1

What are the perceptions of probationers in regards to sibling relationship contributing to internal and external problems, increasing their chances of recidivism?

Table 2

Research Question 1: Recidivism

| Participant | Influences | No Influence | Encouragement |
|-------------|------------|--------------|---------------|
| P1 | 4 | 1 | 0 |
| P2 | 0 | 1 | 9 |
| P3 | 7 | 1 | 2 |
| P4 | 0 | 1 | 9 |
| P5 | 5 | 3 | 1 |
| P6 | 0 | 0 | 5 |

Note: Numerical frequency represents the codes in the designated themes.

The category recidivism was determined by the first research question. Once the category was established common phrases from all six interviews were used to define the themes influences, no influence, and encouragement. Influences, pertained to probationers' perceptions of how their sibling influenced their poor choices leading to recidivism. For example, P5 stated, "He's been doing the same thing I have so, it's kinda mutual. At least he's understanding, you know, I mean. He hasn't ah, he's been on probation most of his life too."

The theme no influence was developed based on probationers' perceptions of how their siblings lacked any influence in their act of recidivism. Answering the interview question, "In what ways, if any does your sibling help you not to recidivate, or not help

you?” P5 explained, “He doesn't. Neither one of them do, um. We got a pretty distant relationship.” Additional codes within the theme no influence included, “We don't even talk about it,” stated by P1. And, “He don't really do much...,” told by P2.

Encouragement was appointed as a theme based on the commonality within each participant's interview answers suggesting their siblings encourage them not to recidivate. Table 2 shows probationers' perceptions of their sibling encouraging them not to recidivate at a higher rate than the other two themes. P6's answer to the recidivism question was coded in the theme encouragement, “I would say she helps me just I know somebody's there if I need somebody to talk to, if I need a ride somewhere or whatever.” P4 elaborated on his perception of sibling encouragement, “...we don't judge each other for mistakes...,” and “...like little extra voice with your conscious maybe... maybe you should stay home tonight...” Encouragement from the probationers' perception resulted in positive facial expressions, body language, and emotions, as indicated from the interview notes.

Research Question 2

What are the perceptions of probationers' participation in their sibling relationship?

The category sibling relationship was formed by the influence of the second research question. Sibling relationship was also influenced by the Adult Sibling Relationship Questionnaire (Lanthier & Stocker, 1992; Stocker et al., 1997). The questionnaire's final analysis provided three categories: Warmth, Conflict, and Rivalry. Connections between the questionnaires categories and common phrases from the probationers, three themes were derived: warm, conflict, and support.

Table 3

Research Question 2: Sibling Relationship

| | Warm | Conflict | Support |
|----|------|----------|---------|
| P1 | 3 | 2 | 1 |
| P2 | 4 | 6 | 2 |
| P3 | 2 | 10 | 2 |
| P4 | 9 | 2 | 6 |
| P5 | 0 | 14 | 0 |
| P6 | 5 | 1 | 6 |

Note: Numerical frequency represents the codes in the designated themes.

The theme warm had 23 codes identified from the six participants' responses to interview questions focusing on sibling relationship. Warm can be defined as positive interactions within a sibling dyad. P1 contributed to three of the codes denoted to the theme. The code P1 stated portraying a positive interaction within a sibling dyad was, "Me and him are really close." P6's also contributed to the theme warm with the statement, "I'd say it's good, I mean I consider her one of my friends I guess is why I'd consider it good relationship."

Conflict was developed as a theme based on the amount of codes identified within the interviews. Conflict defined probationers' perceptions and lived experiences of their sibling battles; verbal and physical. P5 described his sibling and him physically fight, "We fight. Physical, like literally duke it out like (rustling sound)." P3 hesitantly explained, "...he pretty much disowned me..." addressing the conflicts within his sibling relationship.

The theme support defines probationers' perceptions of how their sibling provides support in their relationship. P2 described his perception of his sibling dyad as

supportive, “We talk about things, he helps me out, you know, we help each other out like real brothers should.” P1’s perception of sibling support was defined as, “...someone to talk to.” P6’s response to sibling support was similar, “Yea, just by being there when I need somebody to talk to or just being there when I need somebody around.”

Research Question 3

How does a probationer perceive their sibling relationship in correlation to their quality of life?

Table 4

Research Question 3: Quality of Life

| | Increases | Decreases | No Affect |
|----|-----------|-----------|-----------|
| P1 | 3 | 2 | 2 |
| P2 | 7 | 1 | 0 |
| P3 | 1 | 2 | 2 |
| P4 | 12 | 0 | 0 |
| P5 | 0 | 0 | 3 |
| P6 | 2 | 0 | 0 |

Note: Numerical frequency represents the codes in the designated themes.

Probationers’ had a higher rated perception of their sibling increasing their quality of life than decreasing or having no affect at all. Table 4 represents the amount of codes designated to each theme under the category quality of life. Of the 37 codes labeled in the category quality of life, 68% of the codes represented probationers’ perception their sibling contributes a positive aspect to their quality of life. P2 answered the interview question focusing on sibling’s contribution to their quality of life by stating, “Yyyess,

he's there for me. He helps me out, you know, he tells me I'm doing good, you know, basically a brother.” P3 stated, “...yeah. Ah, I've always admired my brother...”

The number of probationers' perceptions of siblings decreasing their quality of life was much less than that of increasing. P1 provided two codes referring to her perception of her sibling decreasing her quality of life, “I don't get much support (disappointed tone, long face),” and “I'm so far away from everyone.” Both statements were made in relation to the interview question focusing on perceptions of sibling contribution to their quality of life.

Three of the six participants made comments suggesting their sibling had no effect on their quality of life, developing the theme no affect. P1 stated, “I got so much help here” referring to the previous comments about her brother decreasing her quality of life. P5 answered “no” to the interview questions designated to siblings influencing their quality of life, which were coded under the theme no affect.

Summary

The results from the face-to-face, phenomenological approach was discussed in Chapter 4. The results of the study indicated probationers' perceptions and lived experiences involving their living sibling can be used to identify whether a sibling contributes to a probationers' quality of life and rate of recidivism. Within the chapter the study's setting, demographics, data collection, data analysis, evidence of trustworthiness, and results were discussed in detail. The results allow for duplication of this study in future research to include a variety of organizations providing support to probationers. Chapter 5 discusses the opportunities for enhanced research and the aspects of positive social change.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this phenomenological study was to understand how sibling relationship attachments influence probationers in the South Central Region of Minnesota. Face to face, audio-recorded interviews were conducted in order to better understand how probationers perceive their relationship attachment with their siblings. The interview questions provided meaning to establishing the influence the sibling relationship attachment contributes to the probationers' quality of life.

Key findings included a gain of knowledge pertaining to understanding how sibling relationships contribute to and influence probationers' quality of life. P5 demonstrated a lower quality of life and a conflict relationship with his brother. In contrast, P6 described a warm sibling relationship and an average to high quality of life. Some participants noted that people are entitled to make their own choices, but the encouragement and support of siblings transformed the perceptions of the other participants.

Interpretation of the Findings

Research Question 1: Recidivism

What are the perceptions of probationers in regards to sibling relationship contributing to internal and external problems, increasing their chances of recidivism?

Probationers showing high levels of positive support proved to have a sense of belonging to society and demonstrated lower levels of recidivism (Tarescavage, Luna-Jones, & Ben-Porath, 2014). Warrilow (2012) elaborated on data supporting offenders having a higher quality of life are less likely to recidivate. Factors such as mental and

physical health and life skills influence adult offender's quality of life contributing to their risk of recidivism (Warrilow, 2012). Gamble et al. (2011) suggested siblings who regularly have negative encounters would have consistent internal and external problems. Warrilow (2012), Gamble et al. (2011), and Tarescavage et al.'s (2014) research on probationers maintaining a higher quality of life reduces their recidivism rate aligned with this research study's findings. Table 5 illustrates themes pertaining to probationers' perceptions of their sibling relationship, sibling contribution to recidivism, and the number of times the probationer committed recidivism. The higher average of themes designated to each participant were used to establish the type of sibling relationship and the sibling's role in the recidivism of the probationer.

Table 5

Sibling Relationship and Recidivism

| | Sibling Relationship | Recidivism | # of Recidivism |
|----|---------------------------|---------------|-----------------|
| P1 | Warm | Influences | 1 |
| P2 | Warm/Support, Conflict | Encouragement | 4 |
| P3 | Conflict | Influences | 2 |
| P4 | Warm | Encouragement | 0 |
| P5 | Conflict | Influences | 3 |
| P6 | Support | Encouragement | 3 |

P1 and P4 had a higher amount of codes in the warm theme than any other theme.

Therefore, P1 and P4 could be said to have a warm relationship with their siblings. P1

and P4 had the lowest number of recidivism. P3 and P5's sibling relationships were

defined as conflictual due to the extended amount of codes in the theme conflict. P3

stated he had recidivated twice; P5 was similar in findings of recidivating three times. P2

and P6 could be said to represent discrepant cases however, P2 discussed his relationship with his family as having limited development of feelings. P2's relationship correlated with Warrilow's (2012) identification of probationers maintaining a level balance of mental health, psychical health, and life skills have a higher quality of life reducing their recidivism rate. P2's ability to maintain a balanced level of health was altered at a young age due to lack of emotional and physical support from his family. Interpretations of these findings suggested probationers with warm sibling relationship have a lower rate of recidivism whereas probationers' conflict relationship with their sibling induces recidivism.

Research Question 2: Sibling Relationship

The initial thought about probationers and sibling relationship directed a gap in literature search; leading to the discovery of a gap in research directly associated with sibling relationships affecting probationer's quality of life. Fortuna et al. (2011) applied attachment theory to a child's relationship with their parents and how it relates to sibling relationships as adults. Relating the probationer's attachment to their sibling provided theoretical evidence of Fortuna et al.'s (2011) research, positive sibling relationships are developed at an early age and continued throughout adulthood. The findings from this research study correlate with Fortuna et al.'s (2011) findings. P1 explained, "Me and him are really close. We were adopted together so we, we're close." P2 neglected to say any comments regarding his sibling relationship from a younger age; however, he did mention, "He don't really do much, he just supports me. It's, like, you know how it is cause both our parents are dead. Yeah, he knows how it is." P3 elaborated on his negative relationship with his brother at an early age leading into adulthood, "It really didn't get

never worked out because growing up like, we grew up with our dad, so like um, the feelings and those kind of boundaries were never set. And developed. So they didn't develop until I started my recovery.” P4 discussed his relationship with his siblings at an early age as being the adult figure in the family continuing on into adulthood:

We get along great with each other. We ah, through us growing up my mother was an alcoholic so we...I was much older than my brother and my sister, so I took on the parent role and so he actually just moved to AZ last October, but before that he was living with me. And stuff so we were very close, um, very tight nit growing up, so.

P5 and his brother's lived experiences at a young age were similar; juvenile hall appeared repeatedly, “Yeah it's pretty rough relationship. I think mainly it has to do with being locked up you know, a lot when we were growing up, you know. I started getting locked up real young, he started getting locked up real young, so.” P6 perceptions focused on his adult relationship with his sister.

Reviewing all six participants' answers to the interview questions, code frequency under the category sibling relationships, and Fortuna et al.'s (2011) results, Fortuna et al. theory proved to be correct. P1 and P4's warm and supportive sibling relationship began at an early age and continued into adulthood. P3 and P5's conflict relationship carried over from childhood to adulthood. Results from this study and Fortuna et al.'s (2011) study provided evidence supporting sibling relationships, whether attached or not, as adolescents contribute to the type of attached relationship siblings experience as adults.

Research Question 3: Quality of Life

How does a probationer perceive their sibling relationship in correlation to their quality of life?

Research on probationers' quality of life and how it could be affected by a sibling was limited within the literature search discussed in Chapter 2. The interpretation of how a sibling relationship affected a probationer's quality of life was identified throughout the interview process. Table 6 shows the type of sibling relationship and quality of life each participant had based on the frequency of codes in each theme: warm, conflict, support.

Table 6

Sibling Relationship and Quality of Life

| | Sibling Relationship | Quality of Life |
|----|----------------------|---------------------|
| P1 | Warm | Increases |
| P2 | Conflict | Increases |
| P3 | Conflict | Decreases/No Affect |
| P4 | Warm | Increases |
| P5 | Conflict | No Affect |
| P6 | Support | Encouragement |

The data analysis from the transcribed interviews results showed three siblings experienced positive sibling relationships with the frequency of codes defining their sibling increases their quality of life. Two participants described more negative codes describing their sibling relationship as being negative and their sibling having either no affect or decreasing their quality of life. P2's case was the outlier from the six participants. P2's results showed he had a conflict relationship with his brother, but his brother also increased his quality of life.

The data from the six interviews provided evidence on probationers' perceptions of their sibling; siblings contribute to their quality of life and recidivism. Although the participation took place in one facility, the data collected from the face-to-face interviews provided detailed perceptions and lived experiences to distinguish the phenomenon of how probationers perceive their sibling relationship in relation to their quality of life. Positive sibling relationships decrease probationer recidivism and increase the quality of life; negative sibling relationships influenced or had no effect on probationers' recidivism and negatively affected their quality of life.

Limitations

Limitations for this study included researcher's analysis, sampling and demographics. Interpretation of data was completed by one researcher limiting the results of the study. The sampling method consisted of convenience sampling in a rural community, excluding a large population of potential participants from other rural and urban communities. Convenience sample limited the data collection to a small group of probationers' perceptions of how their sibling relationship contributes to their quality of life. The demographics selected for the study included probationers in the South Central Region of Minnesota. The limitations of the demographics consist of a reduced amount of responses. More thorough demographics could have included parolees, inmates, and mental health clients in a secured setting.

Recommendations

Opportunities for future research include: larger sample, additional themes, collaboration with facilities providing services to the forensic population, and expanding the demographics and inclusion criteria. The sample size of six participants represented

to be applicable to the qualitative study however, a larger sample size would achieve an increase in data pertaining to probationers' perceptions of their sibling relationship contributing to their quality of life. The interview questions were derived from aspects represented in the literature review, Chapter 2. Interview questions focused on three components of sibling relationship including warm, conflict, and support thus, the three themes under sibling relationship were formed. Results of the study included the themes warm, conflict, and support in the category sibling relationship; additional themes may have proved to be beneficial. Future research has potential to explore themes relating to time (sibling spend together), sibling vs sibling offenses, and sibling perception (the other side of the story). Initially, 14 facilities supporting probationers reentering into society had been contacted via email and asked to participate in the research study; three facilities said "yes", one facility responded with "we cannot due to client confidentiality," and 10 facilities did not respond. Future research with allotted time, should consider reaching out to an increased amount of facilities and programs, in person. Throughout the research process it became clear meeting administrative personnel in person would have been a better approach to accumulating participating facilities. A variety of facilities house forensic population clients; suggested future research could expand the demographic to reach the additional forensic populations.

Implications for Positive Social Change

The results of the study created opportunities for positive social change to comprise probationers, and family members, more specifically siblings. Past research focused on family interventions more so than sibling interventions. Knowing siblings will always have a special bond whether it is negative or positive, the bond is still there. There

is potential for siblings to reconnect or continue on the path of recovery supporting each other through taught skills and techniques for getting through life's challenges. The interventions for siblings could also include how to safely and healthily celebrate successes. There is potential for developing and implementing interventions focusing on sibling relationships increasing probationer's quality of life.

Probationers reentering into society without support have shown a decreased sense of self-worth, confidence, and abilities to fit-in. The results of the study indicate probationers with supportive siblings also have been subject to encouragement. The encouragement creates positive social change for probationers and family member. Probationers benefit from the encouragement their siblings provide by increasing their feelings of self-worth and capabilities addressing societies norms. Positive social change for the siblings of the probationers can be defined as having a positive relationship with their sibling leading to less stress, decreased conflicts, and increased warm interactions.

Research suggested ex-criminals have sore attitudes regarding work and lack problem-solving skills in real-world altercations (Latessa, 2012; Visher, Smolter, & O'Connell, 2010). Warrilow (2012) research results provided positive social change through the increase of probationers feeling self-worth enabling them to apply and receive employment in society reducing the risk of recidivism. This research study was intended to create positive social change through the enhancement of sibling involvement in interventions designed for probationers to reduce recidivism and increase the quality of life leading to a more positive outlook towards life and employment. A higher quality of life can create positive social change for probationers reentering into society by

increasing their feelings of self-worth, reducing recidivism and cumulating more employment opportunities.

Conclusion

Probationers perceptions of how their sibling contributes to their own quality of life proved to be grounded through their own lived experiences whether during the stages of adolescent to adulthood or specifically adulthood. Siblings will always have a special bond. The bond has potential for being enhanced to a positive supportive relationship benefiting both siblings in the end. The future holds many opportunities to create an intervention for siblings, when one or both are ex-offenders. Based on the results from past research studies and this research study, siblings with supportive, warm, and positive relationships reduce the negative aspects and feelings of probationers. With sibling support, there is hope for a better tomorrow.

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Appendix A: Approval Email Cooperating Authority



Katherine Harris

New Ideas

Megan Garcia <xxx >
To: Katherine Harris <xxx >

Tue, Jul 26, 2016 at 9:57 AM

Katherine,

You have permission to approach clients to interview for research and data purposes.

A handwritten signature in black ink, appearing to read "Megan L. Garcia".

Megan L. Garcia
Executive Director
Transcendence Foundation P.A.
www.transcendencefoundation.org

Appendix B: Example Email to Facilities' Supervisor

Transcendence Foundation
Attn: Megan Garcia

Katherine Sump
Doctoral Student

To Whom It May Concern:

Hello, my name is Katherine Sump. I am currently working on a dissertation for a PhD in Forensic Psychology from Walden University. I have chosen to do a qualitative study, interview design on how probationer's quality of life may potentially be affected by a sibling relationship based on face-to-face interviews.

In order to complete my dissertation, I need access to individuals who have served or are serving probation in the South Central regions of Minnesota, who are 18 years of age or older, and have a living sibling. Accessing this population has brought me to ask your permission to visit your facility in order to ask individuals to participate in my research study. I intend to invite participants to accompany me into a neutral setting (closed space for privacy) for 10 to 20 minutes. I will be asking the participants questions pertaining to their perceptions of their sibling relationship and how it may contribute to their quality of life.

I would truly appreciate any form of communication regarding my request for permission to visit your facility and approach your clients. If permission is granted please sign, date and return a copy of this email. If you have certain conditions (i.e., unavailable dates, ethical concerns, etc.) please include those in the return email.

Thank you sincerely for your assistance in helping me to achieve my doctorate.

Truly,

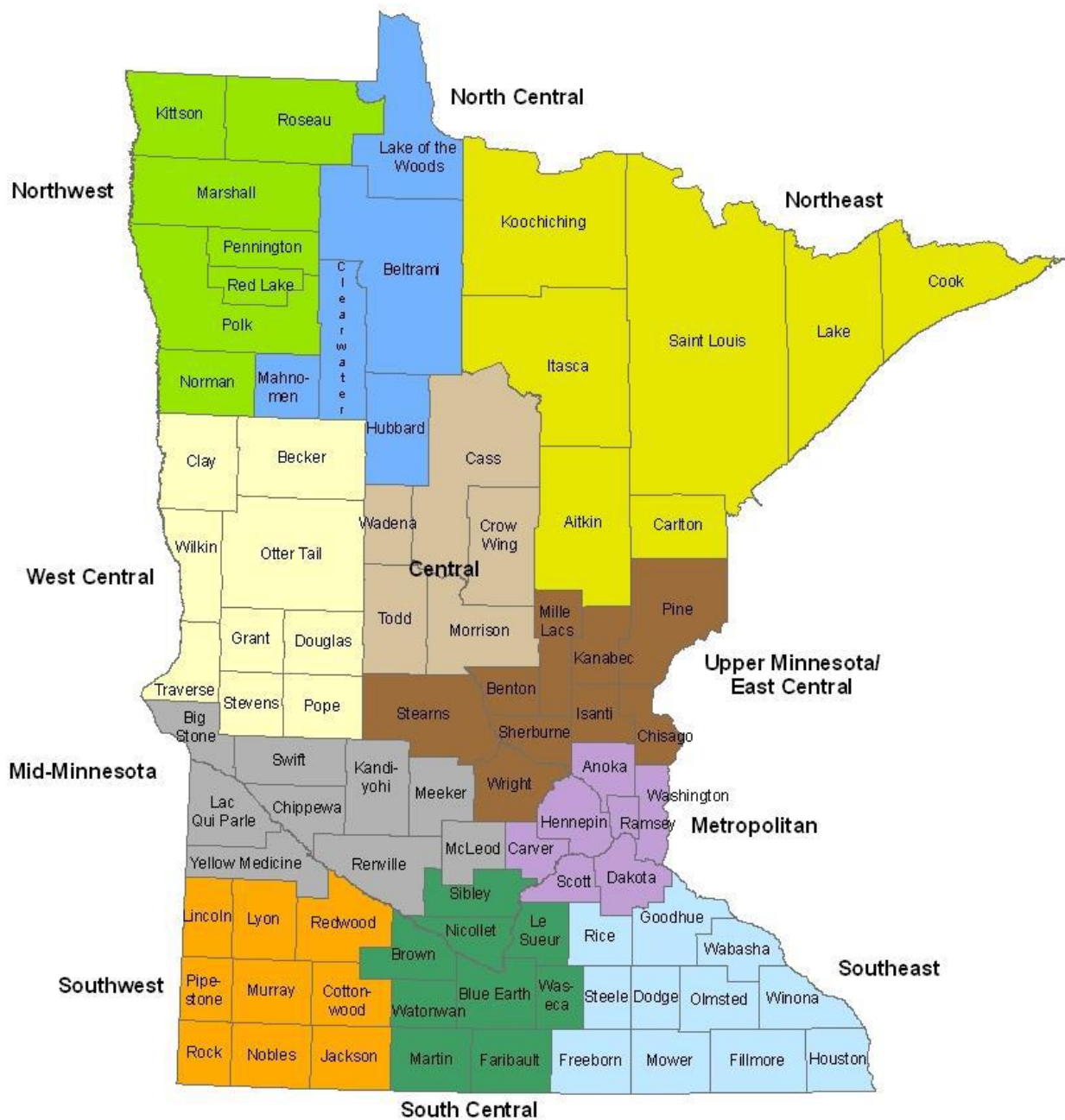
Katherine Sump

By typing your name you agree to all requests listed above

(Date)

Appendix C: Regional Map

Regional Map



Appendix D: Letter of Consent

Greetings!,

You are invited to participate in a research study on effects of sibling relationships on probationer's quality of life. The researcher is asking individuals who have or are serving probation in the South Central region of Minnesota, have a living sibling, and are 18 years of age or older to take part in the research study. Please continue to read this letter of consent for a better understanding of the research project at hand.

The researcher, Katherine Sump, is a doctoral student from Walden University and is conducting this study in order to meet the requirements of her degree.

Background Information:

The purpose of this study is to explore the perceptions probationers have of their sibling relationship and how that relationship may affect their quality of life.

Procedures:

By agreeing to participate you will:

- complete a 10 to 20-minute interview;
- answer a few demographic questions leaving out any identifying information;
- answer questions pertaining to how you perceive your sibling relationship and how your lived experiences with your sibling may have affected your quality of life; and
- be audio recorded.

Agree to Volunteer

The nature of this study is completely voluntary. Whether you decide to participate in this study or not, you nor your probation status will be affected in any way. If you would like to join the study now you always have the choice to change your mind any time.

Risks and Benefits of Participation

Participating in this study, you may encounter negative memories of your sibling which may lead to no longer desire to participate; that is okay. You may stop at any time. No other negative impact is anticipated and your identity will remain confidential as you are asked to NOT provide any identifying or personal information such as: a name, date of birth, address, social security number, etc.

The benefit of participation includes being part of a collection of data seeking to foster positive social change by identifying factors of how siblings have potential to affect your quality of life.

Compensation

There will not be any form of payment for participation.

Questions or Concerns

If you have any questions or concerns you can reach the researcher at xxxorxxx, or for participation concerns you can contact the program director, Kristen Beyer atxxx.

It is recommended you keep a copy of this consent form for future reference.

I have read and agree to the terms of the study listed. By initialing below, I have given consent to participate in the research study.

Sincerely Grateful,

Katherine Sump
Doctoral Student
Walden University

Appendix E: Interview Questions

The interview questions are developed with the intent to provide meaning and definition to the research questions: 1) What are the perceptions of probationers in regards to sibling relationship contributing to internal and external problems, increasing their chances of recidivism?; 2) What are the perceptions of probationers participation in their sibling relationship?; and 3) How do probationers perceive their sibling relationship in correlation to their quality of life?

Demographic Questions:

1. What is your age and the sibling closest in age to you?
2. About how far does your sibling live from you?
3. How are you and your sibling associated; such as adoption, twins, step, half, or full?
4. What is the gender of your sibling? Participants gender _____
5. What level of degree was your offence?
6. If at all, how many times have you recidivated, or returned to jail for the same offence?

Interview Questions:

Now I will ask you questions about your perceptions on how your sibling provides different kinds of support to your quality of life. For this research study quality of life refers to Social, Spiritual, Emotional, Cognitive, Physical, Activities of Daily Living, and Your Overall Well-Being. I will leave this list identifying each component in front of you for the remaining portion of the interview. When answering questions about your sibling

please use this list to identify specific areas of your quality of life in which your sibling provides support.

1. In what life experiences have you or your sibling provided instrumental support?
Describe how this affected your quality of life.
2. What is your perception on how you and your sibling provide intimate support in relation to your quality of life?
3. What is your perception on how you and your sibling provide affectionate support in relation to your quality of life?
4. What is your perception on how you and your sibling provide knowledgeable support in relation to your quality of life?
5. What is your perception on how you and your sibling provide acceptance support in relation to your quality of life?
6. What is your perception on how you and your sibling provide similarity support in relation to your quality of life?
7. What is your perception on how you and your sibling provide admiration support in relation to your quality of life?
8. What is your perception on how you and your sibling provide emotional support in relation to your quality of life?
9. What is your perception on how you and your sibling have shown dominance in relation to your quality of life?
10. What is your perception on how you and your sibling have shown competition in relation to your quality of life?
11. What is your perception on how you and your sibling have shown antagonism in relation to your quality of life?

12. What is your perception on how you and your sibling have shown quarreling in relation to your quality of life?
13. How do you perceive the relationship between you, your sibling, and your mom?
How have these relationships affected your quality of life?
14. How do you perceive the relationship between you, your sibling, and your dad?
How have these relationships affected your quality of life?
15. And finally, please identify life experiences involving how your sibling has contributed to your recidivism rate.

Appendix F: Adult Sibling Relationship Questionnaire

**Adult Sibling Relationship Questionnaire**

PsycTESTS Citation:

Lanthier, R. P., & Stocker, C. (1992). Adult Sibling Relationship Questionnaire [Database record]. Retrieved from PsycTESTS. doi: 10.1037/t17737-000

Test Shown: Full

Test Format:

The Adult Sibling Relationship Questionnaire utilizes Likert scales ranging from hardly at all (1) to extremely much (5).

Source:

Stocker, Clare M., Lanthier, Richard P., & Furman, Wyndol. (1997). Sibling relationships in early adulthood. *Journal of Family Psychology*, Vol 11(2), 210-221. doi: 10.1037/0893-3200.11.2.210

Permissions:

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doi: 10.1037/t17737-000

**Adult Sibling Relationship Questionnaire
ASRQ**

Items

1. How much do you and this sibling have in common?
2. How much do you talk to this sibling about things that are important to you?
3. How much does this sibling talk to you about things that are important to him or her?
4. How much do you and this sibling argue with each other?
5. How much does this sibling think of you as a good friend?
6. How much do you think of this sibling as a good friend?
7. How much do you irritate this sibling?
8. How much does this sibling irritate you?
9. How much does this sibling admire you?
10. How much do you admire this sibling?
11. Do you think your mother favors you or this sibling more?

12. Does this sibling think your mother favors him/her or you more?
13. How much does this sibling try to cheer you up when you are feeling down?
14. How much do you try to cheer this sibling up when he or she is feeling down?
15. How competitive are you with this sibling?
16. How competitive is this sibling with you?
17. How much does this sibling go to you for help with non-personal problems?
18. How much do you go to this sibling for help with non-personal problems?
19. How much do you dominate this sibling?
20. How much does this sibling dominate you?
21. How much does this sibling accept your personality?
22. How much do you accept this sibling's personality?
23. Do you think your father favors you or this sibling more?
24. Does this sibling think your father favors him/her or you more?
25. How much does this sibling know about you?
26. How much do you know about this sibling?
27. How much do you and this sibling have similar personalities?
28. How much do you discuss your feelings or personal issues with this sibling?
29. How much does this sibling discuss his or her feelings or personal issues with you?
30. How often does this sibling criticize you?
31. How often do you criticize this sibling?
32. How close do you feel to this sibling?
33. How close does this sibling feel to you?
34. How often does this sibling do things to make you mad?
35. How often do you do things to make your sibling mad?
36. How much do you think that this sibling has accomplished a great deal in life?
37. How much does this sibling think that you have accomplished a great deal in life?
38. Does this sibling think your mother supports him/her or you more?
39. Do you think your mother supports you or this sibling more?
40. How much can you count on this sibling to be supportive when you are feeling stressed?
41. How much can this sibling count on you to be supportive when he or she is feeling stressed?
42. How much does this sibling feel jealous of you?
43. How much do you feel jealous of this sibling?
44. How much do you give this sibling practical advice? (e.g. household or car advice)
45. How much does this sibling give you practical advice?
46. How much is this sibling bossy with you?
47. How much are you bossy with this sibling?
48. How much do you accept this sibling's lifestyle?
49. How much does this sibling accept your lifestyle?
50. Does this sibling think your father supports him/her or you more?
51. Do you think your father supports you or this sibling more?
52. How much do you know about this sibling's relationships?
53. How much does this sibling know about your relationships?
54. How much do you and this sibling think alike?
55. How much do you really understand this sibling?
56. How much does this sibling really understand you?
57. How much does this sibling disagree with you about things?
58. How much do you disagree with this sibling about things?
59. How much do you let this sibling know you care about him or her?

60. How much does this sibling let you know he or she cares about you?
61. How much does this sibling put you down?
62. How much do you put this sibling down?
63. How much do you feel proud of this sibling?
64. How much does this sibling feel proud of you?
65. Does this sibling think your mother is closer to him/her or you?
66. Do you think your mother is closer to you or this sibling?
67. How much do you discuss important personal decisions with this sibling?
68. How much does this sibling discuss important personal decisions with you?
69. How much does this sibling try to perform better than you?
70. How much do you try to perform better than this sibling?
71. How likely is it you would go to this sibling if you needed financial assistance?
72. How likely is it this sibling would go to you if he or she needed financial assistance?
73. How much does this sibling act in superior ways to you?
74. How much do you act in superior ways to this sibling?
75. How much do you accept this sibling's ideas?
76. How much does this sibling accept your ideas?
77. Does this sibling think your father is closer to him/her or you?
78. Do you think your father is closer to you or this sibling?
79. How much do you know about this sibling's ideas?
80. How much does this sibling know about your ideas?
81. How much do you and this sibling lead similar lifestyles?

Appendix G: Quality of Life Survey – Version 2 (QLS2)

**Quality of Life Survey--Version 2**

PsycTESTS Citation:

Gill, D., Chang, Y.-K., Murphy, K. M., Speed, K. M., Hammond, C. C., Rodriguez, E. A., Lyu, M., & Shang, Y.-T. (2011). Quality of Life Survey--Version 2 [Database record]. Retrieved from PsycTESTS. doi: 10.1037/t09958-000

Test Shown: Full

Test Format:

Instructions ask respondents to rate each item on a 1–5 scale (1 = poor; 2 = below average; 3 = average; 4 = above average; 5 = excellent) following the stem: "How would you rate the quality of your....".

Source:

Supplied by author.

Original Publication:

Gill, Diane L., Chang, Yu-Kai, Murphy, Karen M., Speed, Kathryn M., Hammond, Cara C., Rodriguez, Enid A., Lyu, MinJeong, & Shang, Ya-Ting. (2011). Quality of life assessment for physical activity and health promotion. *Applied Research in Quality of Life*, Vol 6(2), 181-200. doi: 10.1007/s11482-010-9126-2

Permissions:

Contact Publisher and Corresponding Author

Quality of Life Survey – Version 2 (Gill et al., 2011)

This questionnaire asks how you feel about your **quality of life**, including your physical, emotional, social, spiritual and mental health and well-being. Please answer all questions. There are no right or wrong answers. Use the 1-5 scale below and *circle* the *one* number that best describes how you feel about your quality of life.

Poor Below Average Average Above Average Excellent
 1 2 3 4 5

| | Poor | Below Average | Average | Above Average | Excellent |
|-------------------------------------------------------|------|---------------|---------|---------------|-----------|
| 1. Physical health and well-being | 1 | 2 | 3 | 4 | 5 |
| 2. Personal Relationships | 1 | 2 | 3 | 4 | 5 |
| 3. Peace of mind | 1 | 2 | 3 | 4 | 5 |
| 4. Feeling of happiness | 1 | 2 | 3 | 4 | 5 |
| 5. Ability to concentrate | 1 | 2 | 3 | 4 | 5 |
| 6. Physical fitness | 1 | 2 | 3 | 4 | 5 |
| 7. Overall quality of life | 1 | 2 | 3 | 4 | 5 |
| 8. Ability to think | 1 | 2 | 3 | 4 | 5 |
| 9. Enjoyment of life | 1 | 2 | 3 | 4 | 5 |
| 10. Sense of calm and peacefulness | 1 | 2 | 3 | 4 | 5 |
| 11. Ability to take care of yourself | 1 | 2 | 3 | 4 | 5 |
| 12. Life in general | 1 | 2 | 3 | 4 | 5 |
| 13. Intimate relationships | 1 | 2 | 3 | 4 | 5 |
| 14. Prayer, meditation, or individual spiritual study | 1 | 2 | 3 | 4 | 5 |
| 15. Ability to do activities of daily living | 1 | 2 | 3 | 4 | 5 |
| 16. Happiness in general | 1 | 2 | 3 | 4 | 5 |
| 17. Ability to initiate and maintain relationships | 1 | 2 | 3 | 4 | 5 |
| 18. Spiritual growth | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|----------------------------------------------------|---|---|---|---|---|
| 19. Sense of NOT feeling sad, blue, or depressed | 1 | 2 | 3 | 4 | 5 |
| 20. Ability to solve problems | 1 | 2 | 3 | 4 | 5 |
| 21. Emotional relationships with others | 1 | 2 | 3 | 4 | 5 |
| 22. Spiritual beliefs | 1 | 2 | 3 | 4 | 5 |
| 23. Sense of NOT feeling worried, tense or anxious | 1 | 2 | 3 | 4 | 5 |
| 24. Body shape | 1 | 2 | 3 | 4 | 5 |
| 25. Spiritual life | 1 | 2 | 3 | 4 | 5 |
| 26. Memory | 1 | 2 | 3 | 4 | 5 |
| 27. Bodily appearance | 1 | 2 | 3 | 4 | 5 |
| 28. Social relationships | 1 | 2 | 3 | 4 | 5 |
| 29. Faith | 1 | 2 | 3 | 4 | 5 |
| 30. Ability to continue learning | 1 | 2 | 3 | 4 | 5 |
| 31. Level of Physical activity | 1 | 2 | 3 | 4 | 5 |
| 32. Ability to get around | 1 | 2 | 3 | 4 | 5 |

Reference: Gill, D.L., Chang, Y-K., Murphy, K.M., Speed, K.M., Hammond, C.C., Rodriguez, E.A., Lyu, M., & Shang, Y-T. (2011). Quality of life assessment in physical activity and health promotion. *Applied Research in Quality of Life*, 6, 181-200. (DOI 10.1007/s11482-010-9126-2).

QoL Survey Scales and Related Items:

Social (5 items): Q2 + Q13 + Q17 + Q21 + Q28

Spiritual (5 items): Q14 + Q18 + Q22 + Q25 + Q29

Emotional (5 items): Q3 + Q4 + Q10 + Q19 + Q23

Cognitive (5 items): Q5 + Q8 + Q20 + Q26 + Q30

Physical (5 items): Q1 + Q6 + Q24 + Q27 + Q31

ADL/functional (3 items): Q11 + Q15 + Q32

Integrated (4 items): Q7 + Q9 + Q12 + Q16

Appendix H: Approval Email from Dr. Gill



Katherine Harris

Permission to use Quality of Life Survey - Version 2

Diane Gill <xxx>
To: Katherine Harris <xxx>

Sun, Oct 18, 2015 at 8:40 AM

Katherine - you have my permission to use the Quality of Life measure. It is published and available for use. If you need any other information, let me know. Good luck with your research

[Quoted text hidden]

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Diane L. Gill
Professor, Department of Kinesiology
University of North Carolina at Greensboro