INTERIM REPORT

DEVELOPMENTAL LABORATORY FOR CORRECTIONAL TRAINING

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OFFICE OF LAW ENFORCEMENT ASSISTANCE,
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AND

THE CENTER FOR THE STUDY OF CRIME,
DELINQUENCY, AND CORRECTIONS

SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE, ILLINOIS

FOREWORD

The following report described the experiences of a university-based teaching and research center that has directed a considerable portion of its personnel and resources to the solution of problems associated with a strategy most useful for bringing about change in corrections, that of in-service training. Although much correctional experience and hence, empirical knowledge, was present on and needed by the University staff, the major goal of the Training-Development Laboratory was to bridge the gulf that was found to exist between the behavioral sciences and practice in the correctional field. In addition, the prospective training officers were exposed to a wide variety of educational technologies and teaching techniques not commonly used in correctional settings.

The objectives of the strategy were simple:

--To give the correctional trainer a substantive framework of knowledge from which to assess current trends in corrections.

--To provide intensive training in learning principles, human behavior, communication procedures, and teaching techniques and technology.

--To afford practice in teaching under supervision using the knowledge and tools thus gained.

--To demonstrate to the newly prepared training officers and their management executives how training effectively carried out could become a tool for management in the processes associated with changing correctional practice.

Communications skill and staff development through interpersonal relationships became a major focus of the training institutes. Dr. John Grenfell's creative application of the video-tape technique to the teaching situation and the development of the training officer's interpersonal skills was certainly a highlight of the first year's experience.

In the following pages, facts and perspectives are presented on the formulation and implementation of a scheme to transform these purposes into reality.

This is a story of a government agency recognizing an opportunity to make a lasting contribution to correctional reform through reliance on the fundamental principle that any organization is only as effective as the people who conduct its affairs at the lowest level of its personnel. The Office of Law Enforcement Assistance provided the financial support which made possible the transformation of an idea into an actuality.

This is the story of prison executives who demonstrated a willingness to invest the energy of their personnel in the proposition that prison conditions can be improved. Without their commitment to the principles and objectives of this project, the accomplishments would have been impossible. The wide range of prison systems giving this firm support is practical evidence of the unprecedented receptivity of correctional executives to new ideas and strategies. The active participation of the training officers in the laboratory activities is further evidence that inertia and complacency are no longer characteristic of American correctional institution.

This is the story of a university geared to learn as well as teach. In human terms, the dynamics of the project are found in the interaction between two sets of individuals; first, employees drawn to our campus from a wide variety of prisons distributed throughout the United States, and second, university personnel drawn from several academic disciplines but united in a common concern for the problems of the field of correction. The university personnel came out from "behind their desks" to join the correctional employees in a joint pursuit of the means of overcoming the practical problems of

in-service training. They risked the uncertainties of applying theories directly to problems their "students" faced every day. Familiar concepts and educational strategies had to be adjusted on the spot. The results well justified the risk. Both the "teachers" and the "pupils" learned in the discourse that ensued.

Dr. Grenfell played a yeoman role in directing the first pilot institute and proved the ability of a university-based staff to come to grips with field problems. Following this pilot institute, Dr. Grenfell undertook to follow-up and evaluate these efforts during the second year which began in August, 1967. A substantial portion of this evaluation is reported in the following document.

Mr. Robert Brooks is directing the second year's training effort of three institutes and has further developed and organized the training officer's curriculum. All of these efforts have been characterized by innovation, dedication, hard work, and a real disposition on the part of all concerned to succeed in promoting greater use of scientific knowledge for the effective resocialization of offenders. We have been revitalized by this experience, encouraged by our evaluation of initial results, and emboldened to say that we

have proved the vital relationship between the university and the field of practice.

Charles V. Matthews, Director
CENTER FOR THE STUDY OF CRIME,
DELINQUENCY, AND CORRECTIONS

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CHAPTER I

PRE-PLANNING AND STAFF DEVELOPMENT

INTRODUCTION

For a number of years leaders in the field of corrections have stated that one of the most demanding problems in the field has been that of training or, more specifically, lack of adequate training for staff. Research has indicated that minimal training is carried on in the field of corrections and this tends to be concentrated in orientation or pre-service areas. One of these studies, conducted by the Center for the Study of Crime, Delinquency and Corrections at Southern Illinois University, found that, not only was there little formal training in the field of corrections, but less than 25% of the correctional agencies had full-time training officers. This research completed in 1964 was replicated in 1966 with the same results. It concluded that, despite the recommendations of many authorities in the field that more training was needed, negligible increase in training activities had occurred.

This dearth of training is not solely the result of a lack of financial support. Another critical factor is extreme difficulty in finding staff who know how or what to teach. This problem is further compounded by the fact that few institutions of higher education have included in their curriculum courses which are practical and pertinent to correctional

personnel. Recognizing this severe problem, the Department of Justice under the Law Enforcement Assistance Act funded a Training and Development Laboratory at Southern Illinois University. The purpose of this project was to develop and test curriculum materials which might be used in the field of corrections. The purpose of the effort was to train appropriate staff in correctional institutions to be teachers and managers of training programs.

PLANNING

To structure the curriculum planning, Center staff decided that the program would emphasize three general areas:

1. The history of corrections with an emphasis on the changing role of the correctional officer.

2. Knowledge from the behavioral sciences regarding learning and human behavior and the application of this knowledge to the effective training of the correctional officer.

3. Teaching techniques with an emphasis on how to teach effectively and the use of audio-visual materials to supplement the teaching programs.

The core staff of the project was recruited with these three substantive areas as a guide. The core staff of the project was recruited from across the nation. Charles V. Matthews, Director of the Center for the Study of Crime, Delinquency, and Corrections served as Administrative Director of the Project. Dr. John Grenfell was recruited as Project Director. Dr. Grenfell, Associate Professor of Educational

Psychology, designed the teaching techniques, and curriculum and supervised the work of the following staff in the areas indicated.

Henry Burns, M.A.	-	Correctional Education
James Hughes, Ph.D.	-	Sociology, Correctional Administration
Thomas Murton, M.A.	-	Criminology, History of Corrections
Harold Stephan, M.S.W.	-	Behavioral Sciences

The Center entered into an agreement with the Communication Media Service of the University to develop audio-visual materials and teaching aids that would be replicable in the correctional field.

This staff would be supplemented by a number of people from the University at large and the regular Center staff. Of particular assistance was Mr. Robert Brooks, who had served as a sociologist at the Menard Prison and had long been involved in training programs for prison staff, would discuss teaching aids. Mr. Leon Jansyn, a doctoral student in sociology, would handle the evaluation process. Dr. John Twomey would be responsible for some sessions on communication and mental health. Dr. Twomey had a half-time appointment with the Center and with the Rehabilitation Institute. Finally, Dr. Johnson, Professor of Sociology and Assistant Director of the Center, would be

called on to assist in areas regarding prison social structure. Dr. Johnson is a sociologist who was Assistant Director of the North Carolina Prison Department and is the author of many publications dealing with corrections.

To support the activities of the above named Center staff, ten graduate students were assigned from a variety of disciplines. The purpose in recruiting these students from a variety of areas was twofold; 1) to serve the function of introducing to correction training personnel diverse information to which they might not have been previously exposed and 2) to recruit graduate students to the field of corrections. Graduate students were drawn from the Rehabilitation Institute, Sociology, History, Education, Recreation, Design and Psychology.

These personnel were supplemented by University personnel and consultants. Dr. Arthur Prell, Director of the Business Research Bureau, discussed problems related to organizational change and the role of training. Mr. Harold Grosowsky, Co-Chairman of the Design Department, discussed creative thinking with an emphasis on looking at old problems in a new light. Dr. Richard Sanders, of the Rehabilitation Institute, discussed behavior modification, reinforcement and their potential for the field of corrections. Dr. George Mayer of Educational Psychology discussed the importance of appropriate models in

the learning process. Dr. Richard Thomas of the Community Development Institute discussed agency relations and the need for cooperation.

Outside consultants included Doctors Schaef and Denny of the St. Louis State Hospital for the area of role-playing. Both are regarded as outstanding authorities in this area. Mr. William Pierran and Mr. John O'Neil were former prisoners who presented the inmate view of the correctional officer. Dr. Ben Frank of the Joint Manpower Commission and Mr. Milton Rector of the National Council on Crime and Delinquency both reviewed current problems and the future of corrections. Mr. Francis Neilson of the Berkshire Farm for Boys discussed the use and development of audio-tapes and the use of community resources. Mr. Kerry Rice, M.S.W., University of Louisville, presented material he developed for the Kentucky Department of Corrections relating to the history of corrections.

The staff and consultants composed a wide range of experience and professional training. It was necessary to mobilize these intellectual talents into an effective scheme for strengthening in-service training of correctional agencies. The next chapter centers attention on the formulation of such a scheme.

CHAPTER II

RATIONALE AND PILOT PROGRAMS

DATA COLLECTION

When Southern Illinois University first submitted a training proposal to the Office of Law Enforcement Assistance, it was planned that the content of a training program should fall under three general areas: 1) a conceptual framework; 2) teaching and learning; and 3) the use of instructional materials. Covered in the first area should be material from the behavioral sciences, particularly sociology, psychology, and management, which was to be incorporated in the history of corrections and the changing role of the correctional officer. The second area was to cover some of the teaching techniques which appear to be effective in working with adults, while the third area was to introduce training officers to the wide range of audio-visual materials which are available to supplement educational programs.

When the staff was recruited, the first set of tasks involved development of the specifics of the curriculum for the training institute. A major premise was that the curriculum should build on the training programs which did exist in some of the prison systems. This policy would have certain advantages in that unnecessary duplication would be avoided. Participants

would be more likely to be receptive to instructors who demonstrated knowledge of the nature of existing programs in the prison systems. A greater "payoff" for the institute would accrue if the existing in-service training program could be used as a basis for improving training quality and introducing new goals. New ideas would be more likely to be integrated into a program if instructors presented them within the context of current prison operations.

Questionnaires were sent to prison systems asking for information regarding the content of their training programs. These questionnaires were forwarded to approximately forty states with replies being received from twenty-five. A compilation of the data indicated that training programs ran from three to four weeks, although half of the four week training programs involved two weeks of on-the-line experience. About eighty per cent of the training program was generally taken up with custody and security procedures such as the use of fire arms, self-defense, fire drill, etc. The other twenty per cent was assigned to administrative detail, rules and regulations with some attention given to mental health and guidance.

In addition to determining the content of existing training programs, the staff was involved in recruiting graduate students

to assist in the developmental phase of the program. Considerable correspondence was carried on with the seventeen mid-western states to recruit participants for the initial nine-week institute. The recruiting effort required that three of the staff - Dr. Grenfell, Mr. Murton, and Mr. Stephan - visit the prison systems. As an extra dividend for the visits, the staff members were able to supplement the information gained from the questionnaires. They were able to gain a sensitivity for the unique traditions and emotional climate of the prisons from which the participants were to come. It was also felt to be desirable that informal evaluations of training programs in the field be obtained, with an emphasis on attempting to determine the present impact of training programs on personnel.

Before listing the major impressions gained by staff on these visits it should be noted that most existing deficiencies were not really the responsibility of either the training officers or the current prison administration. In fact, the LEA institute constitutes recognition of the vital function of the training of training officers as a form of intervention to break the cycle in the transmission of outmoded traditions and practices. Traditions handed down from one administration to the next are reinforced by a lack of funds for evaluation and

staff development and a general lack of support by higher education for prison training and research. Prison staff, and particularly training officers, simply had no place to go to learn new ideas, techniques, methods, and curriculum development. The new training officer was simply taken in tow by the experienced man, and an accumulation of experiences passed on in a short period of time.

The term "training officer" is used rather loosely because most systems did not have full-time training officers. Rather the training person was an experienced correctional officer whose education was usually limited to high school plus several years of prison experience. When one considers the deficiencies involved in the background of the training officers, it is remarkable that the training officers were as effective as they were. Essentially, they had had no background in the preparation of lecture materials, in the use of visual aids, in recruiting resource personnel, or any previous experiences in how to teach.

The questionnaires and visits revealed practices which could be taken into consideration in planning the nine-week training program:

1. There was a general emphasis on the security and custody aspects of training. Most training programs had not considered the inclusion of other kinds of materials. When questioned about this, training

persons were not sure how and where they would get the personnel to assist in areas other than security and custody.

2. In discussing training with prison personnel, usually over coffee or lunch, Center staff were impressed with the rather neutral, almost negative attitude that most personnel held toward training. Staff seemed to feel that their most important training came from contact with "the experienced officers in the institution."

3. Training officers frequently felt that they had little impact on trainees, and frequently bemoaned this fact to visiting staff. They perceived themselves and their program as being ineffective and receiving only superficial support from both administration and institution staff. They cited examples where trainees made little or no effort to prepare and frequently slept through training sessions. The training officers felt that the personnel situation was so critical that the administration would not do anything to "drop a dud". Training officers felt that it might be helpful to them and assist trainee motivation if the training officer could participate in trainee evaluation and have the evaluation seriously considered by the administration. However, most felt that the administration would not go along with them (in discussing this topic with the prison administrators, it was found that the opposite was true. Few had thought about using training officers for evaluating staff, particularly new staff, and most seemed genuinely interested in planning for such an evaluation).

4. A tremendous gulf was found to exist between various units of the institution. There was a tendency for large sub-groups to form not only among inmates, but also among prison staff. It became apparent that there was little crossing of lines of communication between custodial staff, professional staff, and administrative staff. Generally teachers stayed with teachers, treatment staff with treatment staff, administrators with administrators, and security

staff stayed by themselves. This breakdown was further complicated by another which involved the cell blocks, where officers in the same cell block tended to stay together. While this may be a natural phenomenon, and has certainly been observed in hospitals and schools, little effort was made to break it down or increase communication between the various sub-groups and Center staff concluded that this isolation contributed to a feeling that institution staff were doing time along with inmates.

5. This isolation also seemed to exist for the overall prison community. There seemed to be almost no dialogue established between the prison and other agencies at either the community or the state level. Of course there were some exceptions, but generally speaking the many service agencies and the prison tended to be isolated from each other. In some cases this was due to misunderstandings of the past, where service agencies had little understanding of the needs of prison security personnel, and became overly critical of prison programs causing a defensive reaction on the part of prison staff, who in turn made personnel from service agencies feel unwelcome. In addition service agency staff and prison agencies were frequently unable to communicate in that they frequently "talked a different language." This appeared to be particularly true in a number of cases where staff from local universities attempted to participate in prison programs. Frequently, university staff had a goal in mind but failed to make sure that prison staff understood what they were trying to do. The resulting situation was frequently chaotic and eventually caused the institution to place obstacles in the way of visitors so that they no longer felt welcome.

6. Staff generally held pessimistic attitudes toward inmates: inmates were no good, could not be trusted and institution programs would not affect change. Staff seemed to have little faith in rehabilitation and yet had little awareness that a program of strict custody, supplemented by work, had not been successful in preventing recidivism in the past.

7. Coupled with this pessimism was a prevalent attitude that staff should become isolated from inmates. All contacts should be very formal. Staff frequently acted as though inmates were not physically present. This indifference toward inmates caused inmates to feel that staff had no concern for their well-being or rehabilitation. It is not uncommon to hear staff refer to departing inmates as "returning soon". The statements are frequently made in the presence of inmates and may establish an expectation for failure within the ex-inmate.

8. There appeared to be a climate of mistrust in many institutions. This mistrust not only existed between staff and inmates but also among staff. Security staff were frequently suspicious of what treatment staff was trying to do, and when the administration made a request, various staff levels within the institution were "wondering why they wanted that done and for what purpose". (When Center staff video-taped discussions with institution staff, a common question was "Who's going to see it?".)

9. Interviewing staff regarding problem incidents within the institution indicated that a number of incidents were provoked by the way staff handled inmates and this frequently led to attacks on staff, other inmates, or property.

10. It was often found that a number of staff had become quite lax in security and custody procedures, which in itself led to serious problems within the institution.

11. Generally speaking, most states had an orientation period for new staff. Very few states had in-service training for experienced staff. Where in-service training did exist, there was frequently little understanding on the part of staff as to how this in-service training would be useful or beneficial to staff in their work.

Thus the Center staff decided that if the training officer were to be more effective and make a contribution to the institutional program, the training officer would have to work at:

1. Attempting to teach in a stimulating manner, to capture the interest of trainees.

2. Introducing new material from the behavioral sciences to show staff:
   A) How they frequently cause problems either in the way they handle inmates or in the way they become lax in performing their jobs;
   B) The impact, both positive and negative, that security staff have on inmates;
   C) That existing programs which have been carried on over the last 50 years had not worked, and alternatives must be tried;
   D) The potential increase in prison population over the next 10 and 20 years would necessitate new methods of prevention, security, treatment and rehabilitation.

3. Demonstrating to all staff that training may offer a means toward overcoming the communication barriers and the climate of mistrust currently existing within the institution. Most personnel within the institution are aware of the communication barriers and the climate of mistrust but were unsure of how to remedy the situation or even unsure of how to start to discuss it.

4. Incorporating in the curriculum intensive work in the area of communication, attitudes, and values.

CURRICULUM PLANNING

Thus the staff began work on the specific curriculum for the nine-week staff training officer's institute. The nine weeks were divided into three separate sections, training curriculum, student teaching and administrative support. The first section of six weeks was to be devoted to the specific needs of the training officer. The seventh and eighth weeks were to be the student teaching experience with responsibility for planning given to the training officers. It was felt that this would be a useful exercise in planning either orientation or in-service

training and learning skills in planning joint endeavors with others. The staff would provide the consultant resources for the training officers but the training officers would have freedom in determining program content and use of supplementary audio-visual aids and resource materials. In order that the training officers might adequately prepare for this experience, two laboratory sessions a week would be set aside whereby training officers could experiment with designing audio-visual materials, both for use in the two-week experience as well as for use at the home institution. Time was also necessary for the development of lesson plans.

The third segment was to be a joint effort of training officers and Center staff to plan a one-week middle management program. Most of the staff effort was expended in the first segment. Staff had primarily a consultant and supervisory role in the second and third segments.

Staff felt that it was important to communicate to training officers and other prison personnel that the Center recognized the need for good custody and security procedures and that the purpose of this program was to supplement their existing program with pertinent material from the behavioral sciences. By demonstrating appreciation of the importance of custodial tasks, the Center hoped to avoid excessive concern among trainees in

defending the custodial perspective. Otherwise, security personnel would spend so much time defending their position that Center staff would be unable to establish a communication bridge and the necessary rapport to allow for a conducive climate to encourage learning in other important areas. In keeping with this objective, the curriculum was designed to bear on the areas of attitudes, values, and communication in a fashion conducive to making unit facts intelligible to training officers within the context of their own experiences.

Study of existing training programs indicated that much of the material of a factual nature was presented strictly on a lecture basis, with demonstrations being reserved to the areas of handling inmates, self-defense and related security concerns. To promote communication, alternatives to the lecture method were sought. It was agreed that factual material was necessary and the lecture presentation could probably not be eliminated from the program but with certain exceptions all lecture material would be limited to an hour and a half. After a formal presentation the group of training officers would be divided into two groups in order to discuss the material presented. The discussion leaders, who were to be Center staff, would concentrate on discussion of factual material and the values employed in various interpretations of the facts. It would be their responsibility

to relate the material to training and the field of correction. When appropriate they would function as the devil's advocate to reveal the value conflicts existing in the issues and problems presented. One consequence would be that participants would become aware of their own value systems.

To strengthen this group discussion area, two days would be devoted to role playing techniques consisting of a variety of exercises to demonstrate to each man how others reacted to him and how he interacted in a variety of situations. If this was to be a meaningful learning experience for the training officers, the role playing would have to come early in the program. It was decided to include it in the first week. To reinforce this experience, wherever possible, video tape would be used to enable the participant to witness on a television screen his behavior and others' reactions to it.

It was hoped that through the use of lecture and discussion the training officers could be taught how to demonstrate to others that differing value systems and attitudes could impede interaction, how to ask questions related to the lecture topics, how to relate seemingly non-pertinent material (ex. social class) to corrections and how to effectively lead group discussion.

The first six weeks would include a blend of didactic material, training techniques and development of self-awareness.

The formal material would try to move from one general area to another in an effort to keep content tied together. Exceptions would have to be made when guest lecturers could not fit into the schedule at the appropriate time. To follow this format, the first two weeks emphasized the history of corrections, the changing role of the correctional officer and group dynamics. The third week covered group dynamics, communication and class structure. The fourth week involved communication, behavior and mental health. The fifth and sixth week centered on prison programs and teaching techniques.

PILOT PROGRAMS

At the recommendation of the Department of Justice, several pre-training institute programs were to be held. The first was a one-day program in October in which prison administrators were given a sample of the nine-week program for training officers. Invitations were sent to the directors of the seventeen mid-western states and thirteen directors or their representatives attended. Presented at this meeting were the general ideas regarding the curriculum and the teaching techniques to be used. A demonstration was given regarding the use of videotape in teaching. Staff attempted to elicit from administrators some criticism about the program. Administrators expressed enthusiasm about the program and the curriculum format. Their suggestions for changes were exclusively in terms of administrative

details. There was a concern that two different kinds of training officers would be in attendance. Some states were sending central office training officers who were really co-ordinators while other states were sending a training officer from an institution. Another concern dealt with the differing educational backgrounds of participants. Those in central office positions were likely to have a college degree while those coming from institutions may only have a high school education. A third concern was the selection of training officers. Administrators wanted to select their own men and not delegate this responsibility to the University. A fourth concern related to the competence of training officers. While most of the curriculum material was interesting and could be useful, administrators tended to feel that either it was material that the training officer could not teach or that their staff would not accept. This last could be summarized with a feeling of, "Gee, that's great, but they'll never go for it." However, administrators unanimously encouraged the Center to go on with the planned program and indicated their willingness to support it back in the institution.

In addition to the one-day workshop for administrators, there were three week-long workshops to be held away from the University campus. These workshops were to be geared for middle

management and the curriculum was to be presented in more depth than was presented to the administrators. The reactions of the middle management personnel were also to be elicited concerning whether the material was worthwhile; what kinds of changes should be made before the program started; and what kind of support might training officers receive from middle management when they returned to the institution with this kind of information and with intentions to implement changes in training.

The first of these workshops was held in January in Lawrence, Kansas. Representatives were in attendance from Kansas, Iowa, Missouri, Oklahoma, and Nebraska. The second was held at Indianapolis, Indiana, and although Kentucky and Tennessee were invited to participate, only representatives from Indiana were in attendance. The third program was held at Joliet, Illinois. At both the Indiana and Illinois programs, there were representatives from most of the institutions in the state. In each of these programs, written evaluations were requested. The evaluations were favorable. The major criticism was that the presentation should have expanded more of the topics. This comment did not recognize the fact that the brief workshop was a capsule of a nine-week program. The second reaction was that the ideas presented at the workshops were good but that the wardens or the directors would never accept them.

Time and again, Center staff were made aware of this dichotomy--representatives of two levels of an organizational status hierarchy feeling something should be done to improve certain conditions, each of the groups contending the other level would not support the particular strategy of reform. Cited above was the example of administration and correctional officers, both feeling the proposed curriculum was good and both thinking the other would not accept the concepts. This attitude was manifest in a number of areas. To name a few, administrators and security staff would voice the desire for dialogue on custody procedures. Recognizing that executives did not directly experience security problems, the administration would solicit from security staff recommendations for improvement. Meanwhile, the security staff internally discusses ways of improving the custody routine but does not pass suggestions "up the line" in response to the invitation of the administration. Seemingly, neither area is able to "make connection" with the other--but both express dissatisfaction with what they perceive as the other's truculence.

Similar breakdowns in communication exist between other organizational segments of the institution, including education, treatment, security, industry, and top-level administration. Needless to say, the phenomena has a depressing effect on morale.

The situation offers opportunities to inmates who are skillful in playing one group of officials against another group to achieve inmate purposes.

This communication gap and the climate of mistrust is not restricted to prisons. In discussing this problem, Center staff with previous work experience in other settings cited examples occurring in schools, industry, the military services and governmental agencies. However, the staff felt the issue must be confronted and training officers taught to confront it.

The approach adopted was to be one of inculcating a greater sense of acceptance. That is, if either or both sides express a desire or willingness to accept change or be responsive to suggestions, everyone must act on the assumption that the other party is sincere in seeking reform.

The attitude of acceptance is the exact opposite of the traditional negativism which labels as "window dressing" the stated support for reform expressed by other parties. First, training officers had to learn to listen, then to be accepting and encouraging in discourse with other parties. In the course of this learning of new attitudes, the training officers must acquire a capacity to distinguish between his values and the ultimate purposes a particular prison program is intended

to achieve. Finally, the officer should develop a willingness to accept as sincere the other party's professed support for desired changes. Such willingness opens the way to a set of interactions among the parties to carry out a program of reform in a realistic fashion.

CHAPTER III

THE INSTITUTE

PARTICIPANTS

Representatives of the Governors' Midwest Conference Region were eligible to participate in the nine-week program. States in this Governors' Midwest Conference Region included Texas, Oklahoma, Arkansas, Louisiana, Wisconsin, Michigan, Illinois, Indiana, Kansas, Nebraska, North and South Dakota, Minnesota, Iowa, Missouri, Ohio and Kentucky. (Appendix II) Thus, there were eighteen positions available for a total of seventeen states. South Dakota reported an inability to participate because of budgetary restrictions. With only thirty-five employees on the entire staff in the prison system, Arkansas declined the invitation to participate because of the insufficiency of custodial personnel to be trained. Missouri decided their present training program was sufficient. Although not included in the Governors' Midwest Conference Region, several states, (notably Tennessee, Virginia, North Carolina, and New Jersey) contacted the Department of Justice and Southern Illinois University to determine whether they could be included. Tennessee was invited to fill an opening. A last minute cancellation by Louisiana allowed Virginia to participate.

The training officers represented a diverse group. (Table I)

TABLE I

TRAINING OFFICER STATISTICS (N=17)

AREA	MEAN	RANGE
Age	38	25-49
Years in Corrections	4.4	1-10
Married	All	
Children	1.8	1-5
Salary	$557	$290-$1070

In terms of education, two participants had the G.E.D. high school equivalency. Seven had completed college including one with a Masters Degree in Industrial Psychology. Of the ten with a high school diploma or its equivalent, only two had any college work. Of the seventeen, four had had no experience in supervising inmates while ten had some full-time inmate supervision experience. Eight had no experience in supervising employees.

As evidence of its support for this program, Southern Illinois University leased a three-story dormitory for the Center. One floor of the dormitory was to be used for the housing of long term (9 week) participants, one floor for Center staff offices, and one floor for graduate students and laboratory activities. Two large rooms (20 x 50 ft.) had been designed for dining room and living room. These were converted into classroom spaces. Thus, the entire program was self-contained within a single building.

Participants were encouraged, but not required, to live

in the dormitory. Thirteen of the seventeen participants decided to live in the dormitory with two to a room. This was about the only way that the $75 stipend could be stretched to cover living expenses.

THE FIRST SIX WEEKS

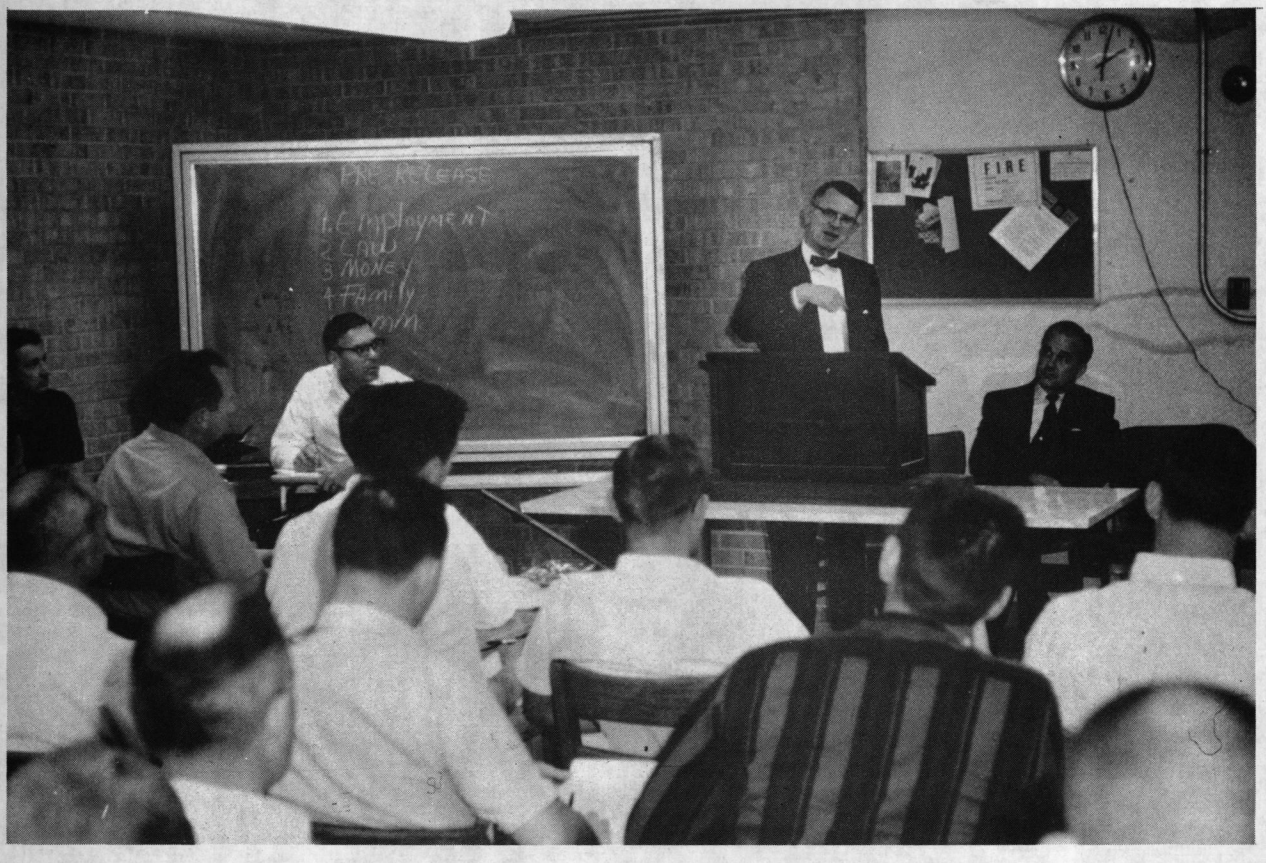
The first week was intended to establish a pattern for the program, to introduce the participants to the variety of topics that they would be exposed to during the first six weeks and to direct the participants' attention toward their own student teaching experience which was to take place six weeks hence. The student teaching experience involved the participants in the selection of topics for presentation to a group of correctional officers who would be brought to the Center to serve as students for the trainees. The topics were chosen from the larger number of topics presented during the first six weeks of the program. In the selection of topics, the Center staff avoided security and custody matters for several reasons. First, few university personnel are schooled in custody techniques. Second, these techniques tend to vary from state to state and even institution to institution. Third, and most important of all, the Center staff felt that the participants must be directed toward the teaching of unfamiliar material to increase their confidence in handling topics not currently included in in-service training of correctional agencies. This last reason was most appropriate to the long-term purpose of the project and most

meaningful for accruing learning benefits for the participants. At the end of the student teaching, participants expressed the opinion that this deliberate emphasis on teaching of unfamiliar materials had overcome their reluctance to experiment in their own training programs. The complete schedule, as distributed to training officers, is found in Appendix III.

The first week of the program involved an orientation to the total program, testing, tours of the facilities of SIU in Carbondale, an introduction to teaching techniques (particularly to the use of audio-visual equipment), and lectures on the evolution of prison systems. Tours of the federal penitentiary at Marion and the Illinois penitentiary at Vienna, Illinois, included critiques in joint session with institution staff. Friday and Saturday of the first week were taken up with role playing and group dynamics sessions conducted by consultants from the St. Louis State Hospital.

The second week concentrated on the history of corrections, the changing role of the correctional officer and group dynamics. The inclusion of group dynamics served as a carryover of the first week (role playing) and an introduction to one of the main themes of the program -- the influence of groups on individual behavior.

The third week dealt with social class, group structure and communication. Emphasized in this section was how membership in groups affected behavior, learning, attitudes, perception and communication.



Picture No. 1

A demonstration of the use of consultants as Dr. Johnson, SIU and Mr. Rector, NCCD, discuss community correctional programs.

The fourth week concerned correctional programs for both staff and inmates. This topic directed attention toward innovative programs meriting further study by training officers as a source of demand for in-service training. Many of the persons needed to staff innovative programs would have to come from the ranks of existing correctional personnel.

Training officers could play a significant role in preparing staff for entry into such programs.

The fifth and sixth weeks were devoted to instructional methods and selected topics of interest to corrections.

STUDENT TEACHING

As indicated earlier, trainees were given student teaching experience to provide opportunities for experimentation and testing of newly acquired instructional skills. To provide a student body for the trainees, each state was allowed a quota of three correctional officers who would attend a two-week institute. In planning the Laboratory, the Center had intended these correctional officers would have less than three years experience as prison employees. The assumption was that inexperienced persons would be more typical of the classes found in usual prison in-service training programs. Furthermore, it was the feeling of Center staff that training officers would be more comfortable dealing with less experienced personnel. In actual practice, however, administrators preferred to send more experienced men with the idea that many of the experienced personnel would benefit from the curriculum, particularly in terms of presentations on the importance of staff attitudes in dealing with inmates. Table II demonstrates that the correctional officers, on the average, had had more experience as prison employees than had the training officers. The two groups were about the same in terms of age.

TABLE II

CORRECTIONAL OFFICERS (N=43)

AREA	MEAN	RANGE
Age	37	25-59
Years in Corrections	4.4	1-18
Married	39 Yes	4 No
Children	2.2	0-9
Salary	$532	$240-$752

The educational level of the correctional officers was much less than that of the training officers. Two had less than an eighth grade education, six had completed some high school, twenty-one had graduated from high school while fourteen had some college. Of the forty-three, nine had no experience in supervision of employees and twelve occasional experience. Twenty-two were full-time supervisors. Two correctional officers were also training officers at their home institutions.

Initially the student teacher situation was complicated by the relative status of trainees and correctional officers in terms of experience and age. There was some hostility toward the idea of being taught by their peers. Much of this hostility dissipated by the end of the first day as the line officers recognized the novelty of the lesson topics and the competency of the student teachers. Two correctional officers continued to be hostile. One of them attempted to disrupt the training sessions. Training officers met with

staff to consider means of handling this hostility which is apt to occur in their own training programs. Staff conducted a video-taped sensitivity session with four correctional officers including the one who was causing the difficulty. The training officers and the other thirty-nine correction officers observed the session. This process will be described in detail in the section on training techniques. Essentially, group discussion of the four officers was video-taped. The discussion was followed by a play-back of the tape. Staff stopped the tape at critical incidents to question the discussants about their behavior and reactions, to indicate group process and communication patterns, and to cause participants to explain and justify their behavior as it appeared on the television screen. At the end of the session the dissident officer approached staff to explain that this had been one of the most valuable experiences in his life. He stated he had not been aware of how hostile and negative he was and that he hoped to be able to return to the nine-week program. He also expressed these views to his immediate supervisor who visited the Center as a middle management representative.

The correctional officers were required to keep daily logs to record their appraisal of each of the learning experiences of the day. They were asked to offer constructive criticism of the instructor, his techniques, and their receptivity to the topic. Generally the diaries were very

positive. The seventeen training officers demonstrated competence in presenting material, in conducting demonstrations, in preparing the supplementary audio-visual materials, in integrating this material within formal presentations, and in making the presentation pertinent to institution job requirements. On their return to their home states, several of the training officers wrote unsolicited positive reports to their directors. Copies of these letters were shown to Center staff on follow-up visits. The sincerity of these testimonials is suggested by the fact that copies were not sent to the Center.

MIDDLE MANAGEMENT INSTITUTE

The final week was a combined institute for training officers and middle management. Training officers discussed with management some of the newly-learned techniques they hoped to implement in their home state. Discussions centered around the purchase of equipment and materials and inclusion of new curriculum in training. Comments were elicited from middle management regarding what kinds of problems they anticipated when this material was inserted in the present prison program. Training officers were concerned over the support they might expect from management. Generally speaking, the response from management was favorable. Training officers were reminded of the "communication gap" and encouraged to act on the favorable response and not their projected perceptions.

In addition, two nationally known figures were scheduled for presentations. Dr. Ben Frank of the Joint Commission on Correctional Manpower and Training spent the day talking about the present state of corrections and made some projections regarding the future. Mr. Francis Neilson of the Berkshire Farm for Boys demonstrated his use of taped vignettes in a training program and also spent considerable time discussing community-agency relations. Mr. Neilson related experiences in soliciting commercial radio and television stations to engage in cooperative efforts with agencies. He also described the recruitment of volunteers and service agencies to participate in institution programs.

Generally the middle management program was well received. Several executives expressed a preference for a tighter scheduling of their relatively brief time at the Center, including evening programs. Another minority opinion was that less emphasis should be placed on the interaction between training officers, staff and middle management regarding the acceptance of new ideas and increased support of training programs by the correctional agency when the training officers return home.

TRAINING TECHNIQUES

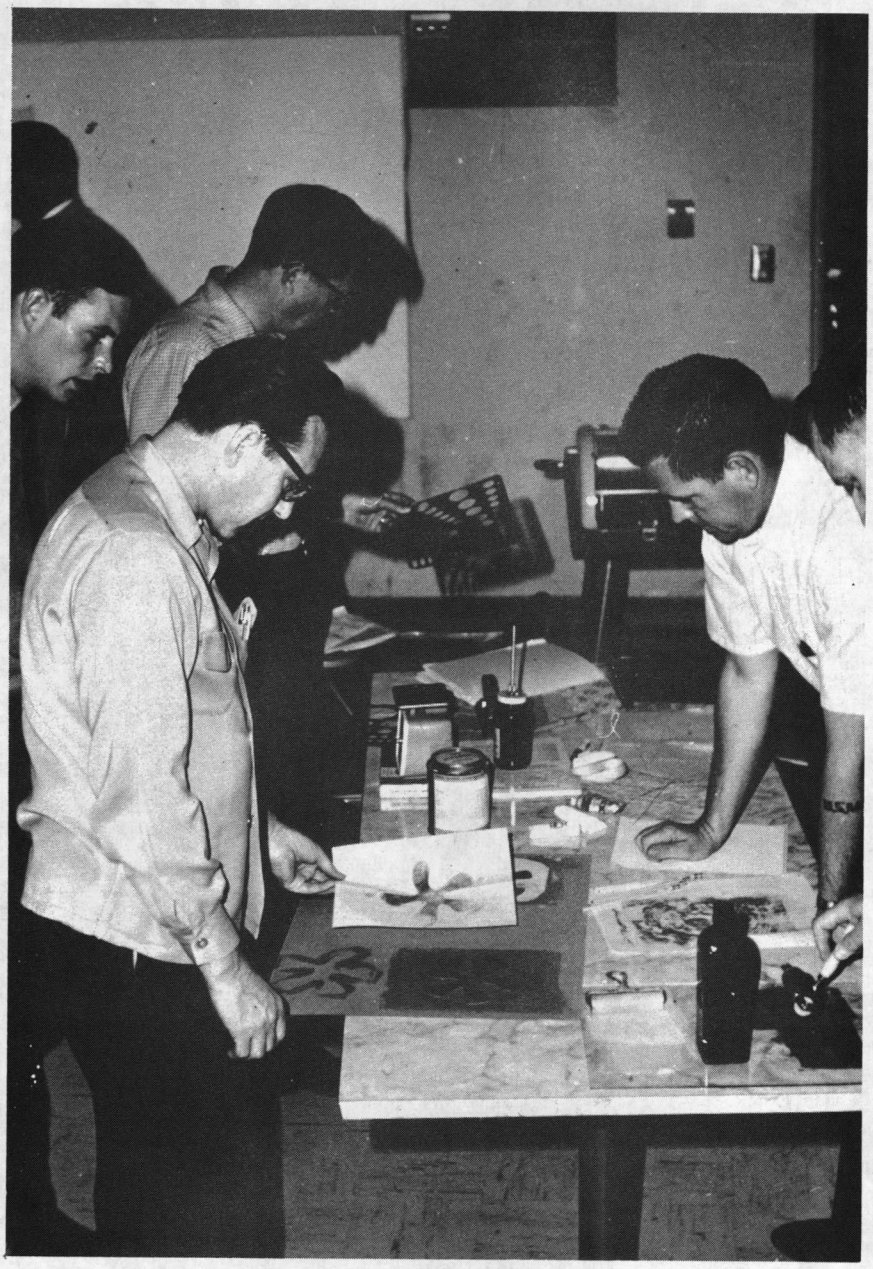
A variety of training techniques were effective in the implementation of additional content within their own training programs. Because of the differing circumstances for training in the several states, trainers would differ in their selection among the techniques. The number of techniques taught

permitted flexibility in such selection. In the brief period of nine weeks it would be impossible for the training officer to become skillful in a wide variety of approaches to training. However, through the selective process the training officer could become comfortable with several techniques which could serve as alternatives to the usual lecture approach. At the very least it was felt that all the training officers could be taught how to lead group discussion and effectively use resource persons. Training officers could be instilled with the need to orient himself and his class in the consultant's topic to enhance the effectiveness of his appearance. Trainers should be able to learn some additional techniques to improve the effectiveness of training.

It was decided to concentrate on the following techniques:

1. lecture
2. films
3. group discussion
4. slide presentations
5. role playing
6. audio tape
7. video tape.

Training officers were encouraged to develop their own visual aids. The philosophy of the Center was that this should be a "hands on" experience. Wherever possible, training officers should develop their own materials and experiment with a variety of teaching techniques themselves, rather than just see staff



Picture No. II

Training officers working with visual design materials.

perform. One reason for this is due to the sparsity of training aids in the field of corrections and training officers will have to develop their own in the field.

With this in mind the Center organized two laboratories where training officers could experiment with audio-visual materials. Included was the planning of posters and bulletins to announce training programs and to convey conceptual ideas to trainees, making transparencies for overhead projectors, taking pictures with a 35mm camera for slides, and using pictures and models to supplement lecture materials. The training officers were encouraged to incorporate different and eye-catching designs, particularly with bulletins and posters. It was demonstrated that in order to use these visuals it was not required that the training officer be an artist. He could sketch the ideas and the sketches were usually found to be adequate to cover the topic. Alternatively, he could rely on staff or inmates in the arts and crafts shop within the institution (and most institutions have either sign painting or arts and crafts) and recruit their assistance to illustrate the visuals.

The lecture technique was used most frequently, both in the LEA institute and in existing training at prisons. Most instruction tends to be of a passive nature, that is the trainee sits in a room and absorbs material. Yet educational psychologists report that, as a general rule, students will remember

20% of what they hear, 50% of what they see, and 80% of what they do. The lecture is a valuable means of reaching large groups, but, to capture and hold the attention of the audience, the lecture should be supplemented with visual aids. If the lecture involved an institution activity each student should be given the opportunity to go through the activity. For example, the lecture might deal with shaking down an inmate or a cell. After the formal presentation, the class should be taken into the institution to shake down inmates and cells at random. If the presentation deals with the handling of firearms, then each trainee should handle the firearms, both in terms of shooting the weapon, as well as its maintenance, cleaning, and safety. If one is talking about security in the institution, photographs or objects can be exhibited on incidents where security had been broached within that particular institution. Other attention-getting devices for lectures would be newspaper clippings, photographs, and stories by experienced staff regarding attempted escapes, attacks on staff and inmates, and weapons and keys which inmates have manufactured.

A number of training programs currently use films. Generally the films are shown to a class, the training officer follows the presentation asking "Are there any questions?",and the class is dismissed or goes on to the next topic. Training officers

were shown more effective use of films through preview, selection of important themes or highlights, and a drafting of questions around these key issues. Before the film is shown, a class should be briefly oriented concerning reasons the film is being shown and the important themes the class should expect to see in the film. At the film's completion, the training officer leads a discussion and asks questions regarding the film presentation and its application to corrections.

Southern Illinois University has an extensive film library, including 40 to 50 films pertinent to the field of corrections. These films were shown two nights a week to all training officers to familiarize them with the variety of films available to the field. The sessions served to demonstrate the use of discussion techniques. The success of this phase of the Institute is suggested by sharp increase in demand for these films. Before the Institute our Center staff borrowed them from the University film library. Since the Institute has been completed the films must be booked several weeks or months in advance because they are now being distributed all over the country. In addition a number of training officers with extensive programs are purchasing those films they thought most useful to their program.

The discussion group was another technique which received intensive use in the first institute. Its purpose was to get as

much involvement as possible among training officers in each and every topic. It was also planned to demonstrate the effectiveness of assignment of topic discussion responsibility as a means of keeping students alert. This technique can be used to demonstrate to the training officer that the trainees have grasped the material being presented and are aware that the material has some relation to the job situation. Finally, the discussion group is one of the easiest places for the trainee to expose his attitudes and biases which in turn gives the training officer the opportunity to work in this crucial area.

The use of 35 mm slides in training programs was demonstrated. This technique has been adopted by several of the participants. When an in-service training class cannot visit all of the institutions in the given state, the training officer can photograph the institutions, activities of particular interest, and organize a slide presentation giving the trainee the feeling of being a part of a state-wide organization. Training officers also recommended the presentation of a picture of the commissioner and governor in the welcome for each class. These pictures could be accompanied by a tape recorded welcome by both the governor and the commissioner. Training officers were shown how slides could be made from photographs in magazines and books to be incorporated in a lecture on the history of corrections or related to current issues.

The general objective of the Institute was to encourage training officers to get involved in as many "doing" teaching techniques as possible. This not only involved the trainees themselves shaking down inmates but also involved role-playing to give the trainees practice in handling situations which arise recurrently within the institutions. While role-playing may also be designed to display the trainees' personal interaction with a focus on interpersonal skills, attitudes and values, it can also have the effect of giving the trainee practice in handling unpleasant situations and making on-the-spot decisions. The training officers were encouraged to design role-playing incidents involving situations which had occurred in their own institution setting. To avoid unnecessary confusion, correctional officers in training should be assigned correctional officer roles and an experienced staff person or possibly an inmate should be assigned inmate roles. The person playing the inmate role would be prompted to cause an incident around some topic, then to "play it by ear" responding to the correctional officers' reactions. The training officer and the class would observe, analyze the correctional officer's behavior and explain alternatives. Thus the role-playing participants received feedback (informational observations) from the group involving their behavior in the situation, the probable results of the behavior, and alternative ways of handling the situation.

Role-reversal is a related technique particularly useful in an exploration of attitudes and values. For example, the correctional officer plays the role of an inmate and an inmate plays the role of a correctional officer. Role-reversal is also helpful in supervisors' training by having a supervisor reverse roles with a subordinate, playing out a critical incident and engaging in a feedback session. The role-playing was extremely popular among the training officers. Several employed role-playing during the student teaching experience and most have since continued to carry on role-playing in their own training programs.

Audio tape was used to record role-playing, interview, and counseling sessions. The tapes were then replayed in the class while the class critically analyzed the behavior heard on the tape. Other uses of the tape recorder included recording presentations by the guest lecturers and consultants. When the presentation was found to be extremely valuable, a permanent record of the presentation could then be kept for replay to other groups. Material of a fairly sensitive nature such as an interview of an inmate regarding inmate perception of the role of the correctional officer could be taped and insure the inmate of anonymity.

Finally the use of video tape was explored and demonstrated. The intent of the Center staff was to use the video tape as a

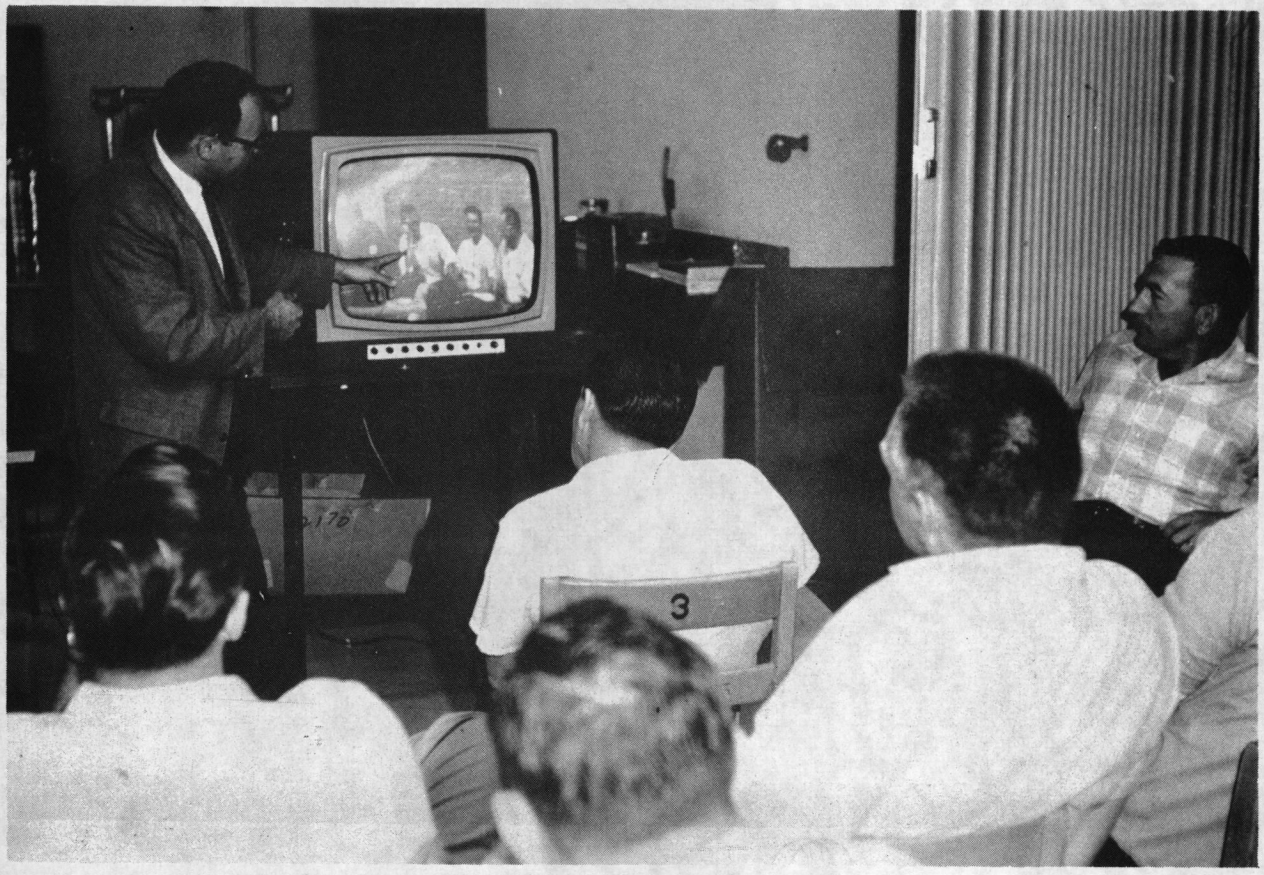
means of demonstrating communication techniques, group techniques, the development of self awareness and to afford training officers the opportunity to observe and critique their own teaching skills. Due to the expense of the equipment it was felt that this was a device that the institutions would not be purchasing. Perhaps due to the novelty of seeing oneself on the TV screen the training officers became very interested in this tecnhique and several have expressed interest in purchasing this within their own institutional setting. Inquiries have since been received regarding the potential of this tool in training as well as for treatment and education of inmates.

While the video tape was used to assist training officers in improving their teaching skills, its most common use was the instantaneous replay of small discussion groups. These small discussion groups were designed as intensive interaction sessions patterned after structured T-groups. A staff person would lead a small group discussing a controversial topic. This group would be seated in front of the class with the necessary television recording equipment in full view of everyone. The purpose of the controversial topic was to encourage interaction and stimulate reactions, feelings and differing opinions. A controversial topic also diverted attention away from the television camera and the class to the small group. These small group sessions usually

Picture No. III

Class observing the video taping of a discussion (note TV monitor in back of room).

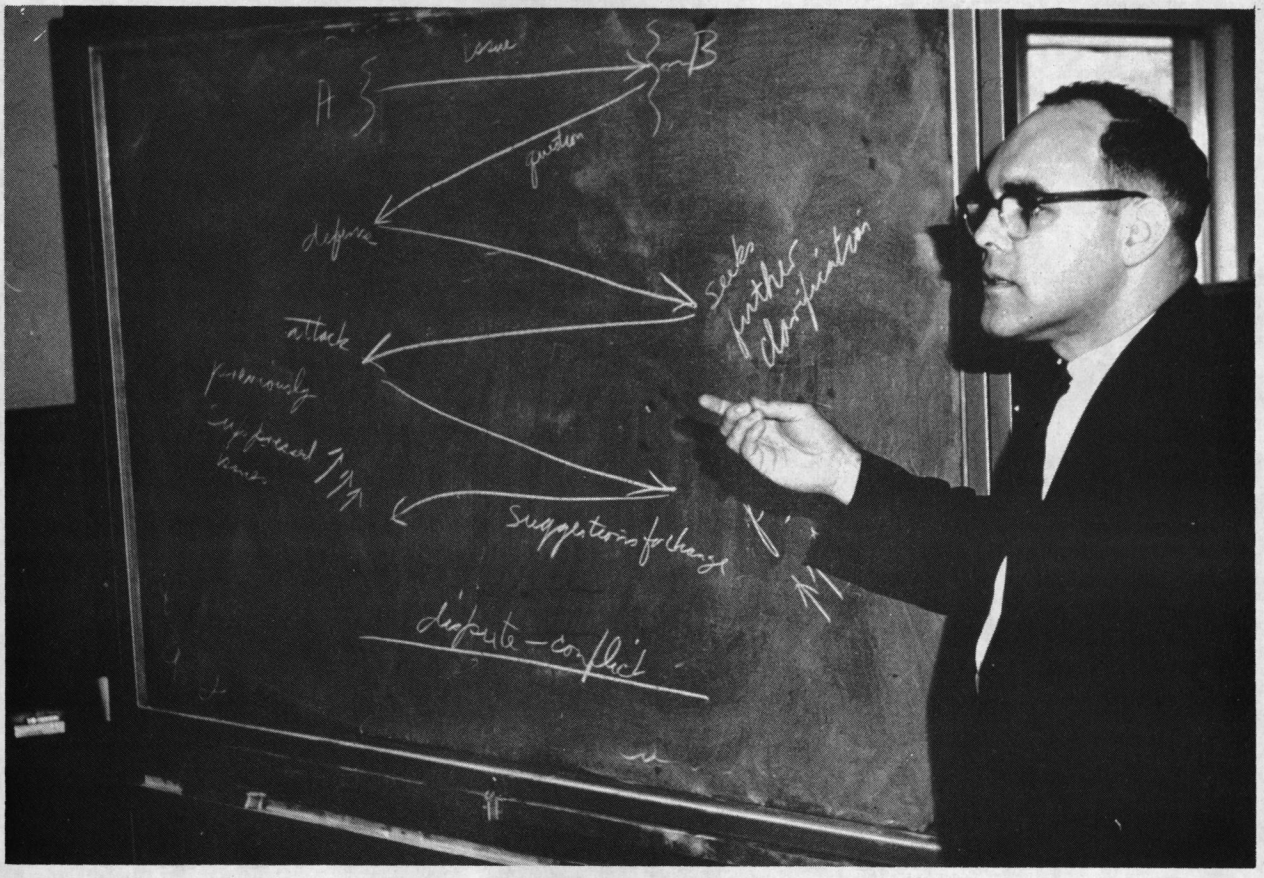
lasted thirty minutes. Then the tape would be rewound and a staff member would explain to the class the group dynamics, communication patterns, the obvious display of attitudes, values and biases and the reaction of group members to each other.



Picture No. IV

Explaining the dynamics of the group.

The class was impressed by the ease with which an individual presented his value system, how unaware each was of group phenomena and most importantly, how each could react to a stimulus and be unaware of his own actions or others reactions. This playback of video tape was frequently accompanied by a theory session in order to clarify human behavior.



Picture No. V

Dr. Grenfell explaining how conversation may become conflict.

RELATED ACTIVITIES

A number of social activities were also planned to help participants become more familiar with each other and staff. A second purpose was to assist in the personal adjustments incidental to a prolonged visit to an unfamiliar community. Activities such as picnics at the local state parks were planned. Participants themselves planned visits to neighboring institutions. Social

hours were held at staff homes, and all participants had dinner at least once at the homes of two or three of the staff. As a result, the training officers demonstrated a greater identification with Center staff as teachers and instructors than they did with their own men, many of whom they knew and many of whom came from their own institutions. This identification was especially noteworthy during the period of student teaching experience. Visiting representatives of prisons remarked about the existence of this sense of identification. A number of participants also commented about this feeling in their diaries. It was usually recorded in terms of "I seem to feel a stronger identification with Center staff and with my peers than I do with the correctional officers who I know and have worked with over several years".

This concluded the first nine-week institute. As attested to by diaries, warm goodbyes and requests for future programs at Southern Illinois University, the experience was probably a good one for the training officers. However the real test of the attainment of objectives was yet to come. Center staff now had to evaluate the program and engage in field follow-up. Before the program could be considered successful, the University -- and the Office of Law Enforcement Assistance -- had to know if the content and techniques were being used in the field.

CHAPTER IV

EVALUATION

There were two kinds of evaluation planned for the Institute. The first revolved around paper and pencil tests and the evaluation of written materials submitted by trainers, correctional officers and management participating in the institute. The second which was felt to be even more crucial was a field follow-up in an effort to determine the impact of the Training Officer's Institute program on home institutions. In relation to the written tests, tests were administered regarding academic content, personality variables, attitudes and group processes. All of the tests were to be administered on a pre-and-post institute basis and where pertinent, six months later after field experience. These tests included an achievement test designed by staff to determine whether academic content was actually learned. This was supplemented by psychometric tests available on the market. The Edward's Personal Preference Schedule, a commonly used standardized test, provides fairly quick and convenient measures of relatively independent normal personality characteristics. The Helping Relationship Inventory is a measure of attitudes relating to techniques employed in working with people. The Hill Interaction Matrix, used to measure interaction within the small groups, was adapted to meet the needs for evaluating LEA training groups.

The achievement test developed by the Institute staff, was designed to evaluate basic information regarding areas deemed to be important to the field of corrections. The test had questions relating to the history of corrections, group process, communication, guidance, and teaching techniques. Because participants came from a variety of backgrounds and experiences, there were no "pass or fail" levels for any of the tests. The Center's concern was to measure change or growth rather than comparing individuals. All seventeen of the participants scored higher on the second testing than on the first.

The Edwards Personal Preference Schedule was the test designated to measure personality variables. This test was selected as one which is commonly used for research purposes and is supposed "to provide quick and convenient measures of a number of relatively independent normal personality variables." The focus of this test was on the various behavior expressions of a normal population as opposed to an abnormal personality. This emphasis made it appropriate for use in the institute. The test has fifteen scales: achievement, deference, order, exhibition, automony, affiliation, intraception, succorance, dominance, abasement, nuturence, change, endurance, hetero-sexuality and aggression.

Center staff were interested in determining if there were significiant differences between corrections personnel and the general population norms as established by the Edwards. Staff were also interested in determining if the nine-week experience might result in some changes on the test profile.

Preliminary data indicates that there are no significant differences, as measured by the Edwards, between the training officers, correctional officers and middle management.

There are significant differences between corrections personnel and the general population. These differences are in the areas labelled autonomy, affiliation, intraception, succorance, dominance, nuturence and heterosexuality. Personnel scored significantly lower than the general adult population norm in autonomy, affiliation, succorance and nuturence. According to the area descriptions in the Edwards Manual, this might indicate that, compared to the general population, prison personnel were apt to feel restricted in their ability to come and go as they please, to need structure, and be unable to criticize authority figures. They may be less able to freely form friendships and may be guarded in their relations with others. It is likely that prison personnel feels more uncomfortable than the general population in their ability to give

or respond to affection or assist those who are less fortunate than they.

On the other hand, prison personnel scored higher than the general population in intraception, dominance and heterosexuality, indicating a group tending toward high masculinity, feeling suspicious of other's motives, and desiring to dominate situations so that they do not have to argue or defend a position. Thus, the Edwards gives us a picture of personnel tending to be strong, masculine, dominant, cautious individuals who desire a good deal of structure.

In terms of significant changes as a possible result of the nine-week institute, there were only two areas, change and heterosexuality. Training officers moved in the direction of being more acceptable of change and willing to experiment with new and different ideas and things. This was certainly one of the aims of Center staff. Training officers also moved toward a desire for more heterosexual activities, that is, to become involved in activities with the opposite sex. This was not one of the aims of the institute but may be explained by the fact that the men were away from home for an extended period.

There is also the possibility that, since prisons tend to be one-sex communities, the experiences at the institute tended to reduce the isolation of the participants from the attitude

currents of a normal community. The greater heterosexual interest could reflect a greater self-identification of this occupation group with the qualities of the social universe outside prison walls. Such expansion in perspective would be consistent with the ultimate purposes of the institute.

Since the Manual for the test indicates a fairly high reliability or stability coefficient, it is surprising that significant changes would occur over a relatively brief nine-week period. The stability coefficient for change is .83 while for heterosexuality it is .85.

At this point the reader should be reminded that the number of cases (N) in this group is small. Since there were small differences between the groups of trainers, management and correctional officers, all were placed in a single group totaling seventy-four, and called prison personnel. Thus, the conclusions drawn from the data are still tentative. Nevertheless, they do confirm some previous impressions formed by Center staff on visits to prisons.

The Helping Relationship Inventory is a test used to indicate working attitudes towards people. There are five catagories, understanding, probing, interpretive, supportive and evaluative. The basic assumption of the test is that it is most desirable to be understanding when working with people

and the scales decrease in desirability toward evaluative. Understanding means the relationship is one of trying to understand the behavior of another and work with it without forming value judgements or comparisons. Evaluative is evaluating the person's behavior in terms of good-bad or right-wrong, the evaluations based on one's value system without trying to understand the basis of another's behavior.

On the pre-test, training officers tended to be evaluative and judgemental but advanced to the scales understanding and probing to gather more data on the post-test. The change was significant at the .01 level of confidence indicating that the changes which occurred were beyond being due to chance.

The Hill Interaction Matrix is a group therapy tool used to measure whether individuals spend group time talking about mundane items or themselves. The Center's adaption was to determine if the entire group discussed pertinent topics like prisons and "my role" or non-pertinent topics like weather and sports. There were significant shifts from the first week to the second toward the area of serious discussion of the topic, "my role" and "my reaction". The groups tended to stay at this work level through the entire institute.

The weekly diaries were also evaluated to determine if there were central themes of pleasure or displeasure with the

institute. The diaries generally were extremely positive toward overall content and technique and were occasionally negative about specific items. In light of the heterogeneity in qualities of participants and their prisons, one would expect disagreements in evaluations of specifics of curriculum. The content of the diaries were discussed with training officers to demonstrate that they were used by Center staff, that training officers' attitudes and questions were considered important, and that their opinion were taken into consideration at staff meetings.

In summary, the written tests and evaluations regarding the institute were positive. Now the crucial test of whether the institute made a difference in the training officers prison program had to be investigated.

CHAPTER V

FOLLOW-UP

Probably the most crucial test of the effectiveness of the LEA Institute is whether the training officers who participated are using the content and the teaching techniques in their own prison training programs. The grant specifically required that field follow-up be accomplished by Center Staff to help determine whether the nine-week institute had an impact on training. Although this follow-up is not complete, it is safe to say that it has had an impact on training in terms of the use of variety of teaching techniques, the use of audio-visual materials to supplement content, and an increased emphasis on the behavioral sciences.

Generally, correctional staff have been receptive to attending in-service training programs. Evaluations of in-service training programs have elicited statements by security officers which exibit such receptivity. Examples of such statements include the following: "For the first time I have some understanding of why I'm supposed to be doing the things I do," and "I feel better able to handle inmate problems," and finally, "For the first time in eight years I feel I am able to make a contribution to the rehabilitation of the inmates."

Indiana, Tennessee, and one of the institutions in Kansas previously had very little formal orientation for new employees

with the exception of on-the-job training. Since their representatives attended the institute, these states have added one week's formal training to the previous on-the-job "training." Illinois, Iowa, Michigan, Minnesota, and Wisconsin have supplemented training programs with additional work from the behavioral sciences. Because Minnesota, Wisconsin, and Michigan already had an effective training program, these states probably have been most successful in employing behavioral science concepts. North Dakota and Kentucky have added evening training sessions in which most of the staff participate. About half of the content of training programs now consists of behavioral science related topics as opposed to only 20% before the program started. A detailed report on each state follows:

Indiana: The Indiana Reformatory now has week-long orientation programs to supplement on the job training for new employees. Mr. Shuler, the training officer, is planning in-service training for experienced staff and has been delegated responsibility for developing work guidelines for every position in the institution. The reformitory has spent over a thousand dollars on training films, aids, and materials to supplement Mr. Shuler's program. In addition, they are attempting to purchase a video tape recorder for use in training staff and in the education and treatment of inmates.

At the youth center, Mr. Johnson has organized week-long in-service programs for both new and experienced staff. The administration at the

youth center felt that Mr. Johnson's curriculum was so new and different that all staff should participate. Due to the nature of the Youth Center and its goals, there is less of an emphasis on security. Mr. Johnson was able to devote most of his program to the behavioral sciences. Of all the training officers, Mr. Johnson has probably made the greatest utilization of role playing.

Kansas: Mr. Banker at the Kansas penitentiary has been appointed training officer to succeed a retiring training officer who had organized a program similiar to those found in federal installations. Mr. Banker is slowly introducing changes into this program. These changes consist of some role playing, an emphasis on the history of corrections, and the development and evolution of the role of the correctional officer. Mr. Banker is also participating in a exploration of pooling and sharing training resources with the United States Diciplinary Barracks at Leavenworth and the Federal Penitentiary at Leavenworth. Several meetings have been held between training representatives of each institution, and it appears that several cooperative efforts may ensue. They have started to share training films and materials, and are observing segments of each others training programs. There is some discussion around the possibility of combining training to maximize the effect and resources in the Leavenworth area.

At the Kansas reformatory, Mr. Pritchard has been named training officer, and has organized an extensive program where previously most training consisted of on-the-job experiences.

Tennessee: At the penitentiary at Brushy Mountain, Mr. Stringfield is the only training officer who had not been given the opportunity to organize a training program. During the follow-up visit Center staff were assured that Mr. Stringfield would be given this opportunity. An additional follow-up has

not been made to Brushy Mountain to determine if this has been accomplished. A visit is planned in the near future.

At the Tennessee penitentiary in Nashville, Mr. Mills has received excellent support from the administration. He has been given a training office and classroom, plus several hundred dollars in materials and equipment. Mr. Mills is extremely active in designing transparencies for the use with the overhead projectors, developing slide presentations, and in role playing. He has both experienced and new personnel in his training program, which combines orientation and in-service training.

Illinois: Mr. Whitehead is a half-time training officer in the training program at Stateville Prison, Joliet, Illinois, where there is an extensive four-week training program consisting of two weeks of classroom materials, and two weeks of on-the-job training. To the existing program, Mr. Whitehead has added some material on role playing and history of corrections, and has developed some visual materials to support the program.

Iowa: Mr. Guinn reported that he was dissatisfied with what he perceived to be lack of administrative support at the Iowa reformatory. When the position opened as director of a conservation camp at McGregor, Mr. Guinn applied for and was awarded the position. At the time of the follow-up visit Mr. Guinn informed the Center staff that, since his staff at McGregor was small, he was unable to engage in staff training. He was using many of the techniques and principles learned at the Institute in working with inmates. Mr. Guinn was also serving as training consultant for the present training officer at Anamosa. Since the time of the follow-up visit, Mr. Guinn has left Iowa, and is now training director of the Wisconsin Correctional Academy at Elkhorn, Wisconsin. Mr. Guinn will be responsible for administrating the orientation and in-service programs at the Academy, and hence, can still be considered to be in training.

Michigan: Mr. Griffin has been developing inservice training programs for the State Department of Corrections. Mr. Griffin works out of the Central office and coordinates training programs for all of the state's institutions. In addition, he has been active in developing audio-tape vignettes of institutional critical incidents. These vignettes are open-ended, and Mr. Griffin has developed a set of questions that either he or the training officers may ask regarding the solution of the critical incident. The State Prison of Southern Michigan at Jackson also has a closed circuit television and video tape system, and Mr. Griffin has utilized these in his training program.

Minnesota: At the onset of the LEA Institutes, Minnesota probably had the largest training staff in the mid-west. A social worker was utilizing group dynamics and role playing skills in training programs. On completion of his training, Mr. Cooper decided that his contribution to the existing program could be in the area of the development of the emerging role of the correctional officer and the history of corrections. Mr. Cooper has developed an extremely interesting format in this area, which deals with the basic premise that early criminals were either killed or sent to mines and galleys to work out the rest of their lives. There was almost no escape from either of these fates except to resort to violence. As a consequence, prisoners and slaves were treated as "dangerous beasts". In an effort to escape many became "dangerous beasts" which started a vicious cycle whereby all prisoners were regarded as being dangerous. This vicious cycle, according to Mr. Cooper, is being carried on to this very day. Mr. Cooper is making plans to continue his education and is attempting to secure a leave of absence from the State Department of Corrections, attend the University, complete his Master's degree, and then return the Minnesota Department of Corrections.

Nebraska: Mr. Parrot has been acting as administrative assistant and training director for the Nebraska Penal

Complex, which consists of the penitentiary, the nearby reformatory, and the Boy's Training School. Mr. Parrot has organized a number of part-time inservice training programs, and has received considerable administrative support. Mr. Parrot has been able to spend over a thousand dollars on training equipment and materials, and because the administration does have a commitment to training they will be sending another man to a future institute so that Mr. Parrot may be relieved for more administrative functions. Another officer has already been named to participate in the spring institute.

North Dakota: On his return to North Dakota, Mr. Sprunk, the training officer, was named associate warden. Due to his recent training, his interest in improving the capabilities of staff and his own increased responsibilities in the area of custody, Mr. Sprunk has retained the training responsibilities. Because the North Dakota system is small, and it would have been impossible to organize week-long orientation classes, Mr. Sprunk organized a series of evening programs. Participation in these programs is encouraged but not required. Approximately 50% of the day-time staff attend the evening programs, and their response to the content and quality of the program has been positive.

Wisconsin: Mr. Jones is director of personnel for the Wisconsin Division of Corrections. In this capacity he has been responsible for training. Wisconsin has had an active inservice training program for several years. Mr. Jones' responsibility has been to coordinate many of these training activities. In this capacity, he has consolidated training activities among several agencies connected with the Department of Welfare. It is not unusual to see staff members from Mental Hospitals, Adult and Juvenile institutions in the same program. Wisconsin is currently embarking on a state Correctional Academy. This Academy will be under the supervision of Mr. Jones, and he has hired Mr. Guinn from Iowa to be director of the Academy. This Academy will be established at Elkhorn, Wisconsin.

Return follow-up visits will be made to several of these states. In addition, Oklahoma, Texas, Virginia, and Kentucky still must be visited, and this will be finished before June 30.

During the follow-up visits Center staff spend a minimum of a full day and usually two or three days at each location. Frequently staff are called upon to participate in training if there is a program at the time of the staff's visit. Center personnel are interested in the receptivity of training on the part of both the administration and prison staff. As a consequence, they spend time interviewing both parties. In almost every case administration has been receptive to the idea of training and enthusiastic about the training conducted by their training officers. Administrators have demonstrated this support by allocating much needed space for training activities and by financial support far in excess of the matching commitment expected by the Office of Law Enforcement Assistance. As stated previously, most of the staff have also been supportive of training. They found much of the content and manner of presentation to be exciting and stimulating. Prison personnel have informed Center staff that they are particularly interested when the training is related to their job activities. Staff felt that the programs which they observed

in the institutions exceeded their highest expectations in terms of receptivity by administration and staff, in terms of content which is being incorporated in training programs, and in terms of a variety of teaching techniques which the training officers are now using.

CHAPTER VI

CURRENT STATUS

As previously stated, the evaluation and follow-up of the first group of LEA training officers is incomplete. These will be completed by June 30, 1968. It is expected that the follow-up will, in fact, be completed by March 31. The final report should be submitted to the Office of Law Enforcement Assistance sometime in June. In addition, to meet the requests of a number of training officers, the Center is attempting to develop a training manual to clarify the rationale and techniques for training adults in a corrections setting. It is expected that the manual will contain a number of annotated lesson plans that training officers may be able to use as guides in their training programs. There will be approximately thirty lesson plans, all of which will relate to some aspect of the behavioral sciences and corrections. These outlines will be fairly self-contained units from which a trainer may work in presenting a lecture to a class as well as containing reference material for further study.

In the initial plans and negotiations between Southern Illinois University and the Office of Law Enforcement Assistance, it was felt that the states should make two commitments to demonstrate their interest in training. The first commitment was that the state would match the $200 furnished by the federal government toward the purchase of training materials. In every

case the state has exceeded its matching commitment. In several states which previously had almost no training, purchases of equipment and training aids have exceeded $1,500. This objective has been fulfilled.

A second requirement was that the man was to return to his home institution and be placed in a half-time training capacity for a minimum of six months. Now, nine months after the termination of that first institute all but one state has fulfilled its commitment (with the possible exception of the four training officers on whom follow-up has not be completed). Here, too, the states have exceeded their commitment since more than half of the students concerned are in full-time training capacities. Two of the students are in administrative positions where they have the possibility of influencing administrative decisions regarding training. This objective, too, has been fulfilled. The lone exception to this commitment was made at the institution level and not at the state level. Since the time of our follow-up visit, both the warden of the institution and the commissioner of corrections have indicated that they would fulfill the commitment with this man. There is little reason to doubt that this will be done since another training officer in the same state has spent in excess of $2,000 on training materials, has been given his own office and classroom space, and has been named full-time

training officer. Before the LEA institute this prison did not have any form of training. In addition, this state has continued to send individuals to SIU for training for other prison programs, indicating an overall training commitment by the state.

Graduate students were recruited to provide general assistance for staff and trainees. Additionally, it was felt that the use of graduate students in projects of this type might cause graduate students to think of corrections as a potential career field. It is too early to determine if this second goal has been attained since most of the initial graduate students are still involved in graduate work. Of the six who have left, two are in corrections, one as associate warden and the other as caseworker; two were hired by the Center as staff for corrections projects; one is the Illinois In-Service Training Coordinator for Corrections and one dropped out of school to take an employment counseling position in Chicago.

Those most directly concerned with the first Institute program have since disbanded as a team. Mr. Murton has become Director of Corrections in Arkansas. Mr. Stephan has become Superintendent of a diagnostic center in North Carolina. Dr. Grenfell is involved in the follow-up for the first group. Only Mr. Burns still has a full-time commitment to the training program. Therefore, a new staff was recruited to continue the

institutes when the Office of Law Enforcement Assistance funded additional institutes (Grant #241) in response to field expressed needs for further training of trainees.

As of this date two additional training programs have been held. Enrollment, instead of being restricted to the mid-west, has been open to the entire nation to meet the demands for training from states excluded from the first program. Each Institute program has been over-subscribed by states and to date participants have been enrolled from approximately forty state correctional systems. Needless to say, there were some modifications in the ensuing institutes. These modifications were in keeping with recommendations of earlier participants and the Center's interest in benefiting from experience. However, the crucial point is that the possibility for progressive improvement stems directly from the positive response to the program by training officers.

A more detailed report regarding the research and demonstration projects of the first institute (Grant #041) and the second set of training institutes (Grant #241) will be found in the final reports submitted on the respective grants. The final report for Grant #041 will probably be submitted to the Office of Law Enforcement Assistance by June 30, 1968. The final report for Grant #241 will probably be submitted to the Office of Law Enforcement Assistance by September 30, 1968.

APPENDIX I

LEA STAFF

POSITION	NAME
Administrative Director	C. V. Matthews
Project Director	E. H. Johnson
Asst. Project Director	J. E. Grenfell
Instructor	T. Murton
Instructor	H. Burns
Instructor	R. J. Brooks
Graduate Student Advisor	H. W. Stephan
Graduate Student Advisor	J. Twomey
Graduate Student Advisor	J. W. Hughes
Instructional Materials Coordinator	C. Daugherty
Operations Analyst	L. Jansyn
Graduate Students (8)	
Secretary (2)	

Visiting Consultants	Dr. Schaef	St. Louis State Hospital
	Dr. Denny	St. Louis State Hospital
	Mr. Mayden	Federal Penitentiary, Marion, Ill.
	Mr. Macieiski	Illinois State Penitentiary, Vienna, Ill.
	Mr. Rice	Kent School of Social Work University of Louisville
	Mr. Pierran	Indiana Dept. of Corrections
	Mr. O'Neal	OEO, Carbondale, Ill.
	Dr. Frank	Joint Commission on Correctional Manpower & Training
	Mr. Neilson	Berkshire Farm for Boys, N.Y.
	Mr. Rector	National Council on Crime and Delinquency
University Consultants	Dr. Mayer	Guidance & Educational Psychology
	Dr. Sanders	Rehabilitation Institute
	Dr. Prell	Business Research Institute
	Mr. Grosowsky	Design
	Dr. Thomas	Community Development

APPENDIX II

LEA PARTICIPANTS (TRAINING OFFICERS - 17)

MARCH 20, 1967 - MAY 19, 1967

Indiana	Cloid Shuler
Indiana	Charles Johnson
Kansas	Jim Banker
Kansas	Neil Prichard
Tennessee	Joe Mills
Tennessee	Nat Stringfield
Illinois	Donald Whitehead
Iowa	William Guinn
Kentucky	Owen Dixon
Michigan	John Griffin
Minnesota	Don Cooper
Nebraska	Bob Parrott
North Dakota	Kenneth Sprunk
Oklahoma	Gordon Wright
Texas	Elmer Burgess
Wisconsin	Omer Jones
Virginia	Richard Matney

APPENDIX III

LEA INSTITUTE SCHEDULE

MARCH 20, 1967 - MAY 19, 1967

1st Week

Monday	9 a.m.	Welcome, Orientation, Tests	Staff
	1 p.m.	Tour SIU and Carbondale	Staff
Tuesday	9 a.m.	Tests	Jansyn
	1 p.m.	Audio Visual Equipment	Daugherty
	7 p.m.	Films and Discussion	Bailey
Wednesday	9 a.m.	3-screen - SIU and Behavior Modification	Daugherty
	1 p.m.	Evolution of Prisons	Hughes
Thursday	9 a.m.	Tour Marion Prison	Burns and Hughes
	1 p.m.	Tour Vienna Prison	Burns and Hughes
	7 p.m.	Film and Discussion	Kiefer
Friday	9 a.m.	Role Playing	St. Louis Group
	1 p.m.	Role Playing	St. Louis Group
	7 p.m.	Role Playing	St. Louis Group
Saturday	9 a.m.	Role Playing	St. Louis Group

2nd Week

Monday	9 a.m.	Correctional Officers' Changing Role	Stephan
	1 p.m.	Evolution of Prisons	Hughes
Tuesday	9 a.m.	Correctional Officers' Changing Role	Stephan
	1 p.m.	Laboratory	
	7 p.m.	Film and Discussion	Grenfell

Wednesday	9 a.m.	Reference Groups and Motivation	Stephan
	1 p.m.	Laboratory	
	7 p.m.	Film and Discussion	Hughes
Thursday	9 a.m.	Correctional Officers' Changing Role	Rice
	1 p.m.	Correctional Officers' Changing Role	Rice
Friday	9 a.m.	Role Playing	Marion Group
	1 p.m.	Reference Groups and Motivation	Kiefer

3rd Week

Monday	9 a.m.	Communication Techniques	Grenfell
	1 p.m.	Institutional Programs	Stephan
Tuesday	9 a.m.	Basic Statistics	Grenfell
	10:30	Social Class in America	Grenfell
	1 p.m.	Laboratory	Brooks
	7 p.m.	Film and Discussion	Stephan
Wednesday	9 a.m.	Group Structure (Formal Organization)	Johnson
	1 p.m.	Group Structure (Informal Organization)	Johnson
Thursday	9 a.m.	Nonverbal Communication	Grenfell
	1 a.m.	Laboratory	
	7 p.m.	Film and Discussion	Burns
Friday	9 a.m.	Learning Process	Grenfell
	1 p.m.	Influencing group Structure	Grenfell

4th Week

Monday	9 a.m.	Learning Process (Roles)	Mayer
	1 p.m.	Non-Institutional Programs	Johnson & Grenfell
Tuesday	9 a.m.	Creative Thinking	Grosowsky
	1 p.m.	Laboratory	
	7 p.m.	Film and Discussion	Kiefer

Wednesday	9 a.m.	Behavior Modification	Sanders
	1 p.m.	Laboratory	
Thursday	9 a.m.	Communication	Grenfell
	1 p.m.	Picnic	
	7 p.m.	Film and Discussion	Bailey
Friday	9 a.m.	Inmates Look at Correctional Officer	Pierran and O'Neal
	1 p.m.	Teaching Mental Health	Twomey

5th Week

Monday	9 a.m.	Development & Evaluation	Grenfell
	1 p.m.	Practice Teaching	Grenfell
	7 p.m.	Laboratory	Horak
Tuesday	9 a.m.	Aggression & Violence	Grenfell
	1 p.m.	Laboratory	
	7 p.m.	Film	Korff
Wednesday	9 a.m.	Teaching about Administrative & Supervisory Problems	Burns
	1 p.m.	Laboratory	
	7 p.m.	Film	Rainey
Thursday	9 a.m.	Prison Social Structure	Johnson
		Off	
Friday		Off	

6th Week

Monday	9 a.m.	Introducing Changes into a Corrections Setting	Prell
	1 p.m.	Use of Inexpensive Materials	Brooks
Tuesday	9 a.m.	Audio-Visual Aids	Mitchell & Grenfell
	1 p.m.	Laboratory	
	7 p.m.	Film and Discussion	Stone
Wednesday	9 a.m.	Prison Social Structure	Johnson
	1 p.m.	Practice Teaching & Laboratory	

Thursday	9 a.m.	Critique	Staff
	1 p.m.	Laboratory	
	7 p.m.	Film	Brady
Friday	9 a.m.	Practice Teaching and Laboratory	Staff
	1 p.m.	Practice Teaching and Laboratory	Staff

APPENDIX IV

LEA PARTICIPANTS (CORRECTIONAL OFFICERS-44)

May 1, 1967-May 12, 1967

Kentucky	Clarence E. Skaggs
Kentucky	Frank Frazier
Kentucky	Wayne G. Lee
Michigan	Peter D. Mortlock
Michigan	Dwight E. Brooks
Michigan	Ralph J. Hoffman, Jr.
Michigan	Duane K. Webster
Michigan	John J. Berry
Michigan	Richard Christiansen
Michigan	Alphonse Mikelonis
Tennessee	Tony E. Harrison
Tennessee	James H. Rose
Tennessee	Clyde B. Dutton
Tennessee	James Hensley
Illinois	B. Carl Tiller
Illinois	Norman Busch
Illinois	Terry Brannan
Minnesota	Donald Belschner
Minnesota	Norman J. Thomas
Minnesota	Dale Bollenbach
Minnesota	Albert Boettcher
Minnesota	Patrick O'Hern
Wisconsin	Calvin V. Lewis
Wisconsin	Leonard F. Fromholz
Wisconsin	Joseph E. Lenss
Iowa	John A. Londrigan
Iowa	Dale O. Gilson
Iowa	Peter G. Pazour
Iowa	Thomas A. Petry
Kansas	Gary Rayl
Kansas	William A. Garber
Kansas	John Dicks
Kansas	Ralph L. Brigman
Kansas	Dallas C. Wetzel
Kansas	William D. Stuart
Virginia	Leftwich Reynolds
Virginia	J. T. Mitchell
Virginia	E. C. Faison
Tennessee	Duane Warren
Minnesota	Robert Elliot
Iowa	Robert N. McManis
Iowa	James E. Pruett
Indiana	George Miller
Indiana	Robert Walker

APPENDIX V

CORRECTIONAL OFFICERS PROGRAM

MAY 1, 1967 - MAY 12, 1967

First Week

Monday

9:00 a.m. Welcome, Orientation, Tests
1:00 p.m. Role Playing (card on floor)

Tuesday

9:00 a.m. Human Relations
1:00 p.m. Role Playing (warden interview)

Wednesday

9:00 a.m. Correctional Evaluation and Trends
1:00 p.m. Communications (verbal and non-verbal)

Thursday

9:00 a.m. Innovative Programs
1:00 p.m. Theory of Crime

Friday

9:00 a.m. Corrections Officers Changing Role
1:00 p.m. Types of Inmates

Second Week

Monday

9:00 a.m. Group Structure - Formal Organization
1:00 p.m. Group Structure - Informal Organization

Tuesday

9:00 a.m. Role Playing (inmate problems)
1:00 p.m. Role Playing (interview techniques)

Wednesday

9:00 a.m. Understanding Behavior
1:00 p.m. Social Groups in the Prison Community

Thursday

9:00 a.m. Recreation Programs
1:00 p.m. Social Class in America

Friday

9:00 a.m. Principles of Supervision
1:00 p.m. Summary

APPENDIX VI

LEA PARTICIPANTS (MIDDLE MANAGEMENT - 13)

MAY 15 - MAY 19

Mr. William H. Barker
Assistant Superintendent
Kansas State Industrial Reformatory
Hutchinson, Kansas

Mr. J. C. Johnson
Associate Warden
Kentucky State Penitentiary
Eddyville, Kentucky

Mr. John E. Woodley, Warden
North Dakota State Penitentiary
Bismarck, North Dakota

Mr. Donald Eichelberger
Deputy Assistant Director
Correctional Services
State Office Building
Des Moines, Iowa

Mr. George Stampar
Associate Warden
Illinois State Penitentiary
Stateville, Illinois

Mr. Louis C. Utess
Assistant Warden
State Prison, Southern Michigan
Jackson, Michigan

Mr. Elmer O. Cady, Chief
Administrative Service
Division of Corrections
Madison, Wisconsin

Mr. W. E. Woodroof
Richmond, Virginia

Mr. George Phend
Assistant Superintendent
Indiana Youth Center
Plainfield, Indiana

Mr. Robert Moore
Assistant Deputy Warden
Tennessee State Penitentiary
Nashville, Tennessee

Mr. Van Nelson
Tennessee State Penitentiary
Nashville, Tennessee

Miss Tai Shigaki
Director of Staff Training
Department of Corrections
St. Paul, Minnesota

Mr. Steve R. Jones
Kansas State Penitentiary
Lansing, Kansas

APPENDIX VII

MIDDLE MANAGEMENT PROGRAM

MAY 14, 1967 - May 18, 1967

Monday	9 a.m.	Welcome, Orientation, Tests	Staff
	1 p.m.	Legal Rights of Inmates	Dreher
Tuesday	9 a.m.	Report on Manpower Commission & Trends in Correction	Frank
	1 p.m.	Building Community Relations	Thomas
Wednesday	9 a.m.	Staff Training	Nielson
	1 p.m.	Staff Training	Nielson
Thursday	9 a.m.	What We've Done	LEA Participants
	1 p.m.	Demonstration & Report on previous 8 weeks	Grenfell
Friday	9 a.m.	Expectations	Grenfell
	1 p.m.	Graduation	