Midyear Evaluation

Project CERCE

Comprehensive Education and Rehabilitation in a Correctional Setting

Memphis Correctional Center

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Abstract

The Correctional Research and Evaluation Center, established by the Law Enforcement Assistance Administration under Grant No. 79-ED-04-0019, is responsible, in part, for conducting an intensive evaluation of the Memphis Correctional Center. A literature search revealed that a study of this nature is rare in the field of corrections. This report is the midyear evaluation and includes an assessment of all quantifiable aspects of the program operation.

This study considered inmate demographic variables, implementation, diagnostics, behavioral indices and trends, educational activities, environmental perceptions, and attrition rates. Findings indicate that the majority of program goals were met. In terms of program implementation, general hiring goals were met, reception goals were approximately two months behind schedule. Deficiencies included (a) 100% staff hiring by March 1977; (b) ongoing general staff training; and (c) educational implementation (no data).

A diagnostic composite profile was developed and the test-retest sequence indicated positive shifts of diagnostic indicators, including IQ and educational achievement. Behavioral analysis showed trends indicating a positive learning curve or the acquisition of functional, appropriate

behaviors. The environmental study indicated a highly positive assessment of the program by both residents and staff. The attrition data indicated that the Memphis Correctional Center rate is within parameters characteristic across the state of Tennessee. Educational findings are relative to the repeated administration of the California Achievement Test, which showed a mean gain in grade level of .80 or 8 months. No other educational data was available. Finally, a cost delineation and comparison is provided. Ten recommendations are offered.

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Introduction

The Correctional Research and Evaluation Center (CREC) was established by the Law Enforcement Assistance Administration (LEAA, Regional Headquarters, Atlanta, Georgia) in conjunction with the Tennessee Law Enforcement Planning Agency (TLEPA) in an attempt to provide a comprehensive and detailed systems analysis evaluation component for existing correctional programs within our area. One of the major objectives of CREC was to provide an intensive evaluation of the Memphis Correctional Center (MCC).

The need for effective evaluation components within criminal justice is as obvious as the general absence of such components within the system. However, the present evaluation of the MCC goes far beyond normal systems analysis procedures within any institution. The goal, in this case, is to provide an evaluation procedure which thoroughly examines even the most minute details and secondary variables of the service delivery system. Every attempt has been made to document and analyze each aspect of the system.

A detailed analysis of a comprehensive corrections process has not been previously attempted. The MCC is literally a microcosm of evaluation procedures. The goal is to establish a living laboratory for analysis of the

effects of the therapeutic and educational process instituted at the MCC. Each element of the process has been broken down into the smallest meaningful feedback unit.

The prepared systems analysis is an attempt to examine every aspect of the environmental impact on the inmate in such a fashion as to delineate effects and response units on a daily basis. Only with this type of intensive systems analysis can we hope to develop the crucial feedback data necessary to construct an optimal system for rehabilitation. We must determine those aspects of the system which are functional and those which are dysfunctional. Functional elements can then be replicated and improved while dysfunctional elements are extinguished and eliminated. The more thorough our evaluation process, the greater the likelihood that we can establish a meaningful data feedback system in order that we may begin to improve a correctional system which may be generally characterized as being chaotic.

General Program Operational Procedures

In the conventional penal atmosphere, security and control often exist at a cursory superficial level, while the most significant interactions--between individuals and between the individual and his peer group--are largely left unregulated. When the individual is immersed in a pervasive negative milieu over an extended period of time, the inevitable impact is a deterioration of his behavioral stability. Thus, it is

essential that the most significant interactions of clients be regulated. This, then, is beyond the current role of security in the rehabilitative process. In an environmental unit setting, necessary but routine security and control functions are inherent components of the group regulation process. While the security force's responsibility is to maintain order within the institution as a whole, the primary source of security is the environmental unit system itself and the unit personnel who monitor ongoing behavior and provide immediate feedback during activities in the classroom, dining room, recreation and living units, and a summary feedback session at the conclusion of each day.

The basic organizational requirement of unit management at the MCC is the partitioning of large institutional populations into smaller groups housed in separate living units. The carefully regulated placement of each client into semi-permanent living groups according to his identified needs and characteristics affords greater individual client contact and maximizes group participation and supervision. Basically, environmental unit management involves grouping clients into different living quarters so that all major activities, e.g., classroom, counseling, etc., can be planned and conducted according to each unit's own schedule and objectives. Each unit manager, who is the treatment team leader, has central responsibility for the operation

of his unit and for fulfilling the objectives of his unit's specialized treatment area, e.g., special education, drug rehabilitation, alcohol rehabilitation, etc. The treatment team is composed of the unit manager, an assistant unit manager, salaried resident coordinators (inmates), and an ancillary staff including counselors, educators and psychologists, and highly trained correctional officers. Therefore, with its highly structured design, the unit management system (UMS) presents relatively uncomplicated security problems and the focus of security can be at other, more labile areas.

The entire thrust of the environment unit process is to help the individual organize and control his behavior in such a way that he can adequately participate in other major activities, principally education. If the client cannot adequately regulate his behavior, attempts to educate or otherwise resocialize the individual will fail. Thus, the major focus of all units is upon appropriate functional behavior at all times. The purpose of these procedures is to increase the participant's discriminative abilities in attending to ongoing behaviors and being aware of their consequences. To obtain positive reinforcers and to avoid receiving negative consequences, the individual must learn to monitor his behavior and to make discriminations regarding

the consequences of his actions. The end objective is to enable the participant to maintain a repertoire of positive behaviors supported by generalized social reinforcers. A related objective is to eliminate the types of general negative behaviors (e.g., drug addiction, criminal acts, and educational, vocational, and marital failures) over which the individual evidences inadequate control.

In summary, UMS is a reliable and effective method of rehabilitation. The advantages of the system are in correction, care, and control. In the correction or rehabilitation of offenders, UMS provides maximum flexibility, recognition of needs, improved interpersonal staff relationships, and better morale. In the care of clients, UMS permits an efficient use of all available resources, development of staff, and greater organizational cohesiveness. In the control of clients, UMS reduces the movement of residents within the facility and provides for greater physical control with less effort (Levinson & Gerard, 1973).

Project CERCE

In 1975 LEAA approved funding for a correctional education and rebhabilitation program specifically designed to incorporate unit managment concepts. This program, known as Project Comprehensive Education and Rehabilitation in a Correctional Environment (CERCE), was to be implemented at the MCC, a new state correctional institution located

in Memphis, Tennessee. The objectives of Project CERCE were as follows:

1. To design a comprehensive program which would provide a correctional environment capable of altering the individual inmate's behavior so that he would not become reinvolved in criminally related activities. Specifically, a UMS would be developed which would:

a. Decentralize the prison environment by establishing inmate units capable of self-administration.

b. Provide effective control and regulation of inmates.

c. Permit personal control and responsibility on the part of inmates.

d. Induce behavioral change in a positive direction.

e. Provide an environment where the inmate is safe from beatings, robbery, rape, and harmful chemical substances.

f. Provide educational curricula which would raise the functional education level of each inmate.

g. Provide vocational curricula which would permit inmates to develop marketable skills relevant to community manpower needs.

h. Provide separate units designed to treat specific inmate problems and deficiencies, e.g., drug abuse, retardation,

psychiatric disorders, and disciplinary problems.

i. Provide work and study release programs for qualified inmates.

2. To implement the program outlined above (#1).

3. To compile identifying data, diagnostic information, criminal offenses, social history, and behavioral, educational, and disciplinary reports on program participants.

4. To provide an ongoing behavioral assessment design applicable to each inmate.

5. To provide for follow-up assessment of recidivism-recovery rates of released inmates.

Implementation of Project CERCE was begun on July 1, 1976, and the first MCC clients entered the program on November 1, 1976.

Purpose of the Study

Despite the existence of numerous approaches toward treatment of inmates, little research exists which provides a comprehensive systems analysis of the efficacy of one particular approach (UMS) with regard to behavioral change and educational progress throughout a correctional facility. The most comprehensive monitoring procedure accomplished heretofore was conducted at Draper Prison in the middle to late 1960s (McKee, 1968).

The aforementioned evaluation suffered, however, from several limitations not evident in the current study. It was

implemented in an ongoing correctional process. The Draper project was carried out within the then current system and the approach was not consistent throughout the institution. Standardized instrumentation and measurement were frequently not utilized. Also, the approach was limited primarily to the Comprehensive Educational Training Act (CETA) educational activities only.

In essence, there is simply a paucity of information regarding the intensive evaluation of a single treatment modality utilized consistently throughout a correctional institution. The MCC was built and the program implemented on the basis of a previously successful UMS. The purpose of this study is to provide findings relative to quantifiable indices of Project CERCE functionality.

Significance of the Study

Correctional program planning and systems evaluation is a relatively new area in the field, and published accounts indicate limited achievement to date. This study which focuses upon the problems related to an institutionwide behavioral system will provide information concerning implementation and functionality that has been heretofore unavailable. This study will report behavioral, psychometric, and educational changes which occur in such a system and will establish relationships between those changes and the treatment modality. The primary significance in this

study is twofold. First, it will provide the feedback data necessary either to reinforce or to correct specific behaviors as the activities influence the treatment of the population. Second, this study will assess the validity of the UMS in such a fashion as to make replication of the strong features of the process feasible within other institutional settings. In conclusion, this study will focus upon the problems of a behavioral system implemented within an institution designed for that system and will furnish information in an area which has been inadequately researched.

The environmental influence of incarceration has typically been described as being essentially negative. Programs in which inmates participate have been evaluated as being a neutral influence in virtually every realm of the micro-cosmic social setting. Thus, processes or procedures which may be found to resolve difficulties within the environment of the MCC may be applicable in other facilities. Finally, findings concerning behavioral and educational change as related to the environmental structure under consideration can provide information which may prove to be advantageous for other correctional planners.

Statement of the Problem

This study has been designed to provide a comprehensive examination of the total environment of a state correctional facility, specifically concentrating upon quantifiable

indices of program functionality. Initial considerations include the following questions:

1. Based upon therapeutic system (unit management) which has been highly successful with drug abusers, with adolescents, and with inmate psychiatric patients (Sweet, Little, Wood, & Harrison, 1976), could a comprehensive system be developed for the total operation of a state correctional facility?

2. Could such a system be implemented recognizing the realities of:

a. Interinstitutional administrative cooperation (STIM, TLEPA, Program Designers, and Tennessee Department of Corrections [DOC]).

b. Specified staff qualities needed.

c. Routine implementation problems.

(1) Financial.

(2) Hiring.

(3) Selecting and providing immediate and comprehensive treatment for inmates upon arrival.

d. Broadly ranging service delivery system needs.

(1) Control.

(2) Treatment.

(3) Education.

(4) Health.

(5) Clothing.

(6) Food.

(7) Recreation.

Other questions of interest include:

1. Could a correctional institution which relied on a decentralized prison environment function effectively?

2. Could comprehensive educational-vocational activities be provided which encouraged progress as measured by change scores on repeated administrative pretests and posttests?

3. Could the level of functional education of individuals be raised as indicated by the administration of pretests and posttests?

4. Could behavioral activities be assessed?

5. Could measurable psychological and personality changes be accomplished?

6. Does the attrition rate provide information relative to the functionality of individuals within the system as compared with other rates across Tennessee?

7. Could environmental measures be utilized in order to provide a quantifiable profile of perceptions across intrainstitutional boundries?

8. Are there differences between individuals (behavioral-psychometric-environmental perceptions) who were participating in the UMS and individuals on the support staff who received no treatment?

Limitations

This study obviously functions under the general limitations imposed by time and staff allocations which are common to any evaluative effort. Additional limitations which cut across program subsystems are:

1. The lack of a control group within the institutional setting.

2. The predetermined bias in the population under investigation due to the voluntary nature of the program; program participants are self-selected rather than randomly assigned to the institution.

3. The gradual growth of the MCC population through the arrival of cohorts of 15 to 20 inmates at intervals of approximately three weeks make difficult the comparison of data from successive weeks in the program.

For reasons of these limitations, this report should be considered a midpoint evaluative document rather than a research project, and statements concerning the population should be taken as preliminary and tentative.

Setting

The setting for this study was the MCC, a new (September, 1976) medium security state penal institution, located adjacent to STIM near the eastern city limits of Memphis, Tennessee. The institution was designed to

accommodate the unit management concept and was intended to house 375 men by August, 1977. Currently, the institution is accommodating approximately 200 inmates incarcerated for a variety of felonies with sentences ranging up to 20 years.

The institution is furnished with the latest in modern appointments and is well lighted; living spaces are neatly kept and easily observable. There is little about the physical plant that suggests the stereotyped prison image characterized by older institutions. The institution is separated into environmental units which can house approximately 40 men. Each unit is capable of self-administration and selected inmate residents actively participate in the operation of the unit.

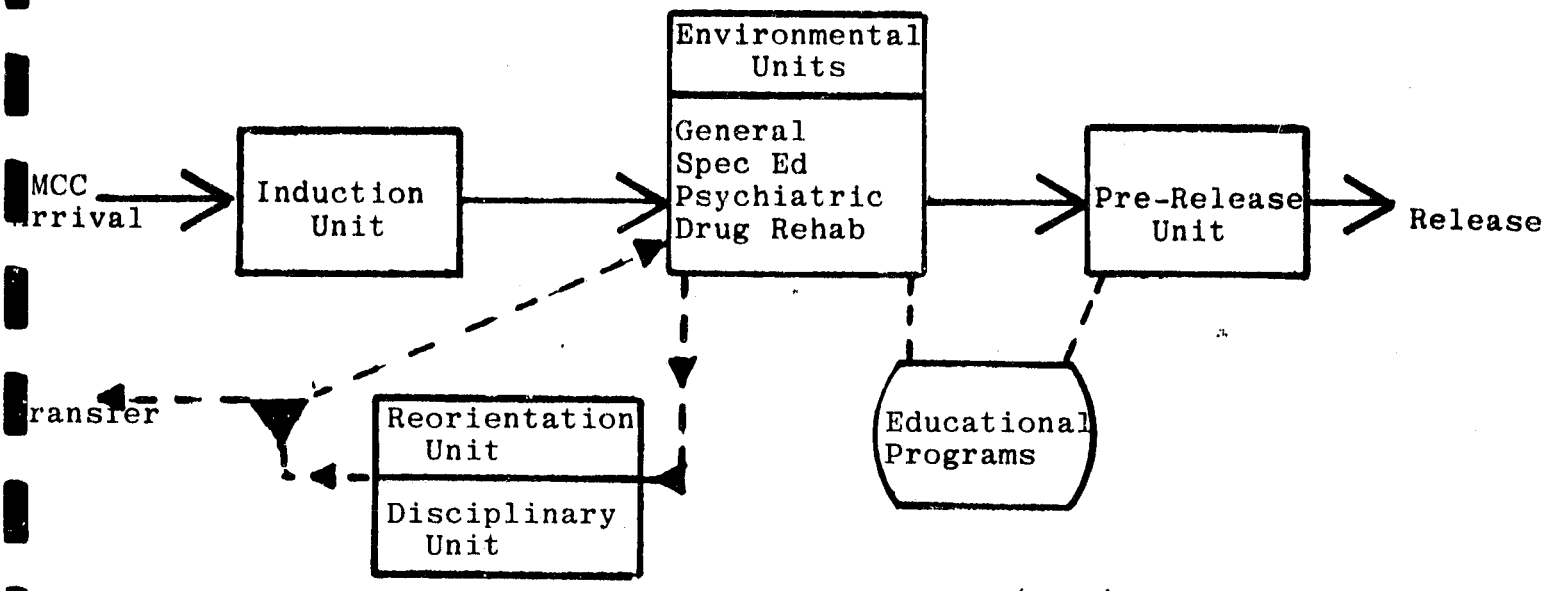
In addition, the facility has a number of modern classrooms furnished with the latest equipment and teaching aids. A modern, well-lighted, adequately furnished library is also available for residents.

Resident Flow

The general flow of residents through the program is displayed in Figure 1.

MCC Resident Flow

Figure 1



Prior to entry into the MCC, preliminary psychological testing and social case histories will have been completed by state corrections personnel in Central Classification. New residents are housed in the Induction Unit where the client's special needs and characteristics are determined and evaluated with respect to treatment alternatives available at the MCC. During this time, several other objectives are met: The new resident becomes familiar with all the rules and regulations of the institution; the client becomes involved in the treatment process through participation in unit activities; the unit management

staff becomes acquainted with the characteristics of the new arrival; extinguishing techniques and negative sanctions are employed to reduce the frequency of negative behaviors such as rule violations, acting out; the resident participates in crimalogues and drugalogues, etc.; positive behavioral changes are induced through the use of contingent reinforcement for such target behaviors as participation in groups, personal hygiene, securing personal area, and carrying out unit duties and responsibilities. Specific positive reinforcers include: promotion to low level resident coordinator staff positions; limited access to special privileges such as telephone calls and other social activities, e.g., movies, extra visiting, and other leisure time activities. Thus, the preliminary therapeutic effort takes place in this Induction Unit. The primary objective of the Induction Unit is to reduce the individual resident's repertoire of negative and dysfunctional behavior while at the time preparing the participant to enter an Environmental Unit or to transfer to one of the special function units. During the induction phase the inmate develops adequate control over his behavior and manifests active participation in the unit to which he has been assigned. New participants in the Induction Unit have maximum supervision by the unit management staff and the resident coordinating staff. Initially, participants have a minimum level of participation

in educational activities and spend a large percentage of their time in unit functions such as groups, cleanup, and work details, etc. On the average, a new resident spends from one to four weeks in the Induction Unit.

Upon successful completion of the induction phase, the resident is transferred to one of the Environmental Units. In the Environmental Units, significantly more time is spent in educational and social activities, and comparatively less in routine functions such as work detail and cleanup. Graduation to more advanced general units is contingent upon both academic performance and unit participation. At advanced levels, participants have the opportunity to schedule more of their own personal activities with respect to educational participation, leisure time, social activities, etc.

At any time, an individual may be removed from his unit for inadequate behavior and transferred to the Disciplinary or Reorientation Units where restriction on his behavior will be increased. A resident may be sent to the Disciplinary Unit if significantly negatively or disruptive behavior is emitted, e.g., the resident gets in a fight, threatens security or treatment staff, conceals contraband or has a positive urine screen. The objectives of the Disciplinary Unit are to use negative sanctions and "time out" procedures as a means of inducing the individual to begin participating again

within the framework of the Environmental Unit. Reinstatement of the inmate to an Environmental Unit is dependent upon the inmate's performance in the Disciplinary Unit as well as the severity of the original infraction.

When an individual successfully completes participation in the Environmental Unit, he is eligible to transfer into the Pre-Release Unit. Likewise, successful participation in special units (Psychiatric, Special Education, or Drug Offender Rehabilitation Units) makes an inmate eligible for the Pre-Release Unit. The Pre-Release Unit also houses clients who are participating in educational release. Clients on educational release may participate in educational curricula at any educational institution in the Memphis area. Clients must satisfactorily complete the pre-release phase prior to leaving the institution on parole or complete the necessary time on their sentence. Further, all activities involving release from the institution on a routine basis such as educaticnal release, work release, or coordination with parole boards or courts require the approval of the Warden or the Director. It should be noted that the various special units--Psychiatric, Special Education, and Drug Offender Rehabilitation--had not been established during the time period covered by the present evaluation, July 1, 1977 through March 31, 1977.

Subjects

The subjects for this study were 202 adult male offenders admitted to the MCC between November 1, 1977, and March 31, 1977. The racial composition included 153 (75.74%) black and 49 (24.26%) white. Ages ranged from 17 to 48 years. Individuals were sentenced for a variety of changes and the majority were first or second offenders. Sentences served ranged from 3 to over 15 years.

Materials

Implementation

1. MCC intake transfer records, which indicate the arrival dates and origin points for each new inmate.

2. STIM/MCC 1976-77 personnel charts, which indicate hire dates and duration of positions filled.

Diagnostics

1. MCC Social History Questionnaire, which includes a complete demographic breakdown (Appendix A).

2. MCC diagnostic utilization figures.

3. Wechsler Adult Intelligence Scale (WAIS) - An individual examination instrument with verbal and performance tasks designed to assess the intellectual level of adolescents and adults from age 16 to over 75. (The MCC uses a pro-rated version of this instrument including the following subtests: Comprehension, Swmilarities, Digit Span, and Picture Completion. This tetrad

has a multiple correlation of over .90 with the Full Scale WAIS).

4. Memory for Designs (MFD) - This test attempts to assess organic brain syndrome through a measure of perceptual spatial distortions. It involves the reproduction of simple geometric designs from memory.

5. Draw-A-Person - This is a projective technique designed to uncover psychopathology in the individual. It is used in conjunction with other standrdized personality techniques. It also is used as an indicator of mental maturity.

6. Minnesota Multiphasic Personality Inventory (MMPI) - A standard diagnostic and research instrument which lists 556 statements to which the examinee responds either "true" or "false." It provides information on ten clinical scales:

a. Hypochondriasis
b. Hysteria
c. Depression
d. Psychopathic Deviate
e. Masculinity-Feminity
f. Paranoia
g. Psychosthenia
h. Schizophrenia
i. Hypomania
j. Social Introversion

7. Eysenck Personality Inventory (EPI) - A standardized clinical and research instrument designed to assess and describe personality functioning along with the following three dimensions:

a. Extroversion

b. Neuroticism

c. Psychoticism

8. Shipley Institute of Living Scales (SILS) - This test was used as a measure of cognitive efficiency and yields relevant intellectual information on vocabulary level and abstract reasoning ability.

9. Internal-External Locus of Control (I-E Locus) - A research instrument designed to assess the degree to which an individual feels that his behavior is controlled by external influences beyond his control.

10. California Achievement Test (CAT) - Tests designed to measure, evaluate, and analyze educational attainment and learning difficulties with emphasis on curricular content. The three basic areas of reading, mathematics, and language are assessed.

11. Hand Test - A projective diagnostic technique which utilizes pictures of hands as a projective medium. It is assumed that prototypal action tendencies will be projected onto the pictures.

12. Prison Classification Inventory (PCI) - A number of

additional scales and subscales of the MMPI which have proven to be of considerable value in correctional diagnostic work.

13. Diagnostic Summary Sheet - All psychodiagnostic test scores are recorded (Appendix A).

Behavioral

Weekly Behavior Points Sheets (Appendix A) which show point evaluation in 21 behavioral categories for each individual.

Educational

1. Initial course bulletin.

2. CAT, a standardized instrument which reports educational achievement levels.

Environmental

The Correctional Institutions Environment Scale (CIES) is a testing instrument developed by Moos (1973) as a means of measuring staff and inmate perceptions of the "social climate" in correctional settings. The CIES measures social perceptions along three major dimensions: Relationship, Treatment Program, and System Maintenance. The scale's 90 "true-false" items are organized into nine subscales, three subscales for each major dimension. A description of each subscale is given in Appendix A.

Procedures for Collecting Data

Implementation

1. Significant dates of implementation events were

identified and numbers per event were calculated by month, the cumulative record maintained, and percentages developed.

2. The significant data included the total number of positions available and a breakdown of the number of positions available in administration, education, and environmental units. Percentages were figured from personnel charts, hire dates, and duration of positions filled.

3. Inmate arrival dates and a cumulative record of arrivals were developed by utilizing behavioral records of program contact in the form of MCC Weekly Behavioral Point Sheets.

Diagnostics

1. Cohort groups were identified.

2. Incoming subjects were administered the MCC Social History Questionnaire from which demographic data was obtained. The data obtained from the questionnaire was verified and supplemented from the resident's prison records by CERCE staff.

3. Each resident was administered the intake test battery: MMPI, WAIS, SILS, MFD, DAP, I-E Locus, EPI, CAT, PCI, and Hand Test.

4. Diagnostic instruments were scored and initial scores were recorded on the Diagnostic Summary Sheet.

5. At 90-day intervals, cohort groups were retested on the MMPI, I-E Locus, SILS, EPI, and CAT.

6. Retests were scored and the scores recorded on the Diagnostic Summary Sheet.

Behavioral

1. Behavioral points were assessed by each staff member based on his observation of and interaction with the resident and in the light of the staff member's understanding of the overall point system and of the meaning of each behavioral category. A list of negative behavioral "incidents" was provided to assist staff members in assessing behavioral points (Appendix B). However, no strictly objective scoring procedure has been developed for daily point assignment.

2. Behavioral points were awarded during a daily point feedback session. The resident received behavioral scores from five members of the unit's resident staff, including the unit's serior coordinator. The highest and lowest scores for each behavior category were discarded, and the resident was awarded the average of the three remaining scores.

3. The average points for each of the 21 categories was recorded on the resident's Weekly Point Sheet.

4. Point sheets were received by CREC staff at the conclusion of each week.

Educational

1. Each individual received a CAT upon entering the institution.

2. Instruments were scored and results recorded.

3. Each individual received a CAT retest at the end of 90 days.

4. Instruments were scored and results are recorded.

Environmental (CIES)

1. During the fifth month of the program, the CIES was administered to 147 CERCE residents and 59 staff members (25 correctional officers, 26 educational, clerical and administrative staff, and 8 unit managers).

2. The CIES questionnaires were scored and the scores recorded.

Attrition

1. All state institutional population statistics were compiled per institution.

2. Attrition figures per quarter were obtained.

3. Monthly (mean) attrition figures are reported.

4. Attrition rates are computed.

5. Pre- and post-MMPI data was received and recorded.

Procedures for Treating the Data

Implementation

1. Initial figures were obtained.

2. Cumulative monthly figures were calcuated.

3. Percentages were derived.

4. Charts were developed.

Diagnostic Data

Data Entry

1. Data on the variables: age, race, marital status, reported education level, number of prior adult convictions, present offense(s) and sentence length and all initial diagnostic scores were coded and entered into the MCC data base by means of punched cards. (see Appendix C for coding format).

2. Readouts of demographic and initial diagnostic data were verified against the original records.

3. Diagnostic retest scores were coded and entered into the MCC data base by means of EDP punched cards.

4. Readouts of retest scores were verified against the original records.

Data Analysis

1. Frequency distributions of the demographic variables and the initial CAT and WAIS scores were computed. Composite MMPI and PCI profiles were developed.

2. Analysis of the test-retest change scores was made by means of the t-test for matched samples.

Behavioral Data

Data Entry

The total points assigned weekly to each resident for each of the 21 behavior categories and the range of total points (all behavior categories) assigned daily were entered

on coding sheets. Additional data coded included the resident's ID number, unit number, MCC entry date, number of weeks in the program, data of the scores, number of days the resident was on the unit during the week, and the senior coordinator's ID number (see Appendix C for coding format). The coded data was punched on EDP cards, a readout of the data was obtained and the readout was verified against the orginal point sheets.

Data Analysis

In order to make all behavioral measures comparable the total weekly points for each resident were divided by the number of days he spent on the unit to obtain the mean points per day. This procedure was necessary since some residents may have been on the unit for less than seven days; e.g., they may have arrived at midweek or they may have been hospitalized. A trend delineation was employed in order to determine performance patterns of both individuals and units.

Environmental

Data Entry

Individual scores for the nine subscales of CIES were coded, keypunched, and verified.

Data Analysis

The CIES raw scores for each of the nine subscales were averaged separately for program residents and staff.

The mean raw scores were converted to standard scores (mean 50, SD 10) based on normative data established for adult correctional programs (Moos, 1974). The standard scores were plotted against normative standard scores to obtain CIES "profiles." The profiles show the extent to which the CERCE Program was perceived to be above or below average in emphasis in each of the nine program areas. The t-test was used to determine the significance of differences between residents and staff on each of the nine subscales.

Findings

This study has been designed to provide a comprehensive examination of the total environment of a state correctional facility (MCC). Despite the existence of numerous approaches toward the treatment of inmates, little research exists which provides a comprehensive systems analysis of the efficacy of one particular approach with regard to behavioral change and educational progress throughout a correctional facility. The MCC was built and the program implemented on the basis of a previously successful UMS. The purpose of this study is to provide findings relative to quantifiable indices of Project CERCE functionality.

See Table 1 on page 48

Of the 202 admissions, 153 (75.74%) were black, 49 (24.26%) were white. MCC residents range in age from 17 years to 48 years, with a mean age of 24.39 years. Married men comprise 26.73% of the population, single men 64.85%. One hundred and five (96.53%) of the residents reported that they had completed at least the eighth grade; 38.12% reported completion of at least 12 years of school. Prison records indicate that 66.83% of the residents have no prior convictions. The most frequently occurring offenses among residents are armed robbery and robbery. The mean sentence length (maximum) is 11.02 years. Frequency distributions of demographic variables are presented in Appendix D.

Implementation

Tables 2-6 indicate implementation rates for staff hiring and for reception of inmates into the MCC.

See Table 2 on page 49

Table 2 shows the percentage of the total possible number of hires, the number hired per month, the cumulative number hired, the cumulative percentage hired, and the point at which the first residents were received. It indicates that for the total program 18% of the staff had been hired in July, 42% through August, 52% through September, 54% through October, 66% through November, 72% through

December, 78% through January, 89% through February, and 88% through March.

Table 3 displays the personnel implementation sequence of the Environmental units staff.

See Table 3 on page 50

The table shows the percentage of the total possible number of hires, the number hired per month, the cumulative number hired, the cumulative percentage hired per month, and the point at which the first residents were received. It indicates that for the Environmental units staff 19% of the staff had been hired in July 26.6% through August, 30.4% through September, 34.2% through October, 53.2% through November, 64.6% through December, 68.4% through January, 68.4% through February, and 83.6% through March.

Table 4 displays the personnel implementation sequence of the Educational staff.

See Table 4 on page 51

The table shows the percentage of the total possible number of hires, the number hired per month, the cumulative number hired, the cumulative percentage hired per month, and the point at which the first residents were received. It

indicates that for the Educational staff 21.6% of the staff had been hired in July, 61.2% through August, 75.6% through September, 79.2% through October, 86.4% through November, 86.4% through December, 93.6% through January, 97.2% through February, and 97.2% through February.

Table 5 is a graphic display of the rank order of hiring rates.

See Table 5 on page 52

It indicates that the Educational staff rate always occurs at a significantly higher frequency than either the Environmental or DOC rate. In July Educational staff was hired at a rate 1.13 times higher than the Environmental staff. In that month DOC hired no staff. In August the rate for the Educational staff was 2.3 times higher than Environmental and 20.4 times greater than the DOC rate. In September the rate for the Educational staff was 2.48 times greater than the Environmental and 3.42 times greater than the DOC rate. In October the rate for the Educational units was 2.30 times greater than the Environmental rate and 2.03 times greater than the DOC rate. In November the rate for the Educational units was 1.62 times greater than the Environmental rate and 2.05 times greater than the DOC rate. In December the rate for the Educational

units was 1.33 times greater than the Environmental rate and 1.69 times greater than the DOC rate. In January the rate for the Educational units was 1.36 times greater than the Environmental rate and 1.56 times greater than the DOC rate. In February the rate for the Educational units was 1.42 times greater than the Environmental rate and 1.47 times greater than the DOC rate. In March the rate for the Educational units was 1.16 times greater than the Environmental rate and 1.29 times greater than the DOC rate.

Table 6 shows the reception implementation sequence.

See Table 6 on page 53

It displays the percentage of total capacity, the number of inmates received per month, the cumulative number received in each month, the cumulative percentage received by month, and the projected capacity date. The first group was received in November and was 11.1% of the capacity population. Through December 25.7% had been received, 35.7% through January, 46.9% through February, 57.7% through March, with the projected capacity date being August 1977. The rate of monthly reception increased the capacity percentage by approximately 10% a month. At that rate the projected goal of capacity by August 1977 will be met.

Findings relative to program implementation indicate that general hiring goals were met, that reception goals were approximately two months behind schedule, that implementation goals were met with the exception of: (a) 100% staff hiring by March, 1977; (b) ongoing overall staff training sessions; and (c) educational implementation (no data). The findings also raise questions relative to area hiring rates (see Conclusions, Results, Etc.). Diagnostic Center implementation sequence is subsumed in the table showing reception rates and is specifically described in the section relating the utilization frequency of the test administration.

Diagnostic

Table 7 presents mean scores for the initial diagnostic testing of 202 MCC admissions (see Appendix E for composite MMPI profile and WAIS and CAT frequency distributions).

See Table 7 on page 54

The composite MMPI profile for MCC admissions shows mean score elevations above T = 70 on the Psychopathic Deviate (scale 4) and Mania (scale 9) subscales. The 4-9 profile, the dominate configuration found within prison populations, is indicative of sociopathic personalities, i.e., under

socialized, manipulative, impulsive individuals, who are typically deficient in the ability to delay and plan socially appropriate modes of gratification. The WAIS Prorated IQ (92.32) and the SILS Full Scale score (101.24) indicates a population which falls essentially within the range of normal intelligence.

As of March 31, 1977, a total of 79 MCC residents had completed the diagnostic retest battery for their first 90-day retest cycle. The results of the test-retest analysis are presented in Table 8.

See Table 8 on page 55

The t-test for matched samples (mean difference method) was used to test for significance in difference in test-retest mean scores for all scales of the MMPI, PCI, and EPI and for the I-E Locus, CAT Total, and SILS Total scores. Statistical significance ($p < .01$) was found on the following scales: the MMPI L, K, and Si scales; the PCI Adjustment to Prison, Escapism, Parole Violator, Anxiety, and Sensori-motor Disassociation scales; the Eysenck Extroversion and Neuroticism scales; and the SILS and CAT Total scores (see Appendix E for test-retest profiles for the MMPI and PCI).

Table 8 displays changes on the MMPI (L, F, K) indicating positive shifts toward greater ego-defensiveness and a denial of blatant pathological symptomatology. The shift on the Si scale indicates a more oriented approach and outgoingness. This corresponds with the shift noted on the EPI on Scale E where the tendency is to become more extroverted. There is also a positive shift downward on the N scale of the EPI that indicates a trend toward calmness, even-temper, control, and lack of worry--that is, a shift away from neurotic symptomatology.

The significant upward shift on the SILS of 2.05 points seems attributable to increased educational stimulation since it is heavily weighted to the verbal intelligence side. This educational gain is further exemplified in the jump in CAT Total level of .80 grade level (8 months) which seems significant over only a three-month period.

The scales of the PCI indicate better impulse control and more willingness to confront problems (Ec and Pav); also anxiety was lowered (A) going along with the lowered N score on the EPI. There was a significant downward shift on sensory disassociation indicating better cognitive control and less bizarre symptomatology (cf L, F, K on MMPI).

Some unexpected results were an upward shift on

Adjustment to Prison and Aggressive Sexuality scores. One conjecture is that this phenomenon may have occurred because the men are not given access to physically aggressive outbursts. Hence, they shift their aggression to the cognitive sphere. However, it should be noted that these scores do not fall into the pathological range.

Behavioral Trends

Table 9 shows the composite trend in behavioral points (learning curve) for residents as they progress from week to week in the MCC Program.

See Table 9 on page 56

The points plotted in Table 9 are the mean behavioral scores for all residents having completed the week in program indicated, e.g., 74 men had completed at least 12 weeks in the program and the mean for these 74 12th-week scores was 54.1. Any conclusions based on Table 9 must be tentative since the means for successive weeks are based on populations of different size. A gradual, steady increase in behavioral points is, however, evident in the data. The mean increase in behavioral scores is 1.2 points per week. No outstanding plateaus or peaks are indicated.

Table 10 shows the mean total behavioral points per resident for each environmental unit by calendar week.

See Table 10 on page 57

The purpose of this analysis is to indicate the collective behavior of residents living on the same unit. A sizable weekly fluctuation in mean points is evident during the early weeks of program activity; this weekly fluctuation becomes less pronounced during successive calender weeks. This trend is due primarily to the nature of MCC arrivals. MCC residents have been received in cohorts of 15-20 men at intervals of approximately two weeks. New arrivals receive, on the average, lower behavioral scores than do men who have been in the program for a period of time. During the early weeks of the program when the MCC base population was relatively small, the arrival of a new cohort resulted in an overall reduction in mean points for the total population. As the MCC base population increases, the effect of the arrival of a new cohort becomes progressively less pronounced.

Individual Behavior Categories

Table 11 gives a breakdown of mean points per day per resident by week-in-program for each of the 21 behavior cateroies.

See Table 11 on page 58

A preliminary analysis of trends in individual behaviors was made by comparing mean performance for weeks-in-program 19-22. Mean points achieved during weeks 1-4 and during weeks 19-22 were computed for each behavior. The percentage achievement was determined by dividing the mean points achieved by the maximum points allowed for each behavior. The difference in mean points for weeks 1-4 and for weeks 19-22 was divided by the mean points for weeks 1-4 to obtain the percentage improvement in performance (see Appendix F for summary of these computations). The results of these analyses are portrayed graphically in Table 11. Results indicate that residents attain relatively high levels of performance in the areas of waking up (100% achievement), maintenance of personal and work areas (89% achievement), promptness (81% achievement), no profanity (78% achievement), and volunteering (74% achievement) during their first four weeks in the program. The behavior areas in which greatest improvement was made between the 4th and 22nd weeks are: classroom behavior (171% improvement), obeying institutional and environmental rules (135% improvement), attitude (121% improvement) and volunteering (112% improvement). Areas having most room for improvement after the 22nd week were: participation in confrontation group (36% achievement), classroom behavior (41% achievement), attitude (54% achievement), participation in quondam group

(60% achievement), decision-making (73% achievement).

Environmental Findings (see Appendix G)

Findings relative to the CIES are presented in Tables 12 and 13. Table 12 presents CIES profiles for MCC Program residents and staff.

See Table 12 on page 59

High standard scores indicate the level of perceived program emphasis in each of the subscale areas. Table 13 presents a summary of t-test analysis of CIES differeneces between staff and resident responses.

The profiles presented in Table 12 indicate a highly positive assessment of the program by both residents and staff. As a group, residents scored above 70 on all subscales except Staff Control. Resident scores on the Involvement and Support subscales fell above 80. The MCC staff scored above 60 on all subscales except Staff Control. Staff scores were above 80 on four subscales: Involvement, Support, Order and Organization, and Clarity.

The CIES profiles indicate that both staff and residents perceive the MCC environment as one which:

1. Requires active participation by residents in the day-to-day functioning of the units.

2. Encourages a helpful and supportive attitude among residents and between residents and staff.

3. Encourages open expression of feelings by both residents and staff.

4. Encourages residents to take initiative in planning and leading unit activities.

5. Is orientated toward preparing the resident for eventual release from the institution.

6. Encourages residents to be concerned with personal problems and to seek solutions to them.

7. Is well organized and functions in an orderly manner.

8. Has clear and explicit rules and procedures.

9. Places relatively low emphasis on staff control of residents.

The results of the t-test analysis of the CIES scores are given in Table 13.

See Table 13 on page 60

The t-test indicated significant differences between staff and residents in their responses on the five CIES subscales: Involvement, Order and Organization, Support, Clarity, and Staff Control.

1. Involvement: The staff perceives greater involvement of residents in the program than do residents themselves.

2. Support: The staff perceives the environment as being more supportive than do residents.

3. Order and Organization: The staff perceives the functioning of the program to be more orderly than do the residents.

4. Clarity: The staff perceives program rules and procedures to be clear and more explicit than do residents.

5. Staff Control: Staff perceives more emphasis on staff control than do residents.

Attrition Findings (see Appendix H)

Table 14 presents the rank order attition rates.

See Table 14 on page 61

A rank ordering of quarterly rates revealed that the MCC had the lowest rate. It was 4.5 times lower than the highest rate and 1.5 times lower than the lowest rate above it.

A rank ordering of monthly rates again revealed that the MCC had the lowest rate. It was 5.5 times lower than the highest rate and 1.5 times lower than the lowest rate above it.

Psychometric data

1. Stayers - The diagnostic category indicated by the composite MMPI profile for the stayers was personality disorders.

Descriptors: Avoids close interpersonal relationships; undercontrols own impulses; resents and resists authority figures; self-centered; selfish; histrionic; self-indulgent; narcissistic; excitable; irritable; provocative; impulsive; resentful; etc.

2. Transfers - The diagnostic category indicated by the composite MMPI profile for the transfers was personality disorders.

Descriptors: Poor parental relations; divorce or separation; poor relationship with siblings; much vocational indecision; poor job role identification; guilt associated with this failure to achieve; hyperactivity; poor organization; low frustration tolerance; poor interpersonal skills; little insight; fantasy; daydreaming; ruminative; overideational; depression; anxiety; tension; hostility.

Educational Findings*

The few findings in this area are subsumed in the section on diagnostic retest.

Cost

A survey of current literature provided no indicators from which cost of treatment, education, and diagnostic services could be derived. Thus, there exists no comparative

*Organizational and course scheduling preempted the data acquisition format. All processes are currently in progress and closure is programmed for August 31, 1977.

data beyond the per capita expenditure for incarceration with which MCC treatment cost could be analyzed.

For environmental treatment the cost per month has averaged approximately $13,000. Educational costs* have averaged $31,000 per month, or roughly 2.38 times greater than environmental. Implementation costs were $52,000 for environmental and $155,000 for educational, a figure three times greater than the former cost.

Demonstrated environmental production (in addition to staffing) from this period included:

1. Project CERCE Training Manual - 53 pages
2. Project CERCE Staff Manual - 26 pages
3. Project CERCE Resident Manual - 60 pages
4. Project CERCE Status Report - 10 pages

Demonstrated educational production (in addition to staffing) from this period included:

1. Project CERCE Curricula Manual - 64 pages

Environmental program activities have cost $65,000. This cost reflects 24-hour a day, 7-day a week, year-round coverage. Obviously the coverage level decreases during low activity periods. Post-implementation educational activities cost $124,000. This cost reflects from 4- to 8-hour a day coverage during standard working days and hours. It is roughly two times greater than environmental costs.

*Educational cost breakdowns are rough approximations due to lack of data. Also, the costs reflect $94,105 expended for equipment.

For the environmental program the cost per day in unit per resident was $9.98. Educational cost per day in class was $25.09, a figure 2.5 times greater than environmental treatment. The STIM Financial Aid Office calculates educational cost per day for an unmarried student living at home to be $16.90, $8.19 less than an inmate-student. In each area of consideration, educational costs ranged between two and three times higher than treatment. Diagnostic services expended $73.88 per evaluation. Understandably, cost per item in all areas will decrease in proportion to number of individuals treated.

Summary

CREC was established to provide a comprehensive and detailed systems analysis component for existing correctional programs within our area. One of the major objectives of CREC was to provide an intensive evaluation of the MCC. The prepared systems analysis is an attempt to examine aspects of the environment in such a fashion as to delineate effects and response units. There is a paucity of information regarding the intensive evaluation of a single treatment modality utilized consistently throughout a correctional institution. The MCC was built and the program implemented on the basis of a previously successful UMS. The purpose of this study was to provide findings relative to quantifiable indicators of program functionality.

This study which focuses on the problems related to an institutionwide behavioral system and reports findings concerning implementation, functionality, behavioral, psychometric and educational changes, and the relationships between those changes and the treatment modality. The findings were intended to provide the feedback data necessary to reinforce or to correct specific system behaviors as the activities influence the treatment of the population. In conclusion, this study furnishes information in a specific area which has been inadequately researched.

Conclusions

Conclusions are relative to stated program objectives noted in the original grant document.

1. A comprehensive program based on the UMS concept was designed in accordance with grant guidelines.

2. The goal of decentralizing the prison environment by establishing self-administrating inmate units has been accomplished.

3. The goal of effective control and regulation of inmates has been accomplished.

4. The goal of permitting personal control and responsibility on the part of inmates has been accomplished (see inmate flowcharts).

5. The goal of inducing behavioral change in a positive direction has been achieved (see diagnostic retest

findings and behavioral data).

6. The goal of providing an environment where the inmate is safe from beatings, robbery, rape, and harmful chemical substances has been accomplished. (No rapes, no robberies, three fights, no intoxication due to chemicals, significantly fewer proportion of disciplinary infractions when compared to other state institutions.)

7. The goal of providing educational curricula which would raise the functional educational level of inmates has been accomplished (see Diagnostic Retest section - CAT test-retest data).

8. The goal of providing educational curricula which would permit inmates to develop marketable skills relevant to community manpower needs is currently not known.

9. The goal of providing separate units designed to treat specific inmate problems and deficiencies has been partially achieved (50%). To date, a specialty unit for treating drug abuse and disciplinary problems is not functional.

10. The goal of providing work and study release programs has been accomplished.

11. The goals of compiling relevant demographic, diagnostic, educational, and behavioral data on program participants has been accomplished (75%) with the exception of educational data.

12. The goal of providing on ongoing behavioral assessment design has been implemented.

13. The goal of providing follow-up assessment of recidivism and recovery rates has not been achieved due to small number of releasees.

14. The goal of generating correctional research on the MCC population has been implemented.

In conclusion, stated program objectives have been met with the exception of education about which little is known.

Recommendations

1. Program objectives (as found in the original grant document) should be more clearly specified and defined. Example: Terms such as "functional" and "complete" in the Goals section are not treated in a quantifiable manner.

2. Comparison or control group data should be obtained in order to determine the relative effectiveness of the MCC Program. Specifically, it is suggested that comparative data be obtained from other Tennessee correctional institutions and from a control population within the MCC.

3. Diagnostic test and retest data should be correlated with behavioral and educational information in order to determine the predictive value of individual tests.

4. All behaviors should be operationally defined and anchored.

5. Measures should be developed to check the external validity and interrater reliability of the behavioral point system.

6. The curriculum, syllabus, testing package, methodology, and teaching methods should be standardized and organized in such a fashion as to promote replication and evaluation procedures.

7. Data maintenance should be accomplished in a manner which provides the educational data necessary for validation and evaluation.

8. The CIES should be used periodically to examine staff and resident perceptions of the MCC environment and specifically to determine if preliminary findings are consistent across time and treatment.

9. Attrition rates should be periodically contrasted with those of other institutions and data complied on negative terminations to determine an appropriate means for treating dropouts.

10. A standardized follow-up procedure should be developed which considers utilizing Jenkins' Maladaptive Behavioral Record, the Law Enforcement Severity Scale, and the Environmental Depravation Scale for feedback data.

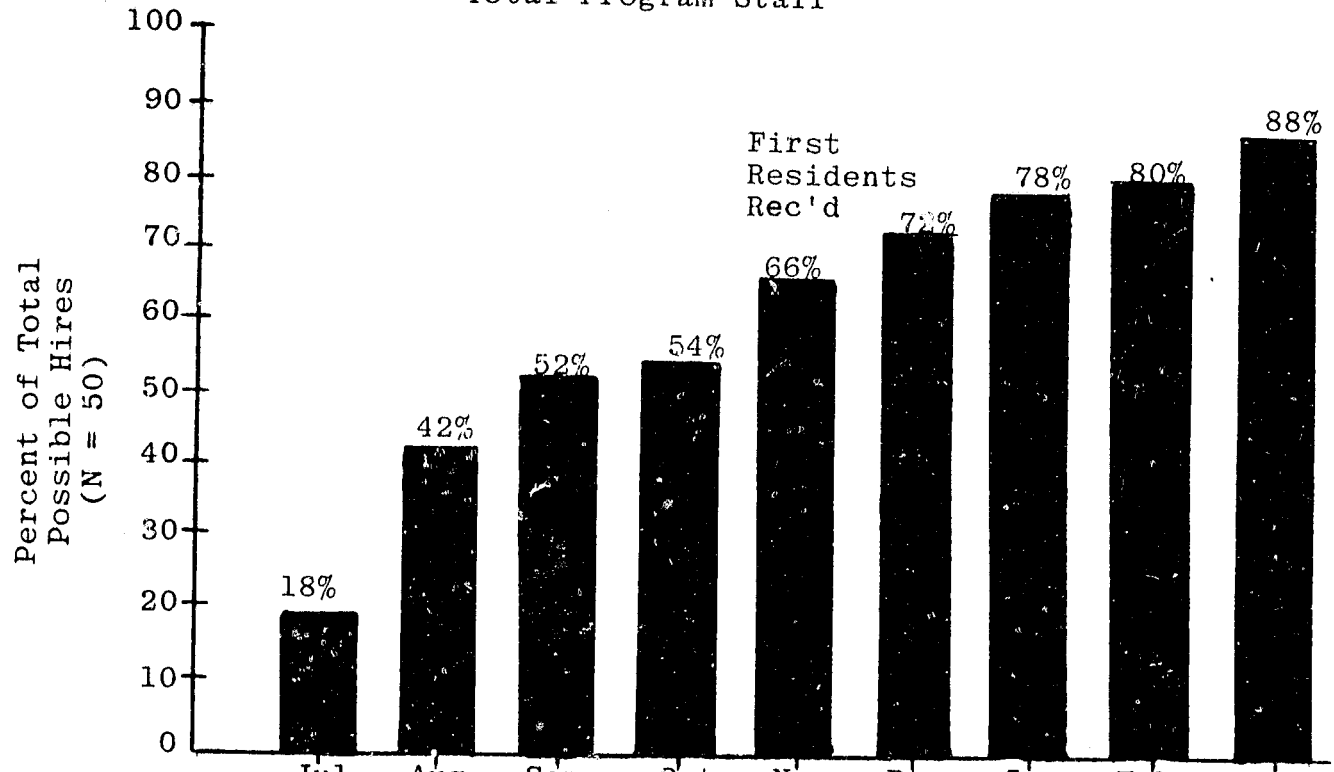
Table 1

Summary of Demographic, Offense, and Sentence Data on 202 MCC Admissions

Variables	
Race:	153 (75.74%) black 49 (24.26%) white
Age:	Mean age 24.39, range 17 to 48 years
Marital Status:	131 (64.85%) single 54 (26.73%) married 17 (8.42%) separated, divorced, common-law
Reported Education Level:	195 (96.53%) - 8th grade or higher 77 (38.12%) - 12 grade or higher 18 (8.91%) - one or more years of college
Prior Adult Convictions:	None - 135 (66.83%) One - 40 (19.80%) Two or more - 27 (13.37%)
Current Offense(s):	Total of 288 individual convictions with robbery and armed robbery occurring most frequently 132 (45.83%)
Sentence Length (Maximum):	3 to 5 years - 30 (14.85%) 6 to 10 years - 102 (50.05%) 11 to 15 years - 57 (28.22%) Over 15 years - 13 (6.44%) Mean sentence length - 11.02 years

Table 2

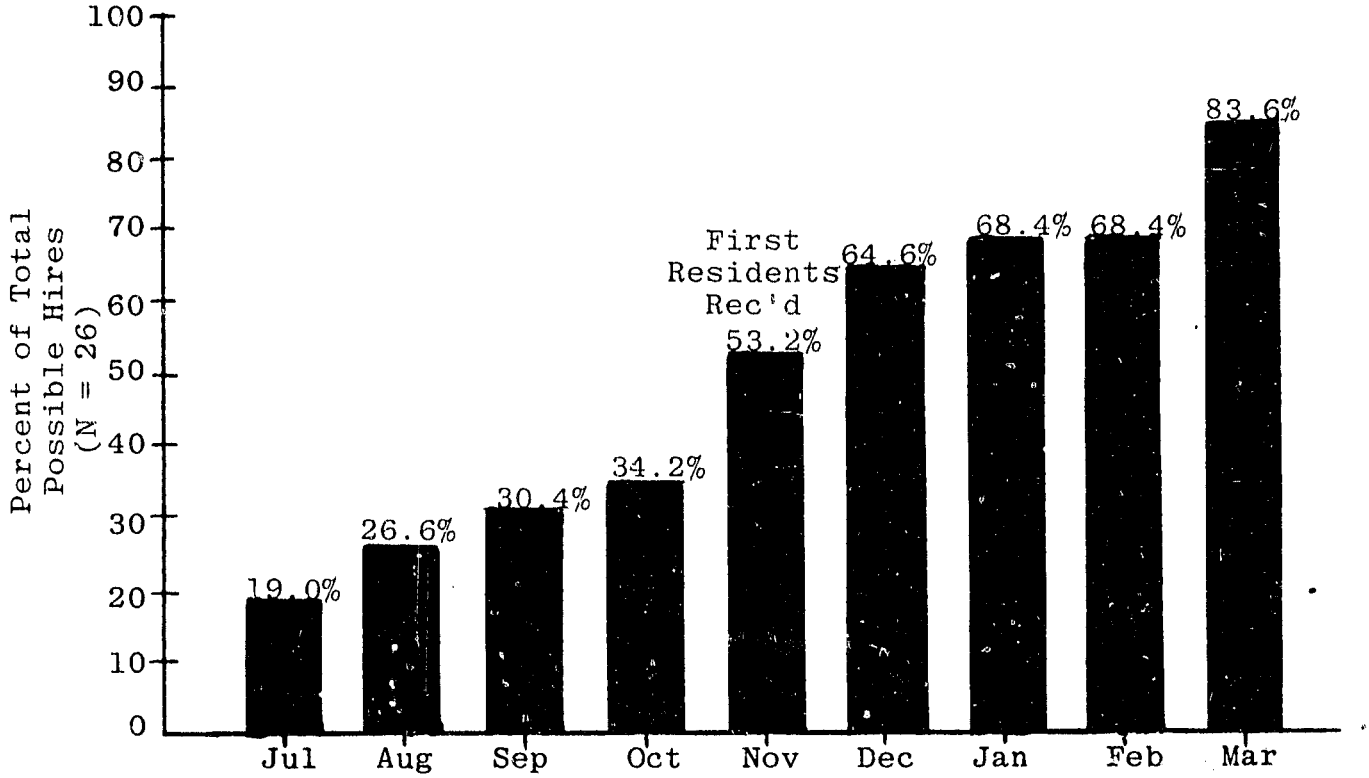
Personnel Implementation
Total Program Staff



	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
N Hired	9	12	5	1	6	3	3	1	4
Cumulative N	9	21	26	27	33	36	39	40	44

Table 3

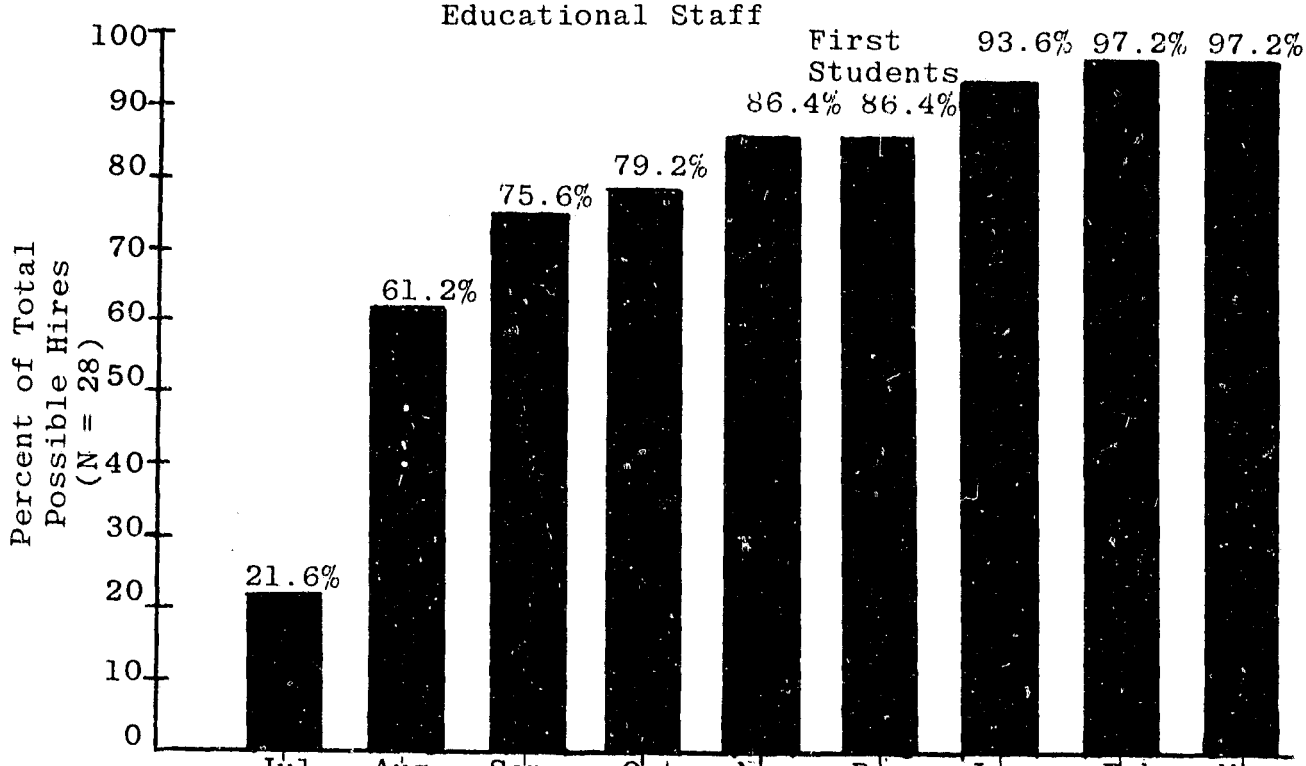
Personnel Implementation
Environmental Staff



	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
N Hired	5	2	1	1	5	3	1	0	4
Cumulative N	5	7	8	9	14	17	18	18	22

Table 4

Personnel Implementation
Educational Staff



	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
N Hired	6	11	5	1	6	3	3	1	4
Cumulative N	6	17	21	22	24	24	26	27	27

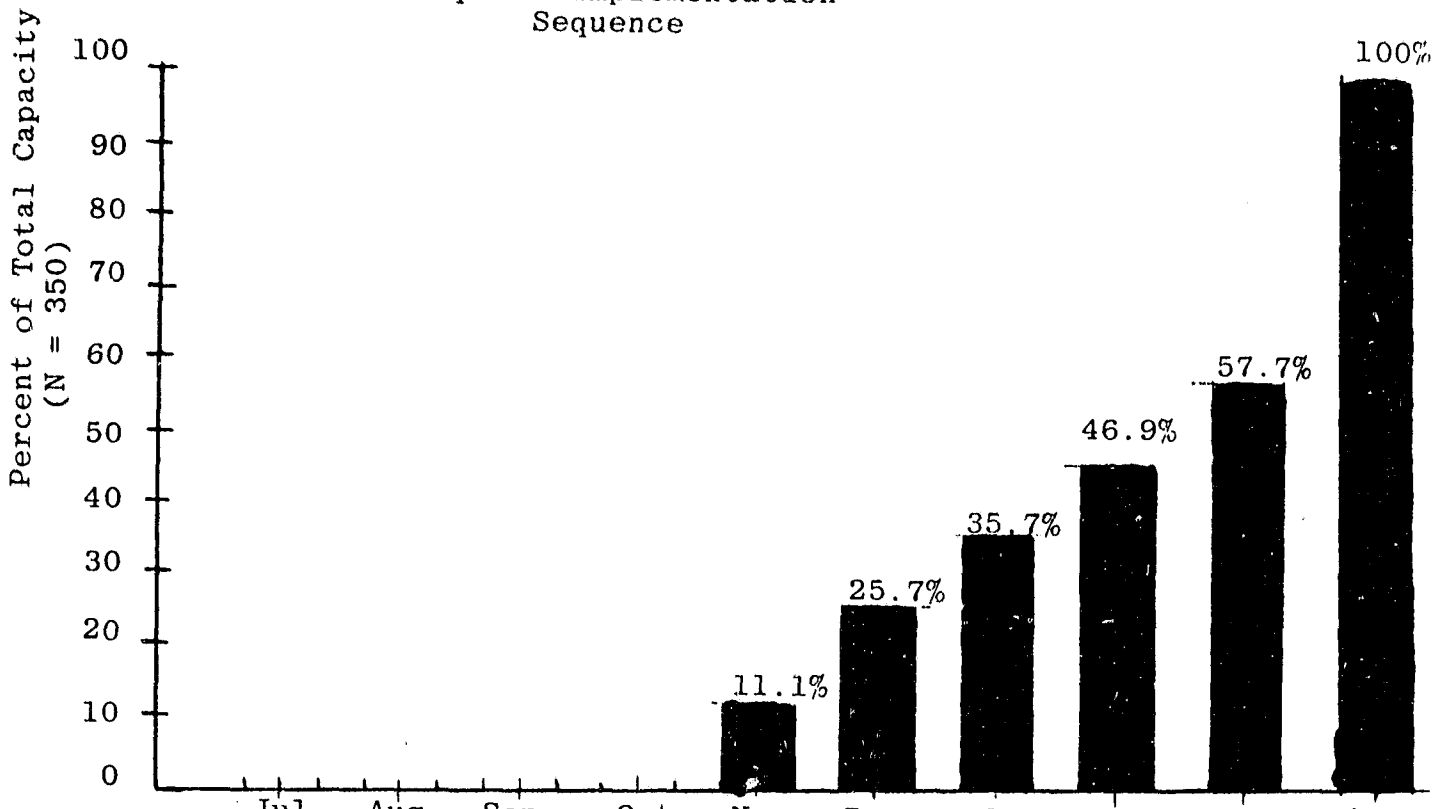
Table 5

Rank Order Hiring Rates

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Educational	21.6	61.2	75.6	79.2	86.4	86.4	93.6	97.2	97.2
Environmental	19.0	26.6	30.4	34.4	53.2	64.6	68.4	68.4	83.6
DOC	0	3	22	39	42	51	60	66	75

Table 6

Reception Implementation Sequence



	Nov	Dec	Jan	Feb	Mar	Aug
Residents	39	51	35	39	38	
Cumulative N	39	90	125	164	202	350

Table 7

Diagnostic Test Mean Scores

MCC Admissions

	N	Mean
WAIS Prorated IQ	201	92.32
California Achievement Test	201	7.79
MMPI		
L	200	4.4
F	200	9.4
K	200	13.2
Hs	200	14.1
D	200	20.3
Hy	200	20.3
Pd	200	28.2
Mf	200	25.7
Pa	200	11.1
Pt	200	30.0
Sc	200	31.4
Ma	200	26.7
Si	200	25.4
PCI		
Ap	200	14.3
Ec	200	18.2
Hc	200	34.2
Pav	200	12.6
Hsx	200	9.5
A	200	14.7
R	200	13.9
DC&I	200	2.8
SD	200	4.5
Asx	200	10.3
Eysenck		
P	177	4.08
E	177	14.81
N	177	11.21
L	177	7.09
Shipley		
SHA	178	91.52
SHV	178	96.73
SHT	178	101.24
I-E Locus	177	7.64

Table 8

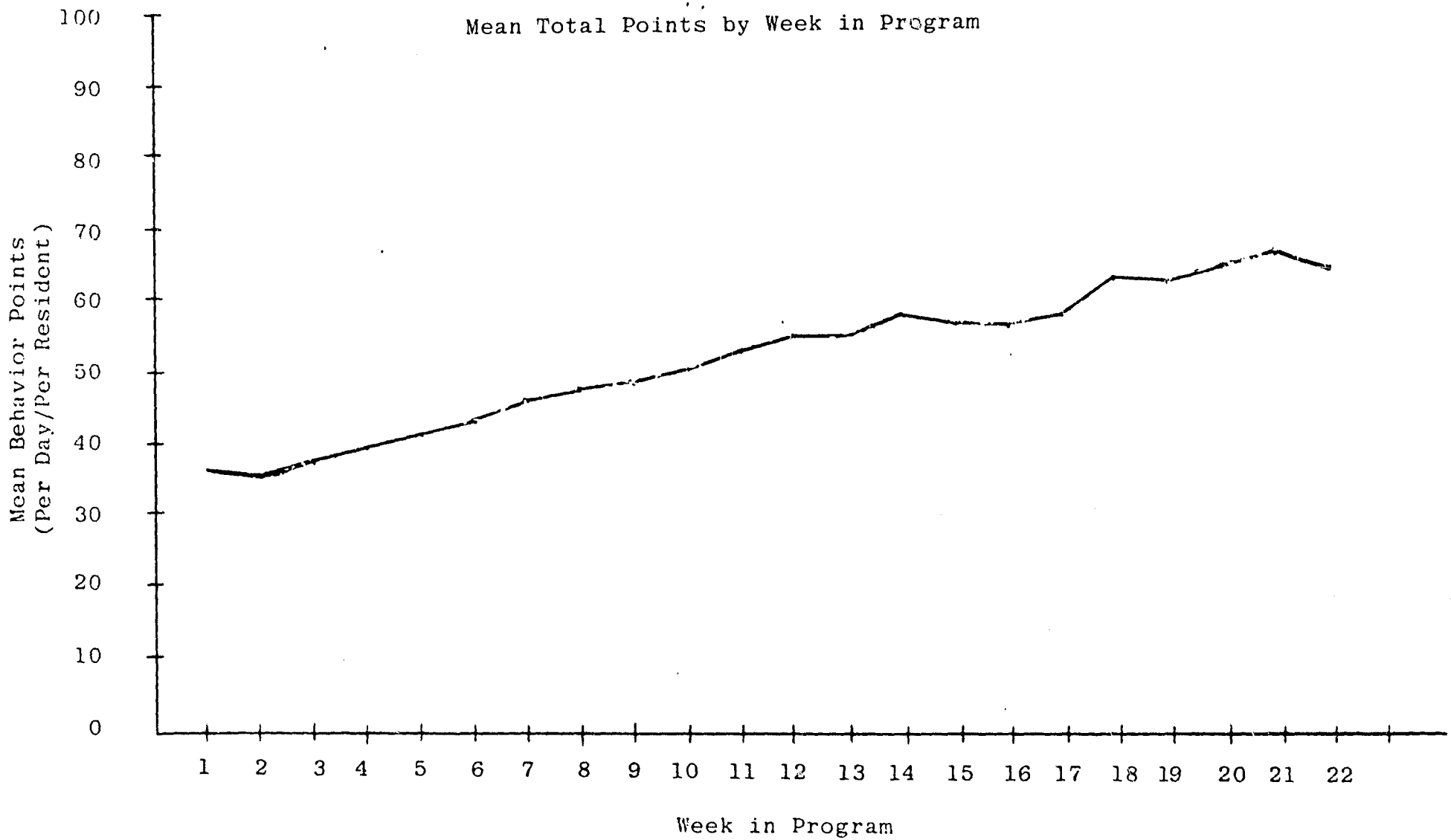
Summary t-test Analysis
Test/Retest Scores

Scale	Test	Retest	N	Mean Diff	t	P(two-tailed)
MMPI						
L	4.35	5.14	79	0.78	2.7	<.01*
F	8.46	7.73	79	-0.57	1.7	<.10
K	13.96	16.14	79	2.18	5.4	<.001**
Hs	13.46	14.33	79	0.87	1.7	<.10
D	20.11	19.77	79	-0.34	0.6	>.20
Hy	20.39	20.90	79	0.51	1.0	>.20
Pd	28.23	27.80	79	-0.43	0.9	>.20
Mf	26.53	25.75	79	-0.78	1.6	<.10
Pa	10.66	10.11	79	-0.54	1.5	<.20
Pc	28.73	28.15	79	-0.58	1.0	>.20
Sc	30.49	30.90	79	0.41	0.6	>.20
Ma	25.81	25.34	79	-0.47	1.0	>.20
Si	24.38	22.00	79	-2.38	3.4	<.001**
Shipley Total	100.18	102.23	73	2.05	3.6	<.001**
I-E Locus	7.00	6.80	71	-0.20	0.4	>.20
Eysenck						
P	3.72	3.42	71	-0.30	1.0	>.20
E	14.72	15.99	71	-1.27	2.9	<.01*
N	11.20	8.69	71	-2.51	4.9	<.001**
L	6.58	6.76	71	0.18	0.4	>.20
PCI						
Ap	13.82	14.82	79	1.00	3.2	<.01*
Ec	17.72	16.65	79	-1.07	2.6	<.01*
Hc	33.49	32.94	79	-0.42	1.1	>.20
Pav	11.80	10.70	79	-1.10	3.0	<.01*
A	13.84	10.57	79	-3.27	4.4	<.001**
R	13.90	14.51	79	0.61	1.2	>.20
DC&I	2.28	2.08	79	-0.20	0.8	>.20
SD	4.11	3.35	79	-0.76	3.0	<.01*
ASX	10.42	11.56	79	1.14	3.4	<.001**
Hsx	10.01	10.48	79	0.47	1.4	<.20
CAT Total	8.20	9.00	77	0.80	5.7	<.001**

* < .01
** < .001

Table 9

Mean Total Points by Week in Program



Mean	*36.5*	*35.9*	*37.5*	*39.2*	*40.7*	*42.8*	*45.9*	*46.9*	*48.6*	*49.9*	*51.4*	*54.1*	*53.9*	*56.9*	*56.7*	*56.0*	*57.1*	*62.0*	*61.1*	*64.7*	*66.4*	*63.0*
No. Residents	*196*	*181*	*177*	*153*	*153*	*131*	*131*	*112*	*111*	*89*	*86*	*74*	*73*	*57*	*57*	*56*	*43*	*31*	*29*	*16*	*15*	*12*

Table 10

Mean Behavioral Points By Unit By Calendar Week

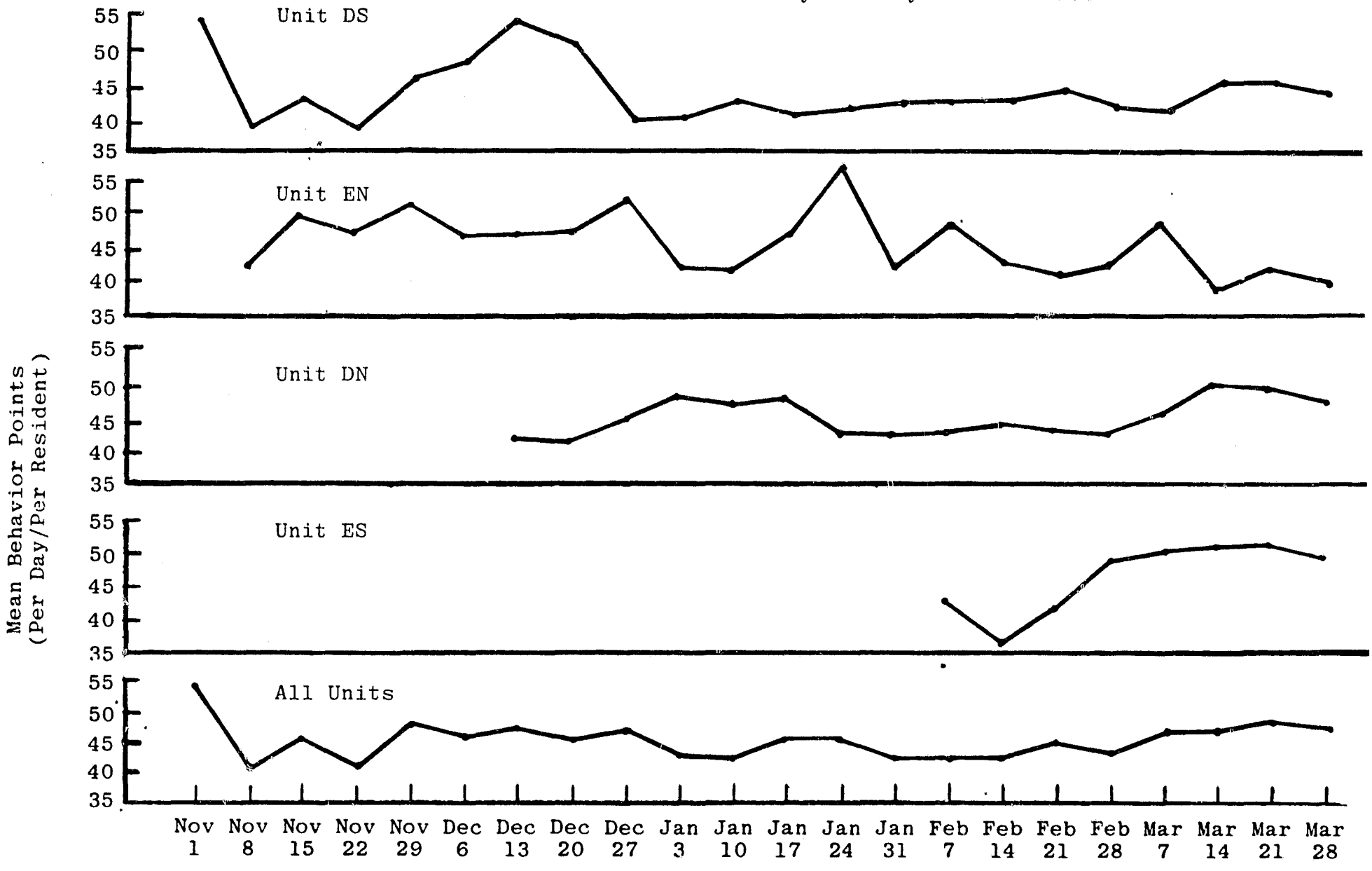


Table 11
Percentage of Maximum Behavior Scores

Achieved for Weeks in Program 1 - 4 and 19 - 22

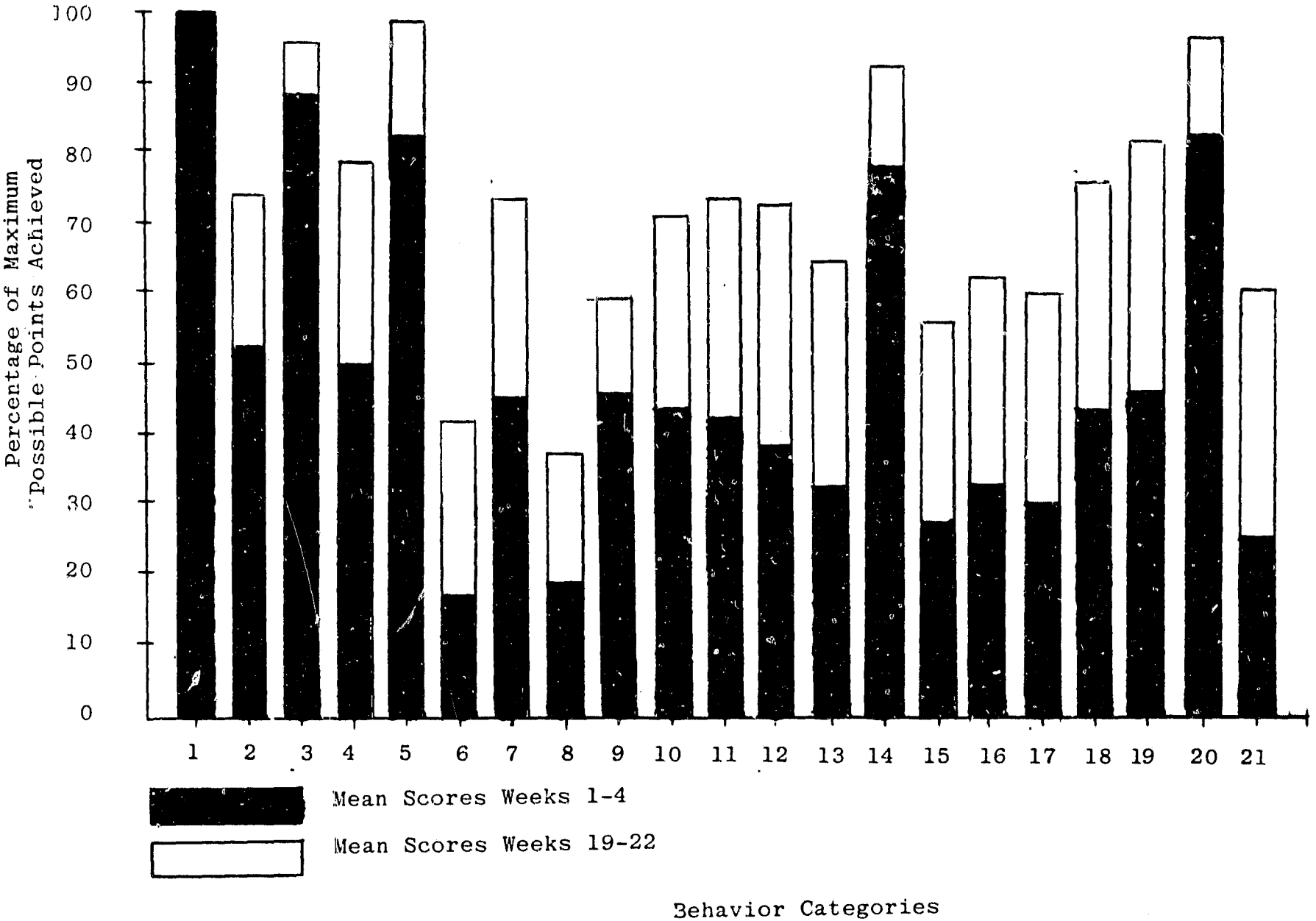


Table 12

Composite CIES Profiles
MCC STAFF and
MCC Residents

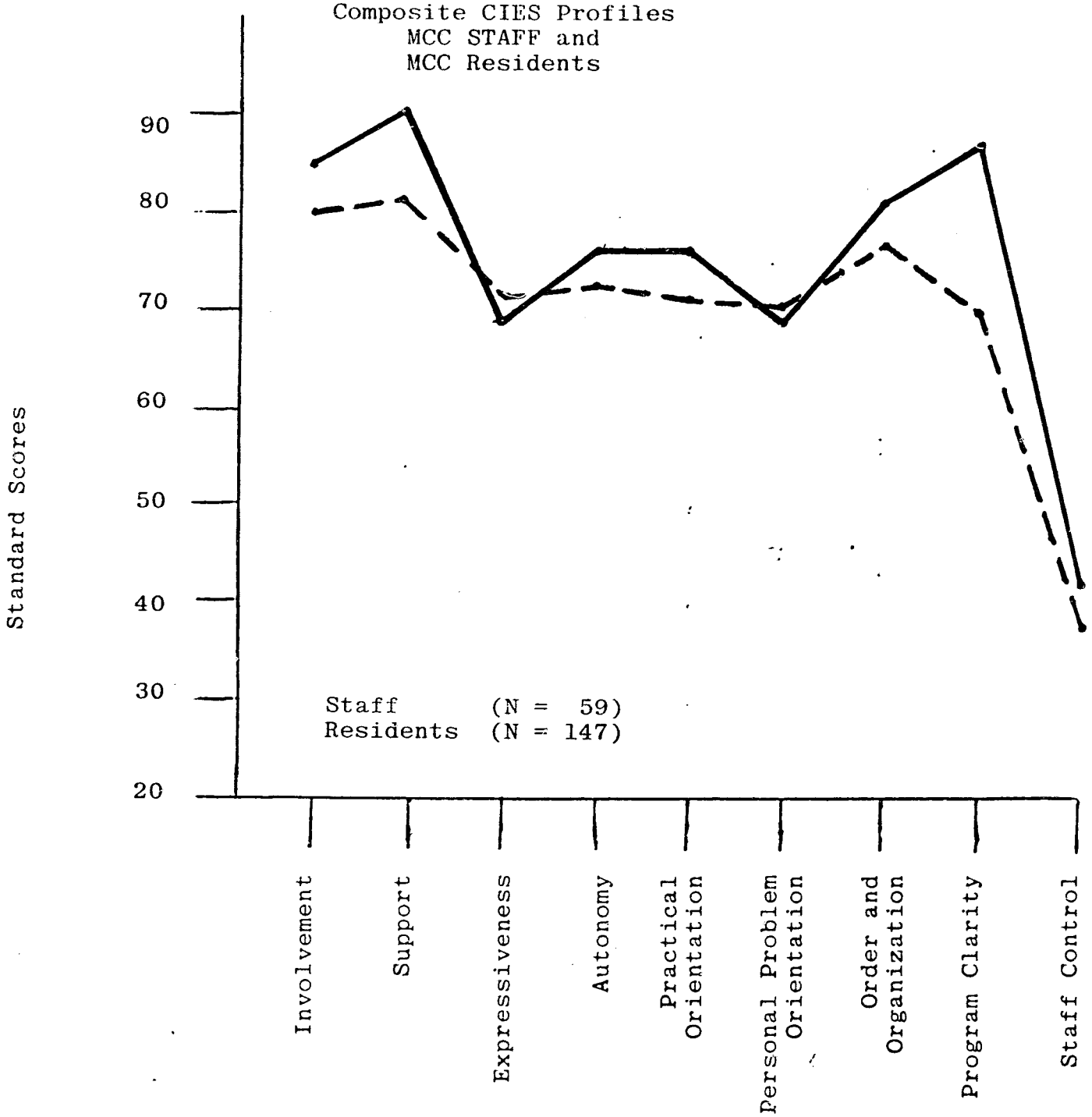


Table 13

Summary of t-test Analysis
Differences Between
Staff/Resident
Responses

	Staff Means (N = 59)	SD	Residents Means (N = 147)	SD	t
Involvement	8.34	1.86	7.65	2.11	2.16**
Support	8.02	1.77	6.99	2.37	2.98*
Expressiveness	4.92	2.20	5.49	1.94	1.83
Autonomy	6.24	1.49	6.00	2.07	0.79
Practical Orientation	8.24	1.64	7.74	1.80	1.82
Personal Problem Orientation	5.75	2.20	5.97	1.98	0.71
Order and Organization	8.61	1.54	7.97	1.81	2.39**
Program Clarity	7.03	1.79	5.29	2.00	5.84*
Staff Control	5.81	1.51	5.18	1.42	2.83*

*p > .01 (2-tailed)
**p > .05 (2-tailed)

Table 14

Rank Order - Attrition Rate

Rank order - quarterly rate		%
1	Turney Center	32
2/3	Fort Pillow	22
	Tennessee State Penitentiary	22
4	Brushy Mountain	11
5	Memphis Correctional Center	07

Rank order - monthly rate		%
1	Turney Center	11
2/3	Fort Pillow	07
	Tennessee State Penitentiary	07
4	Brushy Mountain	04
5	Memphis Correctional Center	02

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Appendix A

Materials

Social History Form

Diagnostic Summary Sheet

Weekly Point Sheet

CIES Form R Subscale Descriptions

ENVIRONMENTAL UNITS

SOCIAL HISTORY FORM

NAME _____ DATE _____

CHARGE _____ M- NUMBER _____

SENTENCE _____ PAROLE DATE _____

RELEASE DATE WITHOUT PAROLE _____

HOW MUCH TIME HAVE YOU SERVED ON CURRENT SENTENCE _____

DATE YOU FIRST WENT TO JAIL FOR THIS CHARGE _____

AGE _____ DATE OF BIRTH _____ RACE _____

SEX _____ PLACE OF BIRTH _____

SOCIAL SECURITY NUMBER _____

PARENTAL INFORMATION

FATHER'S NAME _____ AGE _____

PRESENT ADDRESS _____ PHONE _____

MOTHER'S NAME _____ AGE _____

PRESENT ADDRESS _____ PHONE _____

NUMBER OF BROTHERS _____

NUMBER OF SISTERS _____

MILITARY RECORD

ENLISTED _____ DISCHARGED _____

TYPE OF DISCHARGE _____

EDUCATION

HIGH SCHOOL ATTENDED _____

LAST GRADE COMPLETED _____

DO YOU HAVE A G.E.D. OR HIGH SCHOOL DIPLOMA? YES _____ NO _____

DID YOU EVER ATTEND COLLEGE? YES _____ NO _____

IF YES, WHAT COLLEGE? _____

WHAT WAS YOUR MAJOR? _____ HOURS COMPLETED _____

ARE YOU INTERESTED IN CONTINUING YOUR EDUCATION WHILE INCARCERATED AT MCC? YES _____ NO _____

IF YES, IN WHAT AREA (S) BASIC EDUCATION _____ GED _____
COLLEGE _____

TRADE/SKILL (SPECIFY)

A. DATA ENTRY _____
B. INDUSTRIAL MAINTENANCE TECHNOLOGY _____
C. FOOD SERVICE TECHNOLOGY _____
D. WAREHOUSING TECHNOLOGY CERTIFICATE PROGRAM _____
E. BUILDING CONSTRUCTION TECHNOLOGY _____
F. SURVEYING AND DRAFTING AND DRAFTING TECHNOLOGY _____
G. WELDING TECHNOLOGY _____

PERSONAL

DO YOU HAVE ANY PHYSICAL HANDICAPS? YES _____ NO _____

IF YES, EXPLAIN: _____

_____

HAVE YOU EVER PREVIOUSLY BEEN INCARCERATED AS A JUVENILE OR ADULT?

YES _____ NO _____

IF YES:

WHERE	DATE	CHARGE	AGE	SENTENCE	DATE OF RELEASE

HAVE YOU EVER VIOLATED PAROLE? YES _____ NO _____

HAVE YOU EVER ESCAPED OR ATTEMPTED ESCAPE? YES _____ NO _____

IN CASE OF EMERGENCY, WHO SHOULD WE CONTACT?

NAME _____ ADDRESS _____

PHONE _____ RELATIONSHIP _____

FAMILY INFORMATION

ARE YOU MARRIED _____ SINGLE _____ DIVORCED _____

INFORMALLY SEPARATED _____ SEPARATED BY DEATH _____

MARRIED BY COMMON LAW _____ HOW MANY TIMES HAVE YOU BEEN MARRIED ____

PRESENT WIFE'S NAME _____

ADDRESS _____ PHONE _____

HOW IS YOUR FAMILY FINANCIALLY SUPPORTED DURING YOUR ABSENCE? _____

_____

CHILDREN:

NAME	AGE	ADDRESS	BY MARRIAGE OR OTHER MEANS
1. _____	____	_____	_____
2. _____	____	_____	_____
3. _____	____	_____	_____
4. _____	____	_____	_____
5. _____	____	_____	_____
6. _____	____	_____	_____

OCCUPATIONAL HISTORY

WHERE WERE YOU LAST EMPLOYED? _____

WHAT WAS YOUR TITLE? _____

WHAT TYPE OF WORK DO YOU GENERALLY DO? _____

OCCUPATIONAL SKILLS, IF ANY: _____

_____

_____

_____

MEDICAL DISORDERS

DO YOU TAKE ANY MEDICATION NOW? YES _____ NO _____

IF YES SPECIFY: _____

_____

ADDITIONAL INFORMATION: _____

_____

_____

_____

DID YOU EVER USE ALCOHOL? YES _____ NO _____

ABOUT HOW MUCH DID YOU DRINK IN A WEEK'S TIME _____

ABOUT HOW MANY TIMES A WEEK DID YOU DRINK? _____

ABOUT HOW MANY TIMES A WEEK DID YOU GET DRUNK? _____

ARE YOU AN ALCOHOLIC? YES _____ NO _____

HAVE YOU EVER USED DRUGS? YES _____ NO _____

	AMOUNT USED			
	HOW MUCH	DAILY	WEEKLY	MONTHLY
( ) MARIJUANA (GRASS, REEFER)	_____	_____	_____	_____
( ) LSD, ACID	_____	_____	_____	_____
( ) AMPHETAMINES (SPEED, UPPERS)	_____	_____	_____	_____
( ) BARBITURATES (DOWNERS)	_____	_____	_____	_____
( ) SNIFFING GLUE	_____	_____	_____	_____
( ) COCAINE	_____	_____	_____	_____
( ) HEROIN	_____	_____	_____	_____
( ) MORPHINE	_____	_____	_____	_____

( ) OTHER (LIST THEM) _____, _____, _____

ARE YOU NOW OR HAVE BEEN EVER BEEN DRUG DEPENDENT? YES _____ NO _____

WERE YOU UNDER THE INFLUENCE OF DRUGS OR ALCOHOL WHEN YOU DID WHAT YOU DID TO BE IN JAIL? YES _____ NO _____ (ALCOHOL_____DRUG _____)

IF YOU WERE IN JAIL MORE THAN ONCE, HOW MANY TIMES WERE YOU UNDER THE INFLUENCE OF DRUGS OR ALCOHOL WHEN YOU DID WHAT YOU DID TO BE IN JAIL. TIMES _____ (ALCOHOL_____DRUGS _____)

HAVE YOU USED WHILE INCARCERATED CONTRABAND SUBSTANCES? YES___ NO____
ALCOHOL ____DRUGS_____ HOW OFTEN? DAILY_____?
MORE THAN ONCE A WEEK ____?
ONCE A WEEK _____?
ONCE A MONTH_____?
MORE THAN ONCE A MONTH _____?
OTHER _____

DIAGNOSTIC SUMMARY SHEET

Name_____ Date_____

ID#_____(1-4)

WAIS: Comp_____(41-42) Sim_____(43-44) D_____(45-46) PC_____(47-48)
PRIQ_____(49-51)

MMPI: ?_____(53-54) L_____(55-56) F_____(57-58) K_____(59-60)
Hs_____(61-62) D_____(63-64) Hy_____(65-66) Pd_____(67-68)
Mf_____(69-70) Pa_____(71-72) Pt_____(73-74) Sc_____(75-76)
Ma_____(77-78) Si_____(79-80)

MFD: _____(8-10) DAP: _____(12-14) I-E Locus: _____(16-17)

Shipley ILS: SHA_____(19-21) SHV_____(22-24) SHT_____(25-27)

Hand Test: Aff_____(29-30) Dep_____(31-32) Com_____(33-34) Ex_____(35-36)
Dir_____(37-38) Ag_____(39-40) ΣINT_____(41-42) Acg_____(43-44)
Act_____(45-46) Pas_____(47-48) ΣENV_____(49-50) Ten_____(51-52)
Crip_____(53-54) Fr_____(55-56) ΣMAL_____(57-58) Des_____(59-60)
Fail_____(61-62) Biz_____(63-64) ΣWITH_____(65-66)
Path_____(67-68) R_____(69-70) AIRT_____(71-74) AOR_____(75-79)
H-L_____(35-36, Card #1)

Eysenck PI: P_____(8-9) E_____(10-11) N_____(12-13) L_____(14-15)

PCI: Ap_____(17-18) Ec_____(19-20) HC_____(21-22) PaV_____(23-24)
Hsx_____(25-26) A_____(27-28) R_____(29-30) Dc&I_____(31-32)
SD_____(33-34) Asx_____(35-36)

CAT: Reading_____(37-40) Voc_____(41-44) Comp_____(45-48)
Math_____(49-52) Comp_____(53-56) Conc&Pro_____(57-60)
Language_____(61-64) Mech_____(65-68) US&Str_____(69-72)
Spell_____(73-76) Total_____(77-80)

Weekly Point Sheet (Front)

NAME_____ PREPARED BY:_____

NUMBER_____ WEEKLY POINT TOTAL_____

WEEK_____

		POINTS
1.	Waking up on time	0-2
2.	Appropriate participation in warmup Meeting	0-4
3.	Maintenance of personal and assigned work areas	0-2
4.	Appropriate personal apperance--Dress Code	0-4
5.	Being prompt (for groups, school, etc.)	0-2
6.	Classroom behavior	0-5
7.	Appropriate participation on Work Call	0-5
8.	Appropriate participation in Confrontation Group	0-5
9.	Appropriate participation in Quondam Group	0-5
10.	Appropriate participation in other groups or Activities	0-5
11.	Appropriate interaction with peers	0-5
12.	Accepting verbal cues	0-5
13.	Issuing verbal cues	0-5
14.	Volunteering	0-3
15.	Appropriate Attitude	0-10
16.	Accepting responsibility	0-5
17.	Decision making	0-5
18.	Honesty	0-5
19.	Utilizing Chain of Command properly	0-5
20.	NO profanity	0-3
21.	Obeying all institutional and Environmental Unit Rules	0-10
	TOTAL	100 POINTS

Weekly Point Sheet (Back)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
TAL							

CIES Form R Subscale Descriptions

I Relationship Dimensions

1. Involvement — measures how active and energetic inmates are in the day-to-day functioning of the program, i.e., interacting socially with other inmates, doing things on their own initiative, and developing pride and group spirit in the program.

2. Support — measures the extent to which inmates are encouraged to be helpful and supportive towards other inmates, and how supportive the staff is towards inmates.

3. Expressiveness — measures the extent to which the program encourages the open expression of feelings (including angry feelings) by inmates and staff.

II Treatment Program Dimensions

4. Autonomy — assesses the extent to which inmates are encouraged to take initiative in planning activities and take leadership in the unit.

5. Practical Orientation — assesses the extent to which the inmate's environment orients him towards preparing himself for release from the program. Such things as training for new kinds of jobs, looking to the future, and setting and working towards goals are considered.

6. Personal Problem Orientation — measures the extent to which inmates are encouraged to be concerned with their personal problems and feelings and to seek to understand them.

III System Maintenance Dimensions

7. Order and Organization — measures how important order and organization is in the program, in terms of inmates (how they look), staff (what they do to encourage order) and the facility itself (how well it is kept).

8. Clarity — measures the extent to which the inmate knows what to expect in the day-to-day routine of his program and how explicit the program rules and procedures are.

9. Staff Control — assesses the extent to which the staff use measures to keep inmates under necessary controls, i.e., in the formulation of rules, the scheduling of activities, and in the relationships between inmates and staff.

Appendix B

Behavioral Point System

Behavioral Point Assessment

Negative Behavior Incidents

Behavioral Point Assessment

Each MCC resident is awarded points daily for each of the following behavioral categories.

	Behavior	Points
1.	Waking up on time	0-2
2.	Appropriate participation in warmup meeting	0-4
3.	Maintenance of personal and assigned work areas	0-2
4.	Appropriate personal appearance--dress code	0-4
5.	Being prompt (for groups, school etc.)	0-2
6.	Classroom behavior	0-5
7.	Appropriate participation on work call	0-5
8.	Appropriate participation in confrontation group	0-5
9.	Appropriate participation in quondam group	0-5
10.	Appropriate participation in other groups or activities	0-5
11.	Appropriate interaction with peers	0-5
12.	Accepting verbal cues	0-5
13.	Issuing verbal cues	0-5
14.	Volunteering	0-3
15.	Appropriate attitude	0-10
16.	Accepting responsibility	0-5
17.	Decision making	0-5
18.	Honesty	0-5
19.	Utilizing chain of command properly	0-5
20.	No profanity	0-3
21.	Obeying all institutional and environmental unit rules	0-10
	Total	100

Negative Behavior Incidents

1. Lying
2. Horseplaying
3. Excessive noise making
4. Personal appearance
5. Not functioning or functioning at a low level
6. Being troublesome
7. Avoiding responsibility
8. Rationalizing
9. Not participating
10. Not being aware
11. Being impulsive
12. Abusing privileges
13. Having a poor attitude
14. Non-accepting
15. Being forgetful
16. Not relating
17. Not following instructions
18. Not keeping area neat
19. Nodding
20. Negative manipulating
21. Arguing
22. Reacting in group or on the floor
23. Subgrouping or contracting
24. Responsibility for visitors' actions and behavior
25. Carrying another person's weight or "red-crossing"
26. Using profanity
27. Not utilizing verbal cues system

Appendix C

Data Coding Format

Card #1 Demographic and Diagnostic Data-Printout Header
Abbreviations Are Enclosed in Parenthesis e.g., (ID)

Card Column	Descriptor
Demographic, Offense, Sentence Data	
1-4	Inmate ID # (ID), e.g., MO21
6	Card Number (CD) Code 1
8-9	Prior Adult Convictions (PC), e.g., 01
11	Race (R) Code B-Black, W-White, O-Other
13-14	Age (AG) e.g., 21
16	Marital Status (MS) Code 0-Single, 1-Married, 2-Divorced, 3-Separated, 4-Common Law
18-21	Data of Arrival at MCC (ARRV) Code Month and Year of Arrival, e.g., 1176
23-26	Earliest Release Date (EDOR) Code Month and Year of Earliest Release, e.g., 0181
28-29	Current Offense (OFFENS) Use 2-Digit Offense Code (Attachment A)
30-31	Current Offense
32-33	Current Offense
35-36	Sentence Length (SN) Code Maximum Years of Sentence, e.g., for Sentence of 4-10 years, Code 10
38-39	Last Grade Completed (GR) e.g., Code 08 for 8th Grade
	Wechsler Adult Intelligence Scale (WAIS) Scores
41-42	Comprehension (CM)
43-44	Similarities (SM)
45-46	Digit Span (D)
47-48	Picture Completion (PC)
49-51	Prorated Intelligence Quotient (PRI)
	Minnesota Multiphasic Personality Inventory (MMPI)
53-54	Unanswered (Q)
55-56	Lie (1)
57-58	Validity (F)
59-60	Correction (K)
61-62	Hypochondriasis (Hs)
63-64	Depression (D)
65-66	Hysteria (Hy)
67-68	Psychopathic Deviation (Pd)
69-70	Masculinity/Femininity (MF)
71-72	Paranoia (Pa)
73-74	Psychasthenia (Pt)
75-76	Schizophrenia (Sc)
77-78	Hypomania (Ma)
79-80	Social Introversion (Si)

Card #2 Diagnostic Data

Card Column	Descriptor
1-4	Inmate ID# (ID)
6	Card Number (CD), Code 2
8-10	Memory for Designs (MFD)
12-14	Draw-a-Person (DAP)
16-17	I-E Locus of Control (IE)
	Shipley Hartford Intelligence Test (SHIP)
19-21	Abstract (SHA)
22-24	Verbal (SHV)
25-27	Total (SHT)
	Hand Test
29-30	Affection (AFF)
31-32	Dependence (DEP)
33-34	Communication (COM)
35-36	Exhibition (EX)
37-38	Direction (DIR)
39-40	Aggression (AG)
41-42	Interpersonal (INT)
43-44	Acquisition (ACQ)
45-46	Active (ACT)
47-48	Passive (PAS)
49-50	Environmental (EV)
51-52	Tension (TEN)
53-54	Crippled (CRP)
55-56	Fear (FR)
47-58	Maladjustment (MAL)
59-60	Description (DES)
61-62	Failure (FAL)
63-64	Bizarre (BIZ)
65-66	Withdrawal (WTH)
67-68	Pathological (PTH)
69-70	Total Number of Responses (R)
71-74	Average Initial Response Time (AIRT)
75-79	Acting-out Ratio (AOR)

Card #3 Diagnostic Data

Card Column	Descriptor
1-4	Inmate ID# (ID)
6	Card Number (CD)
	Eysenck Personality Inventory (EYSNK)
8-9	Psychoticism (P)
10-11	Extroversion (E)
12-13	Neuroticism (N)
14-15	Lie (L)
	Prison Classification Inventory (PCI)
17-18	Adjustment to Prison (AP)
19-20	Escapism (EC)

21-22	Habitual Criminalism (HC)
23-24	Parole Violator (PAV)
25-26	Homosexuality (HSX)
27-28	Anxiety (A)
29-30	Repression (R)
31-32	Defective Control and Inhibition (DCI)
33-34	Sensorimotor Dissociation (SD)
35-36	Aggressive Sexuality (ASX)
	California Achievement Test (CAT)
37-40	Reading Total (READ)
41-44	Vocabulary (VOC)
45-48	Reading Comprehension (RCOMP)
49-52	Math Total (MATH)
53-56	Math Comprehension (MCOMP)
57-60	Math Concepts (CONC)
61-64	Language Total (LANG)
65-68	Language Mechanics (MECH)
69-72	Usage and Structure (USTR)
73-76	Spelling (SPEL)
77-80	Total (TOT)

Card #5 Weekly Behavioral Scores

Card Column	Descriptor
1-4	Inmate ID#
6	Card #5
	Behavioral Scores
8-9	Waking Up On Time
10-11	Appropriate Participation in Warm-Up Meeting
12-13	Maintenance of Personal and Assigned Work Areas
14-15	Appropriate Personal Appearance - Dress Code
16-17	Being Prompt (for Groups, School, Etc.)
18-19	Classroom Behavior
20-21	Appropriate Participation on Work Call
22-23	Appropriate Participation in Confrontation Group
24-25	Appropriate Participation in Quondam Group
26-27	Appropriate Participation in Other Groups or Activities
28-29	Appropriate Interaction with Peers
30-31	Accepting Verbal Cues
32-33	Issuing Verbal Cues
34-35	Volunteering
36-37	Appropriate Attitude
38-39	Accepting Responsibility
40-41	Decision Making
42-43	Honesty
44-45	Utilizing Chain of Command Properly
46-47	No Profanity
48-49	Obeying All Institutional and Environmental Unit Rules
51-52	Range of Daily Scores
53-59	Date of Scores
61-62	Unit Code, e.g., EN, DS
65	Number of Days Resident Was on Unit
67-72	Resident's Dated Entrance into MCC
74-75	Number of Weeks Resident Has Been in Program
77-80	Rater's ID#

Card #6 Diagnostic Retests

Card Column	Descriptor
1-4	Inmate ID#
6	Card #6
8-13	Date of Retest, e.g., 031777
	MMPI Retest Scores
17-18	L
19-20	F
21-22	K
23-24	Hs
25-26	D
27-28	Hy
29-30	Pd
31-32	Mf
33-34	Pa
35-36	Pt
37-38	Sc
39-40	Ma
41-42	Si
44-45	I-E Locus of Control
	Shipley-Hartford
47-49	SHA
50-52	SHV
53-55	SHT
	Eysenck
57-58	P
59-60	E
61-62	N
63-64	L

Card #7 - Diagnostic Retests

Card Column	Descriptor
1-4	Inmate ID#
6	Card #7
8-13	Date of Retest
	Prison Classification Inventory
15-16	AP
17-18	EC
19-20	HC
21-22	PAV
23-24	HSX
25-26	A
27-28	R
29-30	DCI
31-32	SD
33-34	ASX
	California Achievement Test
36-39	READ

40-43	VOC
44-47	RCOMP
48-51	MATH
52-55	MCOMP
56-59	CONC
60-63	LANG
64-67	MECH
68-71	USTR
72-75	SPEL
76-79	TOT

Attachment A

Offense Codes

01	Murder 1st Degree	51	Poss w/Intent to Sell CS (NS)
02	Murder 2nd Degree	52	Sale of CS (NS)
03	Manslaughter	53	Poss CS (LSD)
04	Assault w/Intent to Murder	54	Poss w/Intent to Sell LSD
05		55	Sale CS (LSD)
06		56	Poss CS (MJ)
07		57	Poss w/Intent (MJ)
08		58	Sale CS (MJ)
09		59	Poss CS (Heroin)
10	Robbery	60	Poss CS w/Intent (Heroin)
11	Armed Robbery	61	Sale CS (Heroin)
12	Robbery w/Deadly Weapon	62	
13	Simple Robbery	63	
14	Attempt to Commit Armed Robbery	64	
15	Assault w/Intent to Commit Armed Robbery	65	
		66	
16		67	
17		68	
18		69	
19		70	Fraud
20	Burglary 1st Degree	71	Forgery
21	Burglary 2nd Degree	72	Uttering Forged Papers
22	Burglary 3rd Degree	73	Passing Bad Checks
23	Attempt to Break and Enter	74	Embezzlement
24	Breaking/Entering Vehicle	75	
25	Attempt to Break/Enter Vehicle	76	
26	Possession Burglary Tools	77	
27	Burglary Boxcar	78	
28	Attempted Burglary	79	
29	Burglary	80	Attempt to Commit Felony
30	Larceny	81	Arson
31	Petty Larceny	82	Poss Sawed Off Shotgun
32	Grand Larceny	83	Use of Firearms to Get Away
33	Larceny (Vehicle)	84	Receiving/Concealing Stolen Property
34	Attempted Larceny		
35		85	Assault
36		86	
37		87	
38		88	
39		89	
40	Rape	90	Prison Escape
41	Assault w/Intent to Rape	91	Jail Escpae
42	Assault w/Intent to Have Carnal Knowledge	92	Work Release Escape
		93	Bail Jumping
43		94	Parole Violation
44		95	
45	Crime Against Nature	96	
46		97	
47		98	
48		99	
49			
50	Possession Controlled Substance (NS)		

Appendix D

Demographic Data

Age

Marital Status

Reported Education Level

Prior Adult Convictions

Current Offense

Maximum Length of Sentence

Age Distribution

Age	No. Residents	Percent
17	1	.50
18	1	.50
19	10	4.95
20	15	7.43
21	28	13.86
22	37	18.32
23	16	7.92
24	13	6.44
25	12	5.94
26	17	8.42
27	15	7.43
28	8	3.96
29	3	1.49
30	6	2.97
31	4	1.98
32	5	2.48
33	5	2.48
34	3	1.49
35	1	.50
47	1	.50
48	1	.50
	202	100.00

Mean Age = 24.39

Marital Status

	Number	Percent
Married	54	26.73
Single	131	64.85
Widowed	0	0.00
Divorced	10	4.95
Separated	4	1.98
Common Law	3	1.49
Total	202	100.00

CONTINUED

1 OF 2

Reported Education Level

Highest Grade Completed	Number of Residents	Percent
1st	0	0.00
2nd	0	0.00
3rd	1	0.50
4th	0	0.00
5th	1	0.50
6th	3	1.49
7th	2	0.99
8th	12	5.94
9th	18	8.91
10th	35	17.33
11th	53	26.24
12th	48	23.76
GED	11	5.45
1 yr college	9	4.46
2 yrs college	4	1.98
3 yrs college	4	1.98
4 yrs college	1	0.50
	202	100.00

Prior Adult Convictions

Number Prior Convictions	Number Residents	Percent
0	135	66.83
1	40	19.80
2	17	8.42
3 or more	10	4.95
	202	100.00

Current Offense

Offense	Number	Percent
Murder 1st Degree	1	0.35
Murder 2nd Degree	6	2.08
Manslaughter	1	0.35
Rape	14	4.86
Other Sex	4	1.39
Armed Robbery	104	36.11
Robbery	28	9.72
Assault	17	5.91
Burglary	36	12.50
Auto Theft	2	0.69
Larceny	31	10.76
Stolen Property	10	3.47
Fraud & Forgery	6	2.08
Drugs	13	4.52
Escape	3	1.04
Miscellaneous*	12	4.17
Total	288**	100.00

* This category includes: preparation for arson, use of firearms in getting away from crime, possession of burglary tools, attempt to commit felony, jumping bail, passing a bad check, possession of a sawed-off shotgun, breaking and entering a vehicle, etc.

** Each charge was counted individually--some men have more than one charge, resulting in more charges than men.

Maximum Length of Sentence

Maximum Sentence Length	No. Residents	Percent
to 1 yr.	0	0.00
to 2 yrs.	0	0.00
to 3 yrs.	6	2.97
to 4 yrs.	6	2.97
to 5 yrs.	18	8.91
to 6 yrs.	3	1.49
to 7 yrs.	1	0.50
to 8 yrs.	2	0.99
to 9 yrs.	1	0.50
to 10 yrs.	95	47.03
to 11 yrs.	4	1.98
to 12 yrs.	4	1.98
to 13 yrs.	1	0.50
to 14 yrs.	0	0.00
to 15 yrs.	48	23.76
to 16 yrs.	0	0.00
to 17 yrs.	0	0.00
to 18 yrs.	2	0.99
to 19 yrs.	1	0.50
to 20 yrs.	8	3.96
to 25 yrs.	1	0.50
to 30 yrs.	1	0.50
	202	100.00

Mean Sentence Length - 11.02 yrs.

Appendix E

Diagnostic

Composite MMPI Profile

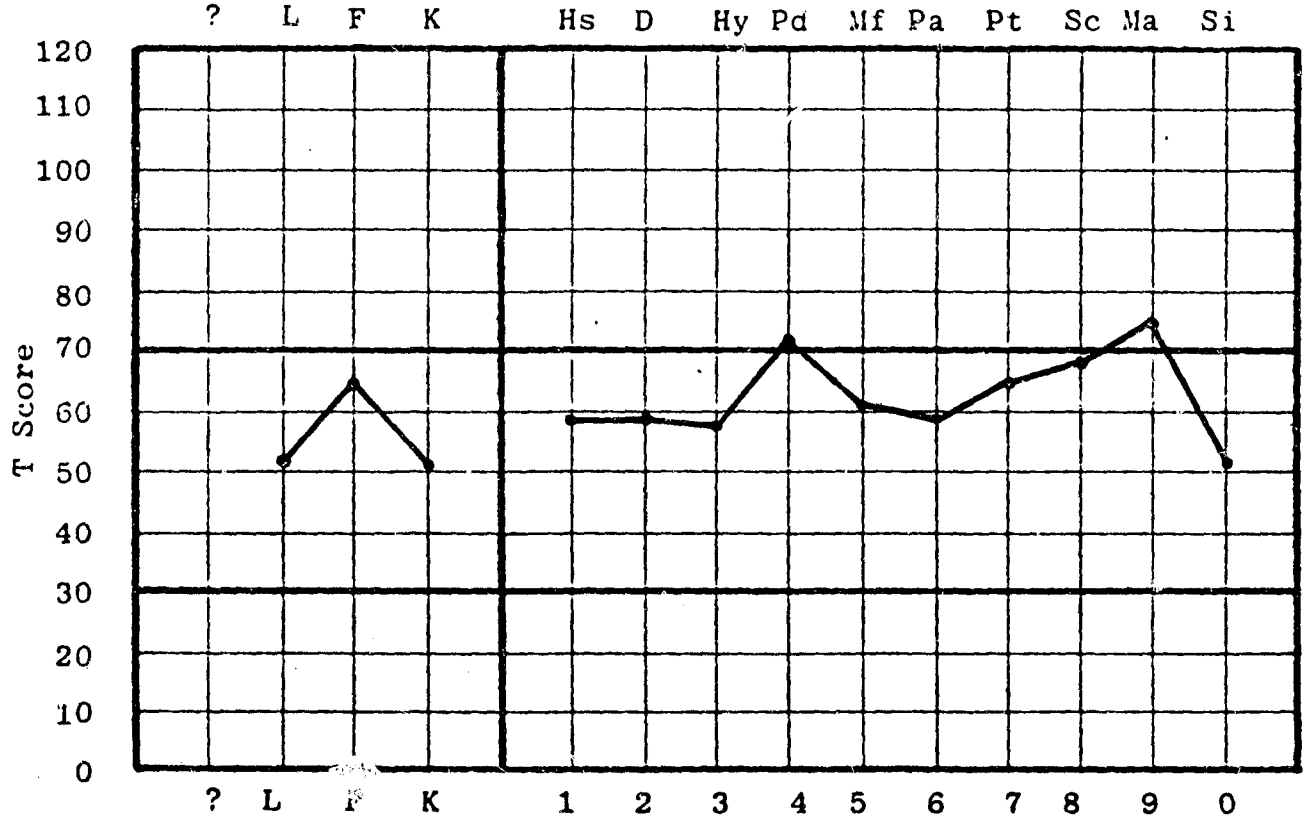
CAT and WAIS

Composite MMPI Profile

Composite PCI Profile

Composite MMPI Profile

MCC Admissions



	?	L	F	K	1	2	3	4	5	6	7	8	9	0
K-Corrected Raw Scores (N = 200)		*4.4*	*9.4*	*13.2*	*14.1*	*20.3*	*20.3*	*28.2*	*25.7*	*11.1*	*30.0*	*31.4*	*26.7*	*25.4*

Grade Level

California Achievement Test

Grade Level (CAT Total)	No. Residents	Percent
1.0 - 1.9	0	0.00
2.0 - 2.9	8	3.98
3.0 - 3.9	9	4.48
4.0 - 4.9	13	6.47
5.0 - 5.9	16	7.96
6.0 - 6.9	26	12.94
7.0 - 7.9	34	16.92
8.0 - 8.9	36	17.91
9.0 - 9.9	22	10.95
10.0 - 10.9	16	7.96
11.0 - 11.9	4	1.99
12.0 - 12.9	8	3.98
13.0 - 13.9	9	4.48
Total	201	100.00

CAT Mean Grade Level = 7.79

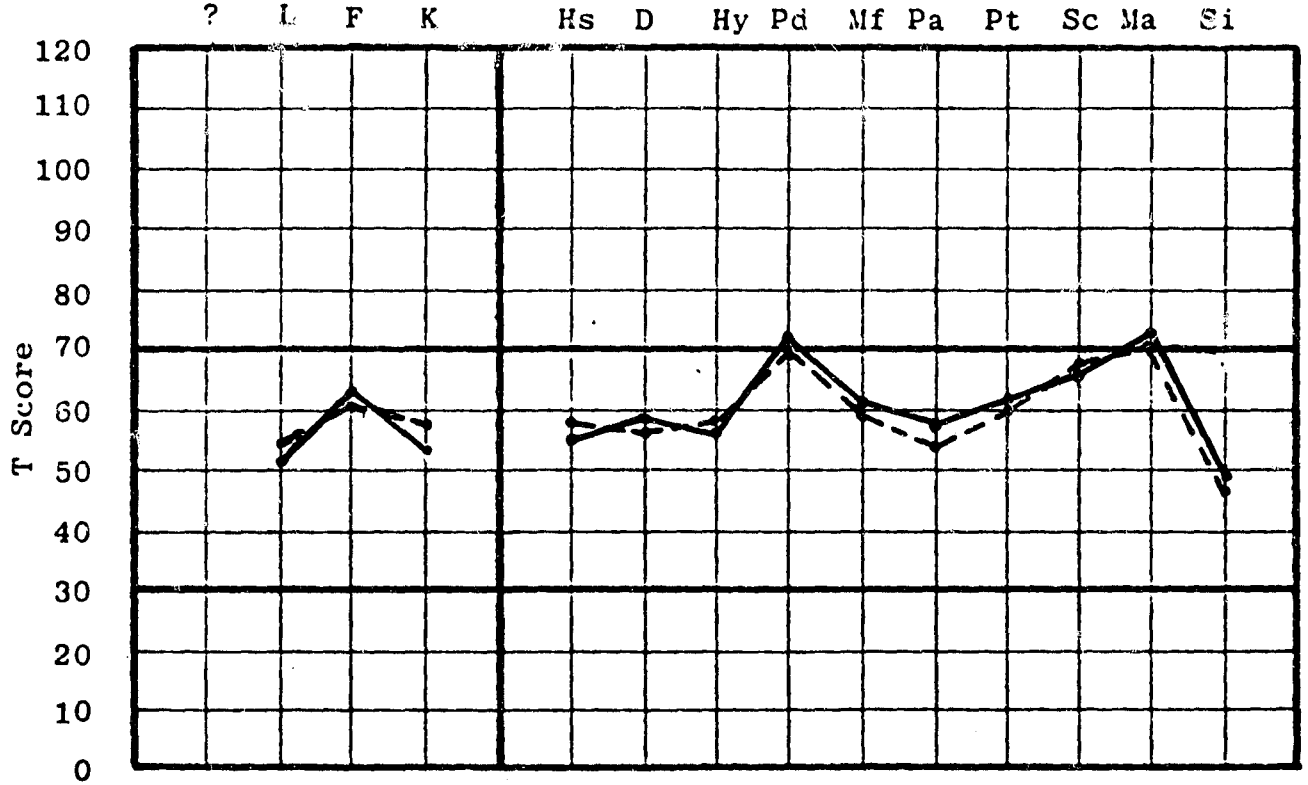
WAIS Prorated IQ

WAIS PRIQ	No. Residents	Percent
60-69	6	2.99
70-79	27	13.43
80-89	45	22.39
90-99	67	33.33
100-109	39	19.40
110-119	14	6.97
120-129	2	1.00
130-139	1	0.50
Total	201	100.00

Mean PRIQ = 92.32

Composite MMPI Profile

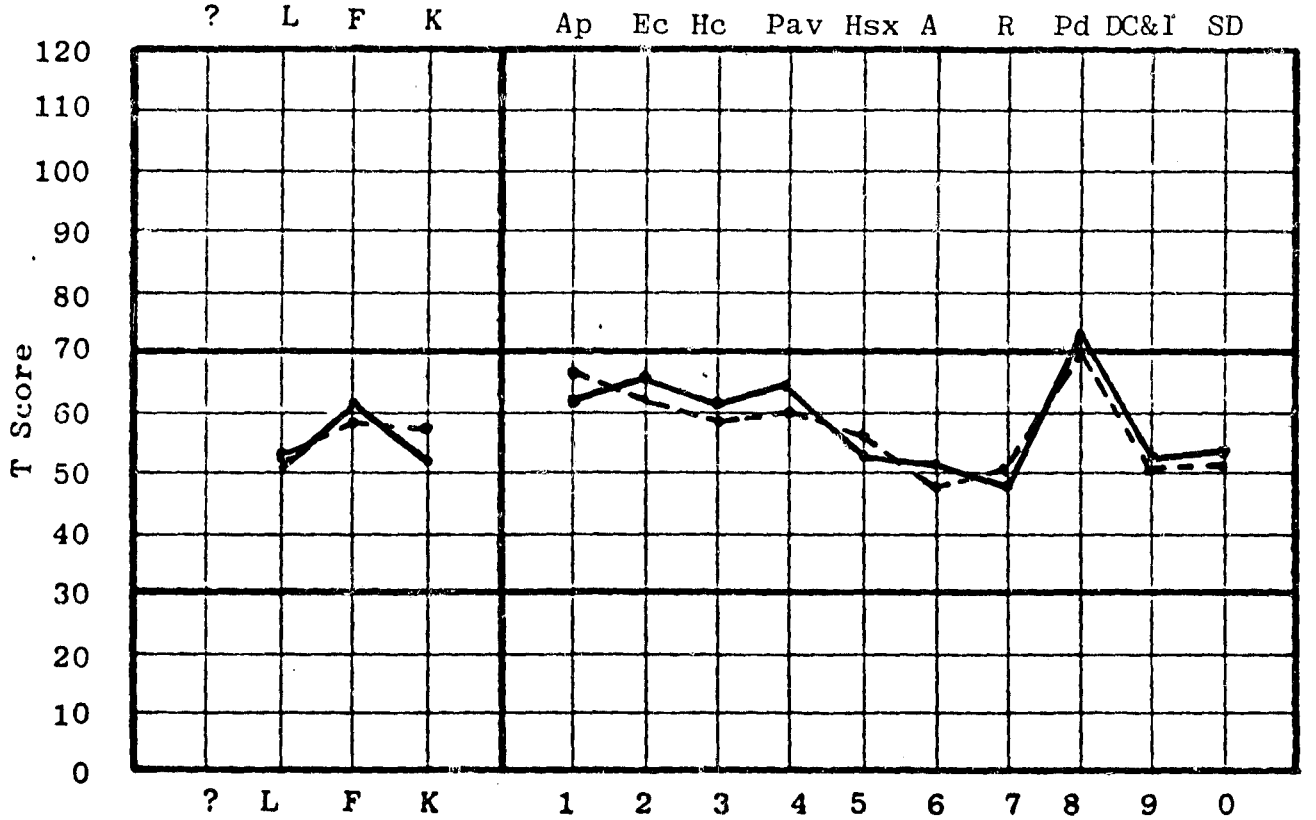
Test - Retest Scores



K-Corrected Raw Scores (N = 79)		?	L	F	K	1	2	3	4	5	6	7	8	9	0
	Test ——		4.4	8.5	14.0	13.5	20.1	20.4	28.2	26.5	10.7	28.7	30.5	25.8	24.4
	Retest — — —		5.1	7.7	16.1	14.3	19.8	20.9	27.8	25.8	10.1	28.2	30.9	25.3	22.0

Composite PCI Profile.

Test - Retest Scores



K-Corrected Raw Scores (N = 79)

	?	L	F	K	1	2	3	4	5	6	7	8	9	0
Test ———	4.4	8.5	14.0	13.8	17.7	33.5	11.8	10.1	13.8	13.9	28.2	2.3	4.1
Retest — — —	5.1	7.7	16.1	14.8	16.7	32.9	10.7	10.5	10.6	14.5	27.8	2.1	3.4

Appendix F

Behavioral Data Analysis

MEAN BEHAVIOR POINTS BY WEEK IN PROGRAM

Week:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
N:	196	181	177	153	153	131	131	112	111	89	86	74	73	57	57	56	43	31	29	16	15	12
1. Waking Up On Time: Maximum Points - 2	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
2. Appropriate Participation In Warm-Up Meeting: Maximum Points - 4	2.1	2.0	2.1	2.1	2.3	2.2	2.4	2.3	2.4	2.5	2.5	2.6	2.6	2.7	2.6	2.7	2.7	2.8	2.9	3.0	2.8	3.0
3. Maintenace Of Personal And Assigned Work Areas: Maximum Points -2	1.8	1.7	1.8	1.8	1.8	1.8	1.8	1.8	1.8	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9
4. Appropriate Personal Appearance--Dress Code: Maximum Points - 4	2.0	1.9	2.0	2.0	2.1	2.2	2.4	2.3	2.5	2.5	2.6	2.7	2.6	2.7	2.8	2.8	2.8	2.9	3.0	3.1	3.3	3.3
5. Being Prompt (For Groups, School, Etc.): Maximum Points - 2	1.6	1.5	1.7	1.7	1.7	1.8	1.8	1.9	1.8	1.8	1.9	1.9	1.9	1.9	1.9	1.9	1.9	2.0	1.9	2.0	2.0	2.0
6. Classroom Behavior: Maximum Points - 5	0.3	0.6	0.8	1.5	2.1	2.4	3.4	2.8	2.9	2.8	3.1	3.1	2.0	2.1	2.5	2.0	2.5	2.7	1.4	2.1	2.7	2.8
7. Appropriate Participation In Work Call: Maximum Points - 5	2.3	2.1	2.2	2.2	2.2	2.4	2.5	2.6	2.7	2.8	2.9	3.1	3.1	3.2	3.2	3.2	3.2	3.5	3.4	3.7	3.7	3.8
8. Appropriate Participation In Confrontation Group: Maximum Points - 5	0.7	0.8	0.9	0.9	1.0	1.3	1.1	1.3	1.2	1.2	1.3	1.6	1.4	1.5	1.6	1.7	1.6	2.2	1.7	1.7	2.2	1.7
9. Appropriate Participation in Quondam Group: Maximum Points - 5	2.8	2.1	2.1	2.1	2.1	2.1	2.8	2.1	2.3	2.8	2.8	1.4	2.1	2.8	2.1	2.1	2.1	2.1	3.5	3.5	2.1	2.1
10 Appropriate Participation In Other Groups Or Activities: Maximum Points - 5	2.0	2.0	2.1	2.2	2.2	2.3	2.5	2.6	2.6	2.7	2.9	3.0	3.0	3.1	3.1	3.1	3.2	3.3	3.3	3.7	3.6	3.4
11. Appropriate Interaction With Peers: Maximum Points - 5	2.0	2.0	2.0	2.1	2.1	2.3	2.4	2.5	2.6	2.7	2.8	3.0	2.9	3.3	3.2	3.1	3.3	3.4	3.5	3.8	3.8	3.5
12. Accepting Verbal Cues: Maximum Points - 5	1.8	1.8	1.8	1.9	2.0	2.1	2.3	2.4	2.4	2.6	2.7	2.9	2.9	3.1	3.1	3.0	3.1	3.3	3.4	3.6	3.8	3.6

MEAN BEHAVIOR POINTS BY WEEK IN PROGRAM

Week:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
N:	196	181	177	153	153	131	131	112	111	89	86	74	73	57	57	56	43	31	29	16	15	12
13. Issuing Verbal Cues: Maximum Points - 5	1.4	1.4	1.5	1.7	1.8	2.0	2.1	2.3	2.3	2.6	2.6	2.8	2.8	2.9	3.0	3.1	3.0	3.3	3.3	3.4	3.6	3.4
14. Volunteering: Maximum Points - 3	2.2	2.1	2.3	2.3	2.3	2.3	2.2	2.5	2.6	2.6	2.6	2.7	2.8	2.8	2.8	2.7	2.8	2.8	2.7	2.8	2.9	2.8
15. Appropriate Attitude: Maximum Points - 10	2.6	2.4	2.3	2.4	2.5	2.3	2.8	3.1	3.2	3.4	3.5	3.8	3.8	4.3	4.2	4.3	4.3	5.2	5.1	5.5	5.8	5.3
16. Accepting Responsibility: Maximum Points - 5	1.5	1.5	1.5	1.6	1.7	2.5	1.9	2.1	2.1	2.2	2.3	2.4	2.5	2.8	2.8	2.7	2.7	3.0	3.9	3.2	3.3	2.9
17. Decision Making: Maximum Points - 5	1.4	1.4	1.4	1.5	1.5	1.6	1.7	1.9	1.9	2.0	2.1	2.2	2.2	2.6	2.6	2.6	2.5	2.7	2.9	3.2	3.0	2.7
18. Honesty: Maximum Points - 5	2.1	2.1	2.1	2.2	2.3	2.4	2.6	2.5	2.7	2.8	2.9	3.1	3.1	3.2	3.1	3.2	3.3	3.6	3.5	3.8	3.8	3.6
19. Utilizing Chain Of Command Properly: Maximum Points - 5	2.1	2.1	2.2	2.4	2.5	2.6	2.8	2.8	3.0	3.0	3.1	3.3	3.2	3.4	3.4	3.4	3.6	3.8	3.7	3.9	4.1	3.9
20. No Profanity: Maximum Points - 3	2.2	2.3	2.4	2.5	2.6	2.6	2.7	2.7	2.7	2.8	2.8	2.9	2.8	2.9	2.9	2.8	2.9	2.9	2.8	2.9	2.9	2.9
21. Obeying All Institutional And Environmental Unit Rules: Maximum Points - 10	2.4	2.2	2.3	2.4	2.5	2.7	2.9	3.1	3.3	3.4	3.4	3.9	3.9	4.1	4.5	4.4	4.4	5.2	5.4	5.6	5.7	5.1

	Behavior	Maximum Points	Mean Points Achieved Weeks 1-4 (X_1)	Percent Achieved Weeks 1-4	Mean Points Achieved Weeks 19-22 (X_2)	Percent Achieved Weeks 19-22	Percent Improvement $\frac{X_2 - X_1}{X_1}$
1	Waking Up	2.00	2.00	100.00	2.00	100.00	0.00
2	Warm-Up Meeting	4.00	2.07	51.75	2.92	73.00	41.06
3	Area Maintenance	2.00	1.77	88.50	1.90	95.00	7.34
4	Personal Appearance	4.00	1.97	49.25	3.13	78.25	58.88
5	Promptness	2.00	1.62	81.00	1.96	98.00	20.99
6	Classroom Behavior	5.00	.76	15.20	2.06	41.20	171.05
7	Work Call	5.00	2.20	44.00	3.60	72.00	63.64
8	Confrontation Group	5.00	0.82	16.40	1.80	36.00	119.51
9	Quondam Group	5.00	2.29	45.80	2.98	59.60	30.13
10	Other Groups/Activities	5.00	2.07	41.40	3.47	69.40	67.63
11	Peer Interaction	5.00	2.02	40.40	3.63	72.60	79.70
12	Accepting Cues	5.00	1.82	36.40	3.56	71.20	95.60
13	Issuing Cues	5.00	1.49	29.80	3.16	63.20	91.76
14	Volunteering	3.00	2.22	74.00	2.78	92.67	112.08
15	Attitude	10.00	2.43	24.30	5.37	53.70	120.99
16	Responsibility	5.00	1.52	30.40	3.09	61.80	103.29
17	Decision-Making	5.00	2.12	42.40	3.65	73.00	76.26
18	Honesty	5.00	2.12	42.40	3.65	73.00	72.26
19	Chain of Command	5.00	2.19	43.80	3.86	77.20	76.26
20	Profanity	3.00	2.34	78.00	2.86	93.33	22.22
21	Obeying Rules	10.00	2.32	23.20	5.46	54.60	135.34
		100.00	39.46		66.19		

Comparative Behavior Data

Weeks 1-4 vs. Weeks 19-22

Appendix G

Environmental Study

of the

Memphis Correctional Center

Introduction

Each individual's environment, through its social patterns and through the resources it provides or fails to provide, will determine the behavior and life chances of those functioning in it. Prison environments, as social settings, have significant influence on the behavior of those required to function therein. These correctional institutions will shape the direction of the residents' lives as well as the quality of their future endeavors.

The trauma that results when large numbers of like-situated individuals, cut off from the larger society for an appreciable period of time, together lead an enclosed, formally administered life, often impacts negatively upon the individual's perception of that environment. Therefore, some appreciation of the interrelated nature of social patterns that form in the environment of correctional institutions, as perceived by the residents and staff, is important to the establishment of a healthy environment.

Correctional institutions are involved in a complex set of social relationships. The residents and staff comprise the primary groups of interaction in this everchanging social network. How they perceive their role in the organization can have a detrimental affect on the creation of a sound environment and likewise the accomplishment of institutional

goals. Discrepancies in perception can hinder communications as both groups function in a somewhat differently perceived reality (Wenk & Moos, 1972). The institution itself has the potential to create the type of social character that is needed for its proper functioning; therefore, many traits exhibited by the residents and staff may be the result of properties of the institution rather than the person, that is, the organizational context in which behavior occurs (Cressey, 1965). An assessment of individual perceptions of structural and social conditions within the institution will provide a basic source of information concerning the social environment. This information can be used to increase program effectiveness and to establish a more democratic relationship between residents and staff.

Purpose

The purpose of this study was to obtain an initial assessment of the social environment in a recently developed penal setting--the Memphis Correctional Center (MCC). The MCC, in conjunction with the State Technical Institute at Memphis (STIM), was the outgrowth of the contemporary philosophy of providing comprehensive education and rehabilitation in a correctional environment. The MCC represents one of the several instititutions utilizing this environmental concept.

Through the Comprehensive Education and Rehabilitation in a Correctional Environment (CERCE) Project, offenders are

assisted in developing alternative and effective patterns of behavior through the acquisition of educational and technical skills, which, in turn, will hopefully result in desirable employment. The project's overall goal, however, is not only to provide each CERCE participant with the skills he needs to function successfully in the community, but to gain a degree of self-determination such that he will not have to return to a correctional institute again (Project CERCE resident manual, 1976).

The MCC operates on a collaborative approach to rehabilitation in that all staff and residents support the treatment objectives. This mutual responsibility places the residents in the strategic position of acting as change agents themselves in the rehabilitative and therapeutic processes (Sweet, Little, & Overton, 1976). CERCE residents are exposed to two primary influences: environmental units and educational classes. The environmental units are graded from the induction phase to general and advanced status through study-prerelease. The educational program offers developmental education, vocational-technical education, and study release. The resident's level of involvement in the educational program will increase as he moves up through the unit structure.

Implementation of this somewhat innovative approach to corrections involved a diversity of interactions among residents and between residents and staff. This was due,

primarily, to the various levels of the program and the variety of staff members employed in the overall program. Also, many of the staff members had no prior experience in a penal environment whereas all of the residents were transfers from more traditional correctional institutions. These factors, along with others, could have a direct affect on the social environment within this new facility. Although a setting such as this appears ideally situated for collaborative training and rehabilitation, it was important to know, early in the program, if staff and residents actually share a mutual view of the program. If not, it was equally important important to know in what aspects of the program discrepancies existed. Therefore, in order to discern these differences, the following null hypothesis was tested: There will be no significant differences between staff and residents' perceptions of their environment.

Review of Literature

Rudolf H. Moos (Moos & Houts, 1968) developed a social climate scale (SCS) as an attempt to conceptualize and measure environmental factors in total institutions. The social climate perspective assumes that environments have unique "personalities" just as people do. Methods have been developed to describe aspects of a person's personality, e.g., the Rorshach, the Minnesota Multiphasic Personality Inventory, the I-E Locus of Control. These methods assess

personality traits or needs which provide some information about the characteristic ways in which people behave. Social environments can be similarly portrayed with a great deal of accuracy and detail (Moos, 1974).

Street, Vintner, and Perrow (1966) studied the organizational climates of six different juvenile correctional institutions whose goals were oriented toward obedience-conformity, reeducation-development or treatment. They hypothesized and showed that differences in institutional goals had consequences for staff perceptions about inmates, staff-inmate authority relationships, and the pattern of social relationships and leadership that emerged among inmates. This study strengthens considerably Cressey's (1965) hypothesis that the organizational context of correctional institutions may shape individual behavior.

Murray (1938) developed the concept of environmental press which he saw as the external situational counterpart to the concepts of internalized personal needs. Behavior was seen by Murray as the interactive functions of internal individual needs and the external environmental press that prevails in the situation in which the behavior occurs.

Raush, Dittman, and Taylor (1959) and Raush, Farbman, and Llewellyn (1960) studied hyperaggressive children in a psychiatric treatment environment. They found that interactions between the child and the environmental setting were

far more important in accounting for behavior than was either the child or the environment alone. Moos and Houts (1968) developed a scale which differentiated between the psychological atmospheres of psychiatric in-patient wards. They found predictable relationships between these psychological atmospheres and the concrete initiatives which patients took on the ward (Moos & Houts, 1968). This earlier study led to the development of a social climate scale for the specific use in total institutions--the Correctional Institutions Environment Scale (CIES), which assesses the social environment of juvenile and adult correctional programs (Moos, 1974).

Methodology

The Social Climate Scale (SCS) is a testing instrument which aims at conceptualizing and measuring the environmental factors of social climates. Moos developed several social climate scales for different social milieus representative of specific categories of environments. The CIES is used to measure total institutions and contains items specifically relevant to the correctional setting. CIES Form R test pamphlet has 90 test items forming nine subscales which are organized around three principle dimensions: (1) people-to-people relationships; (2) institutional programs; and (3) institutional functioning. The first three subscales

of Involvement, Support, and Expressiveness are conceptualized as measuring Relationship dimensions (Figure 1). These variables essentially emphasize the type and intensity of personal relationships among residents and between residents and staff which exist in the milieu.

The next three subscales, i.e., Autonomy, Practical Orientation, and Personal Problem Orientation are conceptualized as personal development or Treatment Program dimensions. Each of these subscales assesses a dimension which is particularly relevant to the type of treatment orientation the instituion has initiated and developed.

The last three subscales of Order and Organization, Clarity, and Staff Control are conceptualized as assessing System Maintenance dimensions. These dimensions are system oriented in that they are all related to keeping the correctional institution functioning in an orderly, clear, organized, and coherent manner (Moos, 1974). The CIES Form R asks people how they perceive their current social environment.

Social environment studies consist of four basic phases: assessment, feedback, planning, and reassessment. The latter three occur after the initial assessment study. The first phase which provides a systematic assessment of the social environment within the institution was the focus of this research. All individuals involved in MCC-

CERCE project were presented the opportunity to state their opinions about the current functioning of the system on the relevant dimensions. Residents and staff gave their separate opinions on Relationship dimensions, personal development or Treatment Program dimensions, and System Maintenance or administrative structure dimensions by answering the questions on Form R of the CIES. Each of the 90 items in the test pamphlet was expressed as a statement to be marked "true" or "false" on an answer sheet by the residents and the staff. They were worded so that if a respondent marked "true," he indicated that he felt the expressed behavior or condition was present or encouraged within the institution. A "false" response indicated that it was not present or encouraged.

Individual results were kept in confidence, exactly as would be the case with an individual personality test. Issues about both anonymity or confidentiality of individual test results and about the confidentiality of the overall results were discussed with the head of the program and other responsible staff members.

Subjects

The MCC was designed to house 400 residents, however, at the time this study was undertaken, a total of 169 males was involved in CERCE Program. All residents were assigned to a semi-permanent environmental unit under the supervision of a unit manager, who monitors residents' ongoing behavior

during all unit activities including classroom and living units. During the course of this study, ten unit managers were employed in a full-time capacity. Thirty other residents were housed in this new facility as support staff. Their primary function was maintaining the facility in a service capacity, i.e., routine maintenance--building, grounds, etc., laundry room detail, and food preparation. They were not enrolled in the CERCE Program, but more or less served in a trusty status.

The staff sample consisted of unit managers, administrative, educational, diagnostic, clerical, and custodial staff. There were 55 full-time correctional officers manning three shifts. Their responsibility was maintaining order in the institution as a whole. The following sample groups were tested during a two-week period.

	Number Tested	Number Retested 30 Days Later
CERCE Residents	147	141
Support Residents	24	
Unit Managers	8	
Admin., Clerical & Educ. Staff	26	Combined Staff (N = 59)
Corr. Officers	25	

CERCE residents were asked to give their institutional numbers for the purpose of relating these test results to other behavioral and personal variables from other diagnostic

tests. The support residents and staff were all tested anonymously. CERCE residents were tested 30 days later anonymously to detect any discrepancies that may be the result of identifying themselves. This was also a means of assuring that all who participated in the testing had been in the program long enough to have a feel for the environment since the men were placed in the program in small groups over a 18-week period.

Analysis of Data

Standard score profile interpretation of the data was accomplished by obtaining a scale score for each of the nine subscales. The number of items on each subscale which were answered in the scored direction represented the scale score for each individual. These scale scores were averaged separately for residents and staff and converted to standard scores based on the normative data established for adult programs.*

These obtained resident standard scores and staff standard scores for each subscale (horizontal axis) were plotted against the normative standard scores (vertical axis) (Figure 2). This information provided a "profile" of how staff and residents perceived their environment.

*See Adult Male Normative Sample. Moos, Rudolf H. Correctional Institutions Environment Scale Manual, 1974, pp. 4-5. This normative sample was used for the development of the Standard Score Conversion Tables; ibid, pp.22-23.

Item-by-item and subscale percentages were also computed to further clarify the number of responses made in the scored direction. The profile illustrated the extent to which the CERCE Program was above or below average in emphasis in each of the nine program areas as perceived by residents and staff.

Findings

At a glance, the profile (Figure 2) revealed a very high positive environmental assessment of the CERCE Program by the staff and residents. Both groups scored well above average on all subscales except Staff Control. However, this was not unexpected since a high positive social environment would generally indicate a minimum of structured control. The profile of the support group of residents followed closer that of the normative sample. Overall, more homogeneity between staff and residents was seen in the Treatment dimension while greater disparities were noted on the other two dimensions: Relationship and System Maintenance.

The subscale breakdown of the dimensions presented a somewhat more detailed assessment. The Relationship dimension showed that staff perceived an extremely high emphasis on Support (80%) with a drastic decline in emphasis on Expressiveness (55%). Residents followed this

pattern to some extent, but a significant difference occurred on the subscale of Support (residents 70%). Residents also showed a decline on Expressiveness (61%). Although they perceived more emphasis on Expressiveness (the open expression of feelings--including anger) than staff, no statistical difference was found. However, the retest, done anonymously, showed statistical difference (Figure 3) with an even greater decline on Expressiveness for residents (52%). This notable difference could be attributed to the factor of anonymity.*

A subscale breakdown of Treatment, which assessed the basic directions along which personal growth and self-enhancement tend to occur in the environment, showed the least discrepancy between residents and staff indicating more consistency in this dimension, specifically Autonomy and Practical Orientation. Although the differences are not great, residents perceived greater emphasis on Personal Problem Orientation, i.e., "residents are encouraged to be concerned with their personal problems and feelings and to seek to understand them," than staff--64%, residents--66%. This subscale also produced a decrease in resident perception (63%) when retested anonymously (Figure 3). Statistical difference was found, thus indicating that Personal Problem Orientation too may have been affected by anonymity.

*See page 116 for discussion of test-retest factors.

Nevertheless, staff and resident perceptions for the overall Treatment dimension remained relatively close.

System Maintenance dimension showed that the greatest difference between residents and staff was in the subscale Program Clarity (staff--71%, residents--53%). This outstanding difference in perception in terms of the residents' knowing the day-to-day expectations of the program routine and their understanding of rules and procedures, although above average on the standard score profile (Figure 2), definitely indicates an area of concern. Item-by item percentages of the test questions for this particular subscale elicited divergent responses, e.g.,

When residents arrive on this unit, someone shows them around and explains how the unit operates

(Scored direction "true")

Staff--90% Residents--83%

Residents never know when a counselor will see them.

(Scored direction "false")

Staff--30% Residents--20%

Residents never know when they will be transferred from this unit.

(Scored direction "false")

Staff--56% Residents--10%

The above responses may be a reflection of the environmental concept and/or the collaborative approach

(Sweet et al., 1976) of the CERCE Program to the more traditional prison environments for which the CIES testing instrument was developed. Under the environmental concept, all personnel and certain designated residents are involved in counseling. Also, transfers on the environmental units in the CERCE Program are based on behavioral elements and educational accomplishment. In traditional prison settings, units usually designate security levels, i.e., maximum-minimum. However, some degree of this lack of clarity could be attributed to the newness of the program and the fact that residents have been in the program varying lengths of time. In other words, although they perceive an overall positive environment, it may take a longer period of time in the program before they fully understand the concepts of the program process.

Both groups experienced an extremely sharp decline on Staff Control which assesses the extent to which the staff uses measures to keep inmates under necessary control (staff--65%, residents--57%). The questions for this particular subscale were set up so that a high score would indicate "more" staff control and a low score indicating "less" staff control. Residents and staff perceived less than average staff control on the standard score profile with residents' perceiving less control than staff (Figure 2).

Standard scores were also obtained for the support residents who were not involved in the CERCE Program. This group followed somewhat closer the average norm (Figure 2). They perceived the highest emphasis on Order and Organization (55%) and Staff Control (72%). This high perception of Order and Organization could be attributed to the newness of the instititution compared to where they were transferred from. Their perception of Staff Control, although less than average, was seen by this group as being somewhat stricter than by any other group in the sample. The lowest scores for this group were in the Treatment dimension, which was understandable since they were not involved in the therapeutic process of the program.

t-test

To determine if the difference in perception between residents and staff on each of the nine subscales was statistically significant, t-test were computed. The following subscale items had a t-value extreme enough that it indicated the probability of less than 5/100 or 1/100 of occurring:

	t at p > .05
Involvement	2.16
Order and Organization	2.39
	t at p > .01
Support	2.98
Program Clarity	5.84
Staff Control	2.83

The t-values indicated that the hypothesis could be rejected and substantial differences did exist in the perception of staff and residents as it related to Involvement of the residents in day-to-day interactions and doing things on their own initiative. In other words, staff perceived greater involvement of residents (83%) than residents themselves (76%). The greatest difference was noted on the question, "This unit has very few social activities." Eighty percent (80%) of the staff answered negatively (scored direction) while only 38% of the residents responded negatively. However, on the following question, "Residents really try to improve and get better," there was unanimous agreement between residents and staff with 97% of both groups responding positively.

Order and Organization also indicated significant difference in the perceptions of staff and residents with 86% of the staff perceiving greater emphasis on Order and Organization than residents (80%). The greatest discrepancy was noted on the question, "The staff set an example for neatness and orderliness." Ninety percent (90%) of the staff agreed that this was the case while only 62% of the residents answered positively.

On subscales Support, Clarity, and Staff Control, t-values were extreme enough that rejection of the null hypothesis was assured. The t-values for the remaining

subscales--Expressiveness, Autonomy, Practical Orientation, and Personal Problem Orientation were not significant enough to reject the null hypothesis, therefore, we can assume that residents and staff perceive these aspects of their environment in very much the same way.

t-distribution

	Staff Means (N = 59)	SD	Residents Means (N = 147	SD	t
Involvement	8.34	1.86	7.65	2.11	2.16**
Support	8.02	1.77	6.99	2.37	2.98*
Expressiveness	4.92	2.20	5.49	1.94	1.83
Autonomy	6.24	1.49	6.00	2.07	0.79
Practical Orientation	8.24	1.64	7.74	1.80	1.82
Personal Problem Orientation	5.75	2.20	5.97	1.98	0.71
Order and Organization	8.61	1.54	7.97	1.81	2.39**
Program Clarity	7.03	1.79	5.29	2.00	5.84*
Staff Control	5.81	1.51	5.18	1.42	2.83*

*p > .01 (2 Tailed)

**p > .05 (2 Tailed)

The following observations were noted:

1. An overall positive environmental assessment, i.e., above average in emphasis on all of the dimensions and in each of the subscale areas.

2. Relationship oriented, i.e.., the MCC-CERCE Program emphasizes friendly, strongly supportive interpersonal

relationships between residents and among residents and staff.

3. On subscale Expressiveness (the open expression of feelings--including anger) residents (61%) perceived greater emphasis than staff (55%). However, when tested anonymously, residents dropped to 52%.

4. Subscales within the Treatment Program dimension (Autonomy-Practical Orientation-Personal Problem Orientation) showed less discrepancy than all other subscales (not statistically signficant), thus indicating more agreement between staff and residents in this dimension which assesses the basic direction along which personal growth and self-enhancement tend to occur in the environment.

5. System Maintenance dimension was the most diverse:

a. Staff (86%) and residents (80%) showed a high positive on Order and Organization (significant at $p > .05$).

b. The greatest discrepancy of the study was on the subscale Program Clarity, it measures the extent to which residents know what to expect in the day-to-day routine of the program and how explicit the program rules and procedures are; staff (71%) perceived greater emphasis on clarity than resients (53%). This difference may be related to the structure of the program as it relates to the testing instrument* or some indication that a lack of clarity in the program does exist (subscale Program Clarity significant at $p > .01$).

*See explanation page 111.

c. Staff and residents both showed an extremely sharp decline on Staff Control (measures the extent to which staff use measures to keep residents under necessary controls--high score indicates more control--low score less control) with residents (57%) perceiving less control than staff (65%). Both groups, however, perceived less than average staff control (significant at $p > .01$).

CERCE Residents Test-Retest Results

CERCE residents participating in this study entered the MCC from various correctional institutions in West Tennessee. The men were placed in the program in small groups; however, the facility was designed to eventually house up to 400 men. At the time of this study, 169 men had entered the MCC at varying periods of time ranging from those who had been there one week to the first entrants who had been there for 18 weeks.

The initial testing was done March 5, 1977, with 147 of the 169 men participating. Restesting took place approximately 30 days later, but, at this time, only 141 of the original sample were available for testing due to various work assignments. Also, an additional 50 men had entered the CERCE Program.

The retest served two purposes: (1) to assure that the men in the original sample had been in the MCC long enough to get a "feel" for their new environment and (2) to get

an anonymous assessment to see if identifying themselves* had any affect on their responses to the test items. The results of the retest were expected to be somewhat "lower" than the initial test. This expectation was based on the following assumptions:

1. Anonymity is less threatening to the individual, therefore, responses should reflect their true perceptions.

2. Changes in the program, i.e., direct or indirect changes in program processes; changes occurring due to addition of new residents.

3. Natural adjustment, i.e., men have had time to adjust to the environment and accustomed to the daily routine, both which may tend toward less enthusiasm.

The standard score profile (Figure 4) interpretation of the retest followed exactly that of the initial test, only lower or less positively, thus substantiating prior expectations. However, statistical significance was noted on three subscales: Expressiveness, Personal Problem Orientation, and Order and Organization, indicating an obvious change in their perceptions on these items.

Expressiveness	3.26	$p > .01$
Personal Problem Orientation	2.28	$p > .05$
Order and Organization	2.17	$p > .05$

*Institutional identification numbers were used on the first test.

Standard scores and item-by-item percentages both showed that the greatest discrepancy occurred on the subscale Expressiveness (the open expression of feelings, including anger). Sixty-one percent (61%) of the residents perceived emphasis on Expressiveness on the first test, whereas only 52% perceived this on the retest. Although statistically significant, the percentage differences for the other two subscales were not that great:

	Test	Retest
Personal Problem Orientation	66%	63%
Order and Organization	80%	75%

Differences noted could be attributed to any one or combination of the above assumptions. Length of time in the program and anonymity did have a minimal affect on the residents, yet, the overall assessment of the retest remained very positive.

t-Distribution

Subscale	CERCE Pretest Mean (N = 147)	CERCE Retest Mean (N = 141)	t
Involvement	7.65	7.15	1.92
Support	6.99	6.48	1.75
Expressiveness	5.49	4.72	3.26*
Autonomy	6.00	5.60	1.56
Practical Orientation	7.74	7.35	1.74
Personal Problem Orientation	5.97	5.41	2.28**
Order and Organization	7.97	7.47	2.17**
Program Clarity	5.29	5.24	0.19
Staff Control	5.18	5.11	0.44

*p >.01 (2 Tailed)

**p >.05 (2 Tailed)

Pretest with identification

Retest done anonymously 30 days later

There are many advantages to the utilization of a correctional institution environmental study. One of the most obvious uses of the social climate scale is that it provides a somewhat detailed description of how the various participants in a correctional environment view that environment. Knowledge of the degree of disagreement between staff and residents about what their environment is like, is itself a descriptive characteristic of that environment. The rapid proliferation of new types of correctional programs, (e.g., treatment, educational) has increased the need and demand for more accurate and complete descriptions of these programs. Another use is its importance as an information base. Generally, correctional institutions know much more about the individuals they are attempting to rehabilitate than those individuals know about the institutional programs of which they are a part. The social environment study serves as a means of alleviating this imbalance of information. CIES is also instrumental in the evaluation of an ongoing program (positively or negatively) and providing the necessary feedback for defining problematic areas in the program. According to Moos (1974), providing this information about the social environment can enhance the accuracy of perception and/or expectations and thus potentially reduce the incidence of maladaptation. This study has revealed pertinent information that will facilitate assessment of the CERCE Program in

any of the above methods.

Although the study revealed much useful information, there were obvious limitations. Primarily, the fact that the testing instrument was self-reporting, thus subject to certain inherent biases. Also questioned was the standard score conversions based on the normative sample. This data was established for more traditional penal instituions whereas the CERCE Program represents a more innovative approach to corrections. The administration of the test presented some problems, e.g., identification of resident subjects may have affected their responses and greater participation on behalf of staff may have shown a different outcome.

As expected, this study revealed a very high positive program. However, it is recommended that this initial assessment phase be immediately followed by the next three basic phases: (1) feedback, whereby staff and residents are apprised of the outcome of this social environment study; (2) planning, if indicated after responses from feedback; and (3) reassessment and/or replication of this study after some designated time lapse.

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Figure 1

CIES Form R Subscale Descriptions

I Relationship Dimensions

1.	Involvement	measures how active and energetic residents are in the day-to-day functioning of the program, i.e., interacting socially with other residents, doing things on their own initiative, and developing pride and group spirit in the program.
2.	Support	measures the extent to which residents are encouraged to be helpful and supportive towards other residents and how supportive the staff is towards residents.
3.	Expressiveness	measures the extent to which the program encourages the open expression of feelings (including angry feelings) by residents and staff.

II Treatment Program Dimension

4.	Autonomy	assesses the extent to which residents are encouraged to take initiative in planning activities and take leadership in the unit.
5.	Practical Orientation	assesses the extent to which the resident's environment orients him towards preparing himself for release from the program. Such things as training for new kinds of jobs, looking to the future, and setting and working towards goals are considered.
6.	Personal Problem Orientation	measures the extent to which residents are encouraged to be concerned with their personal problems and feelings and to seek to understand them.

III System Maintenance Dimensions

7.	Order and Organization	measures how important order and organization is in the program, in terms of residents (how they look), staff (what they do to encourage order) and the facility itself (how well it is kept).
8.	Clarity	measures the extent to which the resident knows what to expect in the day-to-day routine of his program and how explicit the program rules and procedures are.
9.	Staff Control	assesses the extent to which the staff uses measures to keep residents under necessary controls, i.e., in the formulation of rules, the scheduling of activities, and in the relationships between residents and staff.

Figure 2

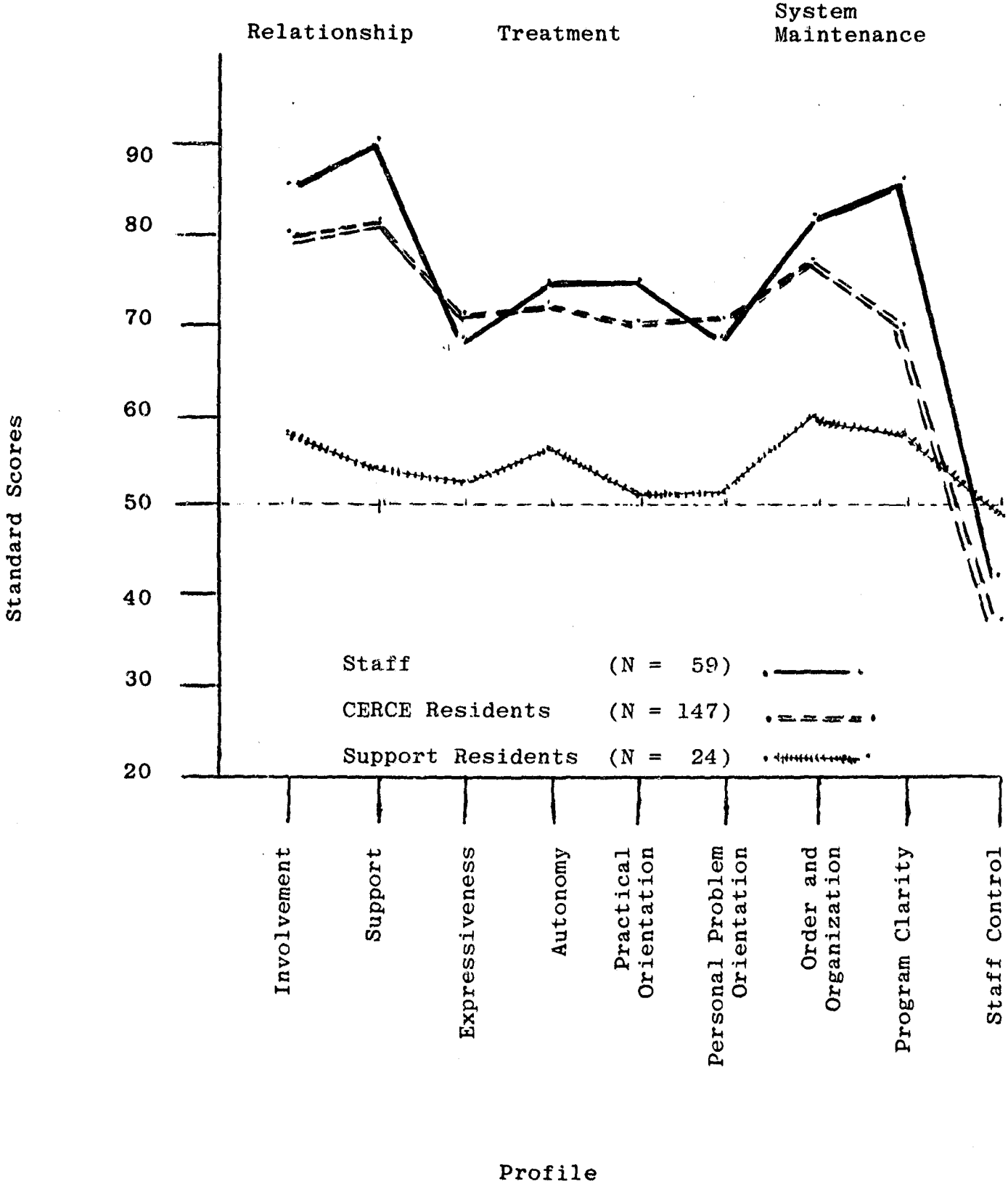

Relationship
Treatment
System Maintenance
Standard Scores
90
80
70
60
50
40
30
20
Staff (N = 59)
CERCE Residents (N = 147)
Support Residents (N = 24)
Involvement
Support
Expressiveness
Autonomy
Practical Orientation
Personal Problem Orientation
Order and Organization
Program Clarity
Staff Control
Profile

Figure 3

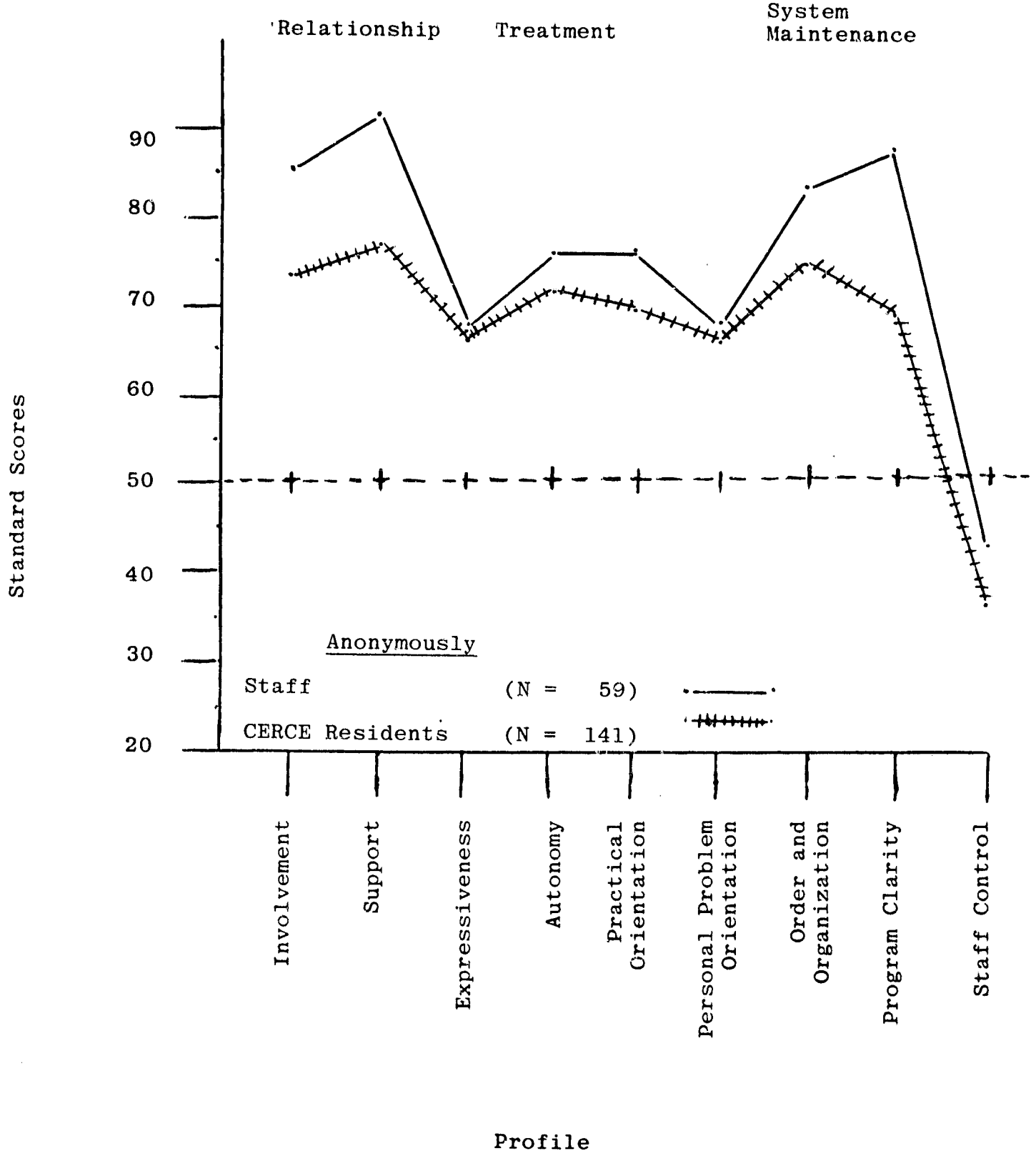
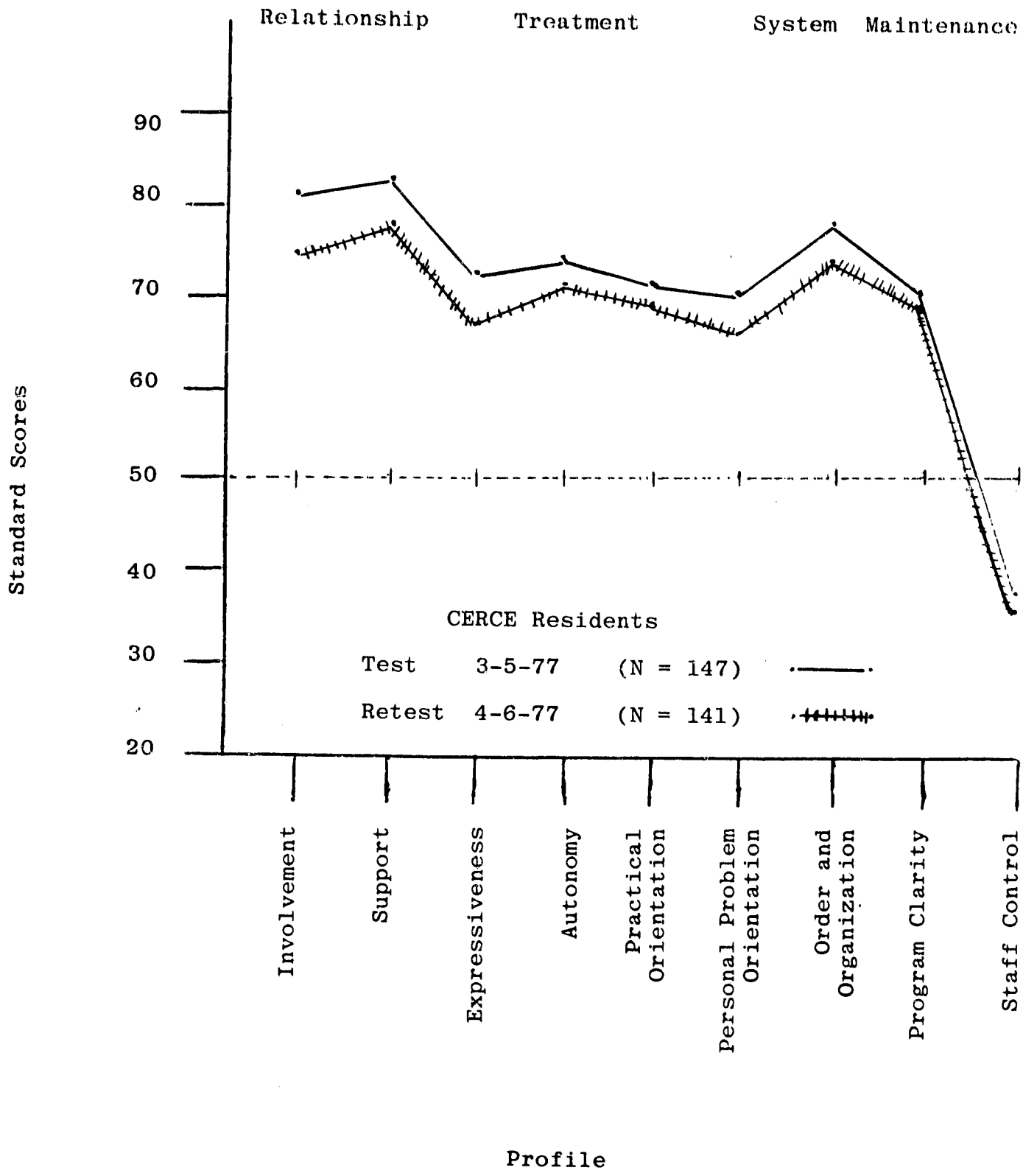

Relationship
Treatment
System Maintenance
Standard Scores
90
80
70
60
50
40
30
20
Anonymously
Staff (N = 59)
CERCE Residents (N = 141)
Involvement
Support
Expressiveness
Autonomy
Practical Orientation
Personal Problem Orientation
Order and Organization
Program Clarity
Staff Control
Profile

Figure 4


Relationship
Treatment
System Maintenance
Standard Scores
90
80
70
60
50
40
30
20
CERCE Residents
Test 3-5-77 (N = 147)
Retest 4-6-77 (N = 141)
Involvement
Support
Expressiveness
Autonomy
Practical Orientation
Personal Problem Orientation
Order and Organization
Program Clarity
Staff Control
Profile

Appendix H

Attrition Study

Attrition Study

Purpose:

In order to view transfers which have occurred at the Memphis Correctional Center in relation to transfers at other Tennessee correctional facilities this study was undertaken.

Data Sources:

1. Brushy Mountain Prison
2. Fort Pillow State Farm
3. Turney Center
4. Tennessee State Penitentiary
5. Memphis Correctional Center

Findings:

1. Transfer data:

A rank ordering of quarterly rates revealed that the Memphis Correctional Center had the lowest rate. It was 4.5 times lower than the highest rate and 1.5 times lower than the lowest rate above it.

A rank ordering of monthly rates again revealed that the Memphis Correctional Center had the lowest rate. It was 5.5 times lower than the highest rate and 1.5 times lower than the lowest rate above it.

2. Psychometric data (see Table 1):

Stayers - The diagnostic category indicated by the composite MMPI profile for the stayers was personality disorders.

Discriptors: Avoids close interpersonal relationships; undercontrols own impulses; resents and resists authority figures; self-centered; selfish; histronic; self-indulgent;

narcissistic; excitable, irritable; provocative; impulsive; resentful; etc.

Transfers - The diagnostic category indicated by the composite MMPI profile for the transfers was personality disorders.

Discriptors: Poor parental relations; divorce or separation; poor relationships with siblings; much vocational indecision; poor job role identification; guilt associated with this failure to achieve; hyperactivity; poor organization; low frustration tolerance; poor interpersonal skills; little insight; fantasy; daydreaming; ruminative; overideational; depression; anxiety; tension; hostility.

Conclusions:

1. Currently the Memphis Correctional Center transfer rate in comparison with other Tennessee institutions does not indicate that a problem exists in that domain.

2. The Memphis Correctional Center transfer rate is significantly lower than other institutions, indicating population selectivity or environmental preference or, more likely, a combination of the two.

3. The nature of disorders indicated by collapsed psychometric profiles shows stayers as being characterized by a personality disorder which previous findings have indicated are compatible with treatment modality utilized at the Memphis Correctional Center. On the other hand, psychotic disorders of the nature described are frequently very difficult to work with and prognosis is generally poor.

Brushy Mountain

1. Current population - N = 434
2. Number of transfers this quarter - N = 48
3. Mean number of transfers per month - N = 16
4. Rate of transfers this quarter - % = 11
5. Rate of transfers per month - % = 4
6. Nature of transfers

   Medical - N = 27

   % = 56

   Work release - N = 21

   % = 44

Fort Pillow State Farm

1. Current population - N = 690
2. Number of transfers this quarter - N = 150
3. Mean number of transfers per month - N = 50
4. Rate of transfers this quarter - % = 22
5. Rate of transfers per month - % = 7
6. Nature of transfers - Not applicable

Turney Center

1. Current population - N = 562
2. Number of transfers this quarter - N = 180
3. Mean number of transfers per month - N = 60
4. Rate of transfers this quarter - % = 32
5. Rate of transfers per month - % = 11
6. Nature of transfers

   Medical - N = 25

   % = 14

   Work release - N = 73

   % = 40

Administrative - N = 82

% = 46

Tennessee State Penitentiary

1. Current population - N = 2972
2. Number of transrers this quarter - N = 652
3. Mean number of transfers per month - N = 217
4. Rate of transfers this quarter - % = 22
5. Rate of transfers per month - % = 7
6. Nature of transfers - Not applicable

Memphis Correctional Center

1. Current population - N = 203
2. Number of transfers this quarter - N = 15
3. Mean number of transfers per month - N = 5
4. Rate of transfers this quarter - % = 7
5. Rate of transfers per month - % = 2
6. Nature of transfers

Medical - N = 3

% = 20

Disciplinary - N = 2

% = 13

Administrative - N = 2

% = 13

Non-participation - N = 7

% = 46

Work release - N = 1

% = 6

Rank order - quarterly rate

1	Turney Center	32
2/3	Fort Pillow	22
	Tennessee State Penitentiary	22
4	Brushy Mountain	11
5	Memphis Correctional Center	07

Rank order - monthly rate

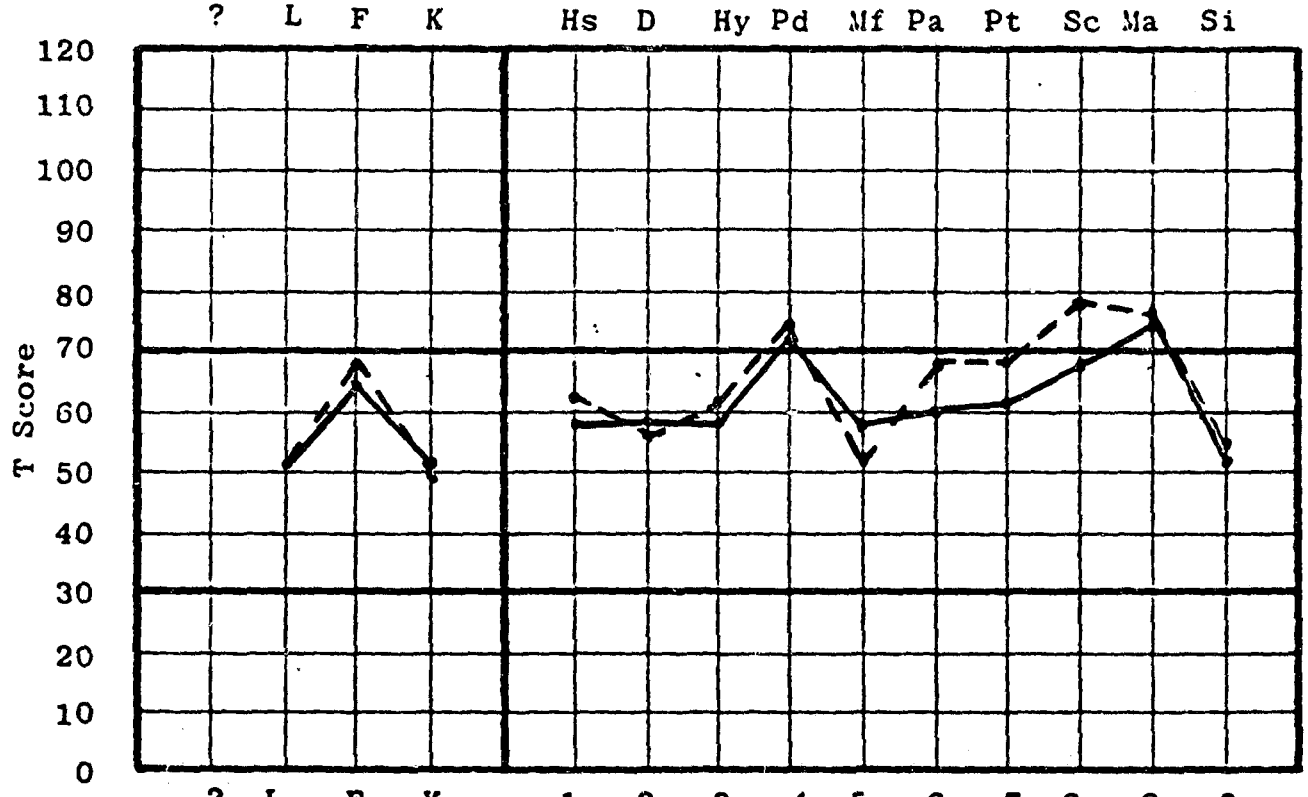
1	Turney Center	11
2/3	Fort Pillow	07
	Tennessee State Penitentiary	07
4	Brushy Mountain	04
5	Memphis Correctional Center	02

*Brushy Mountain is not representative since it is the "last stop" within the system.

Composite MMPI Profiles

MCC Admissions vs. MCC Transfers

Table 1



	?	L	F	K	1	2	3	4	5	6	7	8	9	0
MCC Volunteers (N = 144)		4.4	9.6	13.3	14.1	20.7	20.4	28.4	26.0	11.2	29.0	31.8	26.6	25.5
MCC Transfers (N = 10)		4.4	11.9	12.5	16.2	20.3	22.6	29.9	23.5	14.1	32.0	37.1	26.7	27.4

END