



Project CERCE
Comprehensive Education
and
Rehabilitation
in a
Correctional Environment

STAFF MANUAL

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State Technical Institute at Memphis

Project C.E.R.C.E.

Comprehensive Education and Rehabilitation
in a Correctional Environment

Staff Manual

Department of Corrections
State of Tennessee
Memphis Correctional Center

Unit Management Systems in Corrections

Chapter 1

General Introduction

The unit management system in corrections (UMS) is an outgrowth of the failure of traditional correctional systems. In 1967, the President's Commission on Law Enforcement and Administration of Justice recommended that correctional institutions develop a collaborative approach to rehabilitation. Included in this approach are total staff involvement with treatment, and offering educational and vocational training programs to all inmates who can profit from them. In fulfilling these recommendations, unit management represents a comprehensive method of treatment and prevention rather than the simple warehousing of offenders in a large centralized institution. In the UMS all personnel and inmates augment and support the treatment objectives of the program. Treatment in the UMS refers to the overall system of operations which has as its goal the socialization and re-education of clients to the values and behavior patterns which are required for appropriate functioning in society.

Basically, the UMS involves evaluation and subsequent classification of inmates to different programs in accordance with individual needs. Incorporated into each program or "unit" is a behavioristic orientation designed to instill acceptable behavioral functioning in addition to the unit's particular speciality. To this end, the daily schedule in each unit includes group activities and a point system designed to instill and maintain at least a minimum acceptable level of functioning in behavior as well as the unit's objectives.

The unit management system combines elements of numerous correctional rehabilitative techniques into an economical and effective treatment. The reliance on group methods in each unit is economical because staff members can focus attention upon more than one inmate at a time. Further, the use of inmates in

treatment methods is most economical and efficient. The effectiveness of these methods is due to several important reasons. The use of inmates in treatment dilutes authority placing emphasis upon peer group opinion and peer pressure to promote positive individual improvement. Inmate staff members participate in all group activities thus, providing leadership and motivation while serving as role models to their less advanced peers. The emphasis upon group living, group therapy and specialized treatment in each unit facilitates maximum development of each individual within his own abilities.

To summarize the unit management system, each inmate's individual needs and abilities are identified and isolated with treatment focusing upon needs while at the same time appropriate behavioral functioning is instilled into each offender. The unit management system then, represents a smooth, effective, operational treatment which has as its objectives the following: to provide the basic literacy tools for each inmate so that upon release illiteracy is not a major vocational drawback; to provide effective vocational training in various skilled and semi-skilled occupations to insure post-incarceration vocational adjustment; to instill good work habits, feelings of accomplishment, and positive responses to rewards; to instill the commonly accepted values of society including behavioral controls and emotional development which are essential to a crime free lifestyle.

Chapter II

Historical Review and the Theoretical Basis of Unit Management Systems

The history of corrections is exemplified by numerous attempts at reform, alternative rehabilitative strategies, shifts in sentiment toward offenders and a glaring lack of effectiveness of the "numerous" treatment methods. Indeed, two centuries of experience in prison rehabilitation has demonstrated that the usual treatment methodologies do not work (Murton, 1976). As Thomas O. Murton (1976) has suggested, alternative systems of rehabilitation will work only if they have the support of the offenders themselves. Further, in order for rehabilitative techniques to be effective, the therapeutic model must be related to the inmates' lack of impulse control, extreme distrust, and low ego development, including poor work history and educational failure (Adler, 1976). The unit management system is designed to fulfill these requisites for an effective treatment while maintaining necessary elements of traditional correctional procedures.

Although unit management represents a relatively new rehabilitative process, the many elements that it combines into a single comprehensive treatment have been in operational existence for a relatively long period of time. Unit management assumes the unique position of involving the inmates themselves in the therapeutic process as change agents and there are many historical antecedents of inmates involved in critical decision-making positions and ultimately, self-determination. In 1836, Alexander Maconochie, a British Naval Captain, espoused the idea that the penal practice of physical coercion was counterproductive to successful rehabilitation. Maconochie's subsequent "social management" system rejected the punitive nature of prisons while stressing that a prison social system should include the granting of some dignity, trust, and respect to inmates. He further believed that small groups of similar inmates would be changed most effectively in a system of mutual responsibility and he even

instituted a highly successful inmate police force. In the four year practical application of his ideas at Norfolk Island, with over 1500 prisoners, there were no uprisings, only four escapes, and incredibly, only one killing. The reported recidivism rate of the 1400 offenders released during his tenure was 3%. Maconchie's ideas however, were far too advanced for his time and he was dismissed in 1844. In 1904, Thomas Osborne, speaking to the National Prison Association, laid out his beliefs about rehabilitation: prisons should exist as a temporary exile from society until offenders prove by their behavior and attitude that they are fit to return; society must aim to reform the mental conditions from which criminal acts originate; prisoners must be given a degree of freedom. In the application of his ideas, Osborne's success at Sing-Sing (1914-1916) was phenomenal with a unit system. He quit his post in October, 1916 rather than submit to pressure to reduce the effectiveness of his system. Osborne however, successfully demonstrated his ideas and directly influenced other reformers. Borrowing from Osborne's concepts, Howard Gill in 1927 instituted a "community prison" in Norfolk. Included in the system was a highly successful group unit or "family" approach and, an inmate self-government council which had real authority.

Attempts to implement a unit penal system were not limited to the United States. In the Soviet Union, a successful youthful offender colony was established in 1924. Inmates almost totally determined their own rehabilitational direction since ratio of staff to inmates was 1 per 400.

The systems of inmate management and rehabilitation described here met with varying success. Often the success of the system depended upon the motives of the institution's higher staff members and their techniques of coercion or willful inmate involvement.

Likewise, more often than not, inmate self-supervision has deteriorated into a system of exploitation, as was the case with the initial use of inmate guards in Delaware in 1920. The "Plummer System" of inmate guards was a most abusive system with results similar to modern inmate abuses in Arkansas, Mississippi, and Louisiana. Again, the results of such systems depend upon the motives of the legitimate authorities granting power to such a system.

It should be clear that the elements of unit management have been in existence for at least a century. Successful implementation of these ideas has not, however, been accomplished since other necessary antecedents had not yet been developed. The most important of these was an effective and reliable method of rehabilitation once stable units had been developed. Such a rehabilitative system has been developed, and is termed "reconation therapy" (Wood and Sweet, 1971). The term reconation therapy refers to a therapeutic regimen which essentially resocializes the individual to appropriate societal values while substituting functional behavioral patterns in place of dysfunctional behavior. The unit management system described in this paper utilizes the method of reconation therapy while using the unit model effectively.

The unit management system combines elements of behavioral techniques with a variety of other therapeutic modes. Within this treatment regimen can be found elements of both the more traditional individual therapies and various group methods including Reality Therapy (Glasser, 1965), Rational Emotive Therapy (Ellis, 1971), and Group Therapy (Kaplan and Sadock, 1971), while the overall framework is oriented to the formation and maintenance of appropriate behavioral patterns for all settings. This is accomplished by maintaining each environmental unit as a "therapeutic community" in which each inmate and counselor is continually monitoring the behavior of the unit's members while a system of sanctions is

constantly in effect. Appropriate behaviors (any action or verbalization which indicates a beneficial change in a patient) are reinforced with verbal and social approval while inappropriate behaviors are subject to "pull-ups," a verbalization to the effect that the patient needs to be aware of and correct this inappropriate area in his behavior. Within this structure, all members of the environmental unit take part in the reinforcement process and are appropriately sanctioned for showing concern not only for their own behavior, but all other members as well.

As an inmate matures and begins appropriate functioning, he is rewarded with a "staff position" which has its own rights and privileges while carrying a balance of responsibilities. As the inmate continues to progress, higher staff positions are awarded, somewhat tailored to the needs and abilities of the individual patient, and the responsibilities and privileges are gradually increased. A part of the responsibility of these positions is to serve as a role model for less advanced inmates in both group activities and in the maintenance of appropriate behaviors on and off the unit. Should a relapse occur in a staff member, the inmate is again gradually built up to an appropriate level of functioning. It should be noted that the environmental management regimen does not entirely rely upon a token economy or a solely behavioristic theory.

Further supporting this system of a gradual buildup of appropriate behavior is the reliance on various group sessions. Among these are included groups designed to provide the inmate with a variety of persons toward whom transferential reactions can develop. In the microcosm of the group, the inmate can relive and work through familial and other important influences in his life (Stein, 1964). Since psychopathology is in part determined by the quality of critical human interactions, these groups play a large part in the treatment of such disorders (Kaplan and Sadock, 1971). Additionally, inmates who are withdrawn, non-verbal, or highly defensive, are gradually opened up to communication

while dropping their defense mechanisms as awareness of themselves and others increases. Further, the groups allow the inmate to develop a sense of basic trust as the environment is seen as less hostile. This aspect of the treatment provides a reality testing forum and each group member provides their feelings and verbalizations which is interpreted by the group leaders and other group members. When one member's perception is distorted, others are able to bring their observations to bear upon the misrepresentation. As a result, a constant assessment of reality takes place (Hulse, 1955). Finally, resistance is lessened by this combination of group and individual therapy, and insight is attained as the inmate undergoes changes in both conceptualization and behavior (Durkin, 1955; Hulse, 1955).

The therapeutic system briefly described herein, has been highly successful with both drug abusers and adolescents (Sweet, Little, Wood, and Harrison, 1976). As is the case at the environmental management unit at CERCE, groups utilizing a core of para-professionals and professionals have found high success with delinquents (Jenkins and Mizushima, 1962) and the consensus in the literature favors group therapy for such offenders (Meeks, 1975). Others have found group therapy in conjunction with behavioral controls to be a successful treatment method for emotionally disturbed adolescents (Franklin and Nottage, 1969; Kimsey, 1969; Stranahan, Schwartymann, and Atkin, 1957).

In a review of factors influencing therapeutic outcome with schizophrenic adults (Luborsky, Chandler, Averbach, Cohen, and Bachrach, 1971) group therapy focusing upon real life plans and real life interactions and activity was found somewhat superior to the usual psychotherapeutic techniques. Therefore, environmental management is a viable method of treating such behavior.

Further supporting this unit concept is a pattern of two separate staffs working in harmony toward the goal of positive behavioral and emotional growth for all unit members. In addition to the professional staff, the staff of

advanced inmates is maintained with these staff positions tailored somewhat to the needs and abilities of the individual client. Such a system of two staffs facilitates an effective and appropriate socialization process through peer pressure applied by suitable role models that less advanced inmates can easily identify with.

In summary, the objective of environmental management is to facilitate positive behavioral and attitudinal change. Functional behaviors are induced, shaped and reinforced by establishing a structured learning environment where global stimulus conditions are systematically regulated. Under this management system, the change process occurs incrementally as the individual learns to respond to changing environmental demands.

The organization of a new repertoire of adaptive behaviors partially depends on the elimination of previous, less appropriate behavior patterns. However, in many instances the dynamics associated with disruptive behavior (e.g. sociopathy) may be redirected into adaptive behavioral channels. Correspondingly, since specific classes of dysfunctional behavior are highly resistant to modification, efforts to eliminate the behavior by using a punishment paradigm may be less effective than by structuring the environment so that the response has a low probability of occurrence by differentially reinforcing other positive (incompatible) behavior.

In the conventional penal atmosphere, security and control often exist at a cursory superficial level, while the most significant interactions--between individuals and 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.

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 and the unit personnel who monitor ongoing behavior during unit activities--in the classroom, dining room, recreation and living unit, etc.

The basic organizational requirement of unit management is the partitioning of large institutional populations into smaller groups housed in separate living units. The carefully regulated placement of each inmate into semi-permanent living groups, according to his needs and characteristics, affords greater individual client contact and maximizes group participation and supervision. Essentially, environmental unit management involves grouping inmates into different living quarters in which all major activities, e.g., classroom attendance, work-call, dining, recreation, visiting and group counseling, etc., are 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 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, and an ancillary staff including counselors, educators, psychologists, and highly trained correctional officers.

Chapter III

General Operational Procedures in Unit Management (CERCE)

Prior to entry into the Regional Correctional Center (RCC), preliminary psychological testing and case social histories will have been completed by state corrections personnel in Nashville. Case file information will be forwarded to RCC treatment staff at time of transfer. The criteria for admission to RCC will be mutually acceptability to both the MCC and state corrections personnel. New arrivals will be met by the Admission Classification Unit personnel and escorted to Central Security where they will be logged in.

New residents will be housed in the induction unit when the client's special needs and characteristics are determined and evaluated with respect to treatment alternatives available at the RCC. During this time, several other objectives will be met: to familiarize the new resident with all the rules and regulations of the institution; begin to initiate the client's involvement in the treatment process through group participation and involvement in unit activities; permit the unit management staff to become acquainted with the characteristics of the new arrival; employ extinguishing techniques and negative sanctions to reduce the frequency of negative behaviors such as rule violations, maladaptive acting out, giving crimalogues and drugalogues, etc.; begin to induce behavioral changes in a positive direction by using contingent consequences as reinforcement for positive target behaviors such as participation in groups, personal hygiene, securing personal area and carrying out unit duties and responsibilities. Specific reinforcers will include promotion to lower 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.

The preliminary therapeutic effort will take place in the 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 same time preparing the participant to enter an environmental unit or transfer to one of the special function units.

Before a resident can begin to participate in any of the educational programs, he must have graduated from the Induction unit. He must have demonstrated that he has adequate control over his behavior and shown active participation in the unit to which he has been assigned. New participants in the Environmental Unit will have maximum supervision by the unit management staff and the resident coordinating staff. Initially, participants will have a minimum level of participation in educational activities and will spend a large percentage of their time in unit functions such as groups, cleanup, and work details, etc.

It is anticipated that the average new resident will spend from one to four weeks in the Induction Unit. If an inmate is not able to meet requirements as to behavioral functioning at this time, a determination as to the individual's compatibility with the institution will be made, and transfer to another institution is a possibility.

In the environmental units, significantly more time will be spent in educational and social activities and comparatively less in routine unit functions such as work detail and cleanup. Graduation to more advanced general units will be contingent upon both academic performance and unit participation. At advanced levels, participants will 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 that unit for inadequate behavior and transferred to the disciplinary or reorientation unit where restrictions on his behavior will be increased due to the standards of that unit.

A resident may be sent to the Disciplinary Unit if at any time he emits sig-

nificantly negative or disruptive behavior, e.g., 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.

If an individual successfully completes participation in a special treatment unit (Psychiatric Unit, Special Education Unit, and Drug Offender Rehabilitation Unit), he will be eligible to transfer into the Pre-Release Unit. Likewise, successful participation in a General Environmental Unit makes an inmate eligible for pre-release. The Pre-Release Unit will also house individuals who are participating in educational release. Individuals on educational release may participate in educational curricula at any educational institution in the Memphis area. It should be noted that inmates must satisfactorily complete the pre-release phase prior to leaving the institution on parole or complete the necessary time on their sentence.

All activities involving release from the institution on a routine basis such as educational release, work release or coordination with parole board or courts will require the approval of the Warden or Director.

The entire thrust of the Environmental 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 person 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.

Chapter IV

Program Units

Induction Unit

Upon arrival at the institution, all inmates are assigned to the Induction Unit. There, job assignments are made (3-8 hours daily--kitchen, laundry, etc) and diagnostic testing takes place during the initial two (2) to five (5) days. From these tests as well as results from Central Classification, a subsequent plan for the inmate is recommended.

The primary purpose of the Induction Unit is to instruct and orient inmates to the procedures and processes of the various environmental units. Included in this orientation are the expectations and requirements that the institution demands from each inmate.

During the time an inmate is in the Induction Unit, he is exposed to daily lectures, groups and activities designed to instruct and familiarize him with the numerous educational and vocational programs available as well as the regulations pertaining to each. Privileges available on this unit include one hour visiting, limited lounge privileges, one five (5) minute phone call weekly and \$20 monthly commissary allowance. Subsequent assignment to an Environmental Unit depends upon the initial classification as derived from the diagnostic testing and the inmate's progress in the Induction Unit. Continuous evaluations are made on each inmate for group participation, cooperation, and attitude. Inmates remaining in the Induction Unit for 30 days or over, are evaluated as to progress and potential as well as present motivation and overall attitude and a determination is made on the inmate's probable success in the institution's programs. The unit manager, unit manager supervisor and administrator perform this evaluation. The main thrust of this evaluation is to determine if the unit failed to adequately provide the inmate with opportunities or whether the inmate's performance and attitude are negative. If the determination is negative, trans-

fer to another institution will be recommended.

General Units

These units serve to behaviorally re-educate inmates to appropriate levels of functioning. Included on these units are opportunities for educational and vocational development as well as personal growth through learning to respond to society's rewards.

Upon assignment to one of these units the inmate is promoted to Peer I level, a designation which includes numerous privileges as well as an appropriate balance of responsibility. Privileges include special "incentive visiting," lounge privileges, one 15 minute phone call weekly, possible participation in weekly outings, and \$45 monthly commissary allowance. Maintenance and subsequent increases in privileges depend upon each inmate's level of functioning as determined by a daily and weekly evaluation by staff members. To simplify and maintain objectivity of these evaluations, a point system has been devised with points being awarded according to the level of behavioral functioning. There are 100 possible points available to each inmate daily. In order to maintain Peer I status and its attending privileges, 200 points must be earned weekly (the checklist with available points can be found in the appendix of this paper). For example, waking up on time carries two (2) points per day or 14 weekly; maintenance of personal area and other assigned work areas carries two (2) points per day. By carrying out personal responsibilities, advancing appropriately in educational and vocational classes, and showing a strong and earnest desire for improvement, inmates maintain and further their peer level status within each unit. If an inmate accumulates 450 or more points in a given week, any of the advanced positions within the unit could be awarded. Positions with their privileges and responsibilities are as follows:

<u>Position</u>	<u>Responsibilities</u>	<u>Privileges</u>
Peer I	Maintain adequate levels of functioning to accumulate 200 points weekly.	Incentive visiting, lounge privileges, one 15 minute phone call weekly, possible weekly outings, \$45 monthly commissary.

Trainee	Assists coordinating staff and learns role of higher positions. Must accumulate at least 400 points weekly.	Incentive visiting, lounge privileges, 3 weekly, 10 minute phone calls, possible weekly outings, \$50 monthly commissary.
Expeditor	Teaches and supervises trainee, checks personal clean-up areas issuing appropriate sanctions 450 points weekly	Incentive visiting, lounge privileges, four, 10 minute weekly phone calls, staff outings, \$25 paid salary, \$60 monthly commissary.
Coordinator	Coordinates groups, checks and evaluates levels of functioning of lower peers. Directly supervises Expeditor. 450 points weekly	Incentive visiting, TV and stereo room privileges, one daily 15 minute phone call, staff outings, \$50 paid salary, \$65 monthly commissary, free world clothes, semi-private room.
Ombudsman I (Same Peer level as Coordinator)	Responsible for personal counseling of unit's members, works closely with coordinator, 450 points weekly	Same as above.
Ombudsman II	Responsible for groups, peer-to-peer counseling, supervises Ombudsman I, works in harmony with Sr. Coordinator and paid staff. 450 points weekly	Incentive visiting, TV and stereo room privileges, special phone privileges, special outings, free world clothes, private room, up to \$150 salary, \$70 monthly commissary.
Sr. Coordinator	Responsible for unit evaluations supervises and directs unit's operations. Works closely with Ombudsman II and paid staff. 450 points weekly	Same as above.

It should be noted that high peer level inmates must maintain a high level of functioning to maintain their respective position. Continual evaluation serves to motivate the unit's members and instill a permanent level of functioning.

Within the unit's daily operations are included activities designed to facilitate attitude shifts to accompany behavior changes. Confrontation groups held once or twice a week motivate the members to talk, and also serve as an appropriate

outlet for hostilities while by their nature they instill behavioral insight and understanding. Quondam meetings held several times a week serve to increase the unit's members feelings of worth and increase insight into one's own problems through identification with others. Other groups, creative, ethnic, etc. serve to increase communication and provide outlets for energies. Classes and work call increase feelings of accomplishment and self-value. In summary, the General Environmental Units, behaviorally re-educate inmates, instilling an increasing level of functioning while facilitating concomitant attitude shifts.

Reorientation Unit

The reorientation is maintained for inmates whose level of functioning is less than the minimum acceptable level as determined by the accumulated points. If any unit member accumulated less than 25 points in a given day or less than 250 points a week (for three (3) consecutive weeks) he would be assigned to this unit. It should be noted that during the three (3) week period when the inmate received less than 200 points his Peer I status would be dropped and privileges would be revoked, however, he would remain on the unit for that period. The only available privileges on this unit are \$20 monthly commissary allowance and one visiting hour.

During the stay in this unit a re-evaluation of the inmate's level of functioning and abilities would be made with the daily group activities focusing upon the need to adequately function. Additionally, the institution's expectations of each inmate will be explained and discussed in detail within the context of the group.

There is no minimum amount of time an inmate must remain in the

reorientation unit, however, the maximum time an inmate may remain in this unit is 30 days. If the level of functioning, as determined by the unit staff and the point system, increases to minimum level, reassignment will be made back to the general or other unit. If the inmate's performance did not meet the minimum criteria, however, a determination would be made as to his compatibility with the institution and an appropriate recommendation would be made.

Disciplinary Unit

Major acting out disorders represent a specific diagnostic disorder and behavioral category with rehabilitative needs that must be met with specialized and comprehensive treatment regimens. The primary goal of this unit is to provide a therapeutic regimen to effect the extinguishing of dysfunctional acting out behavior and the integration of functional response modes in such inmates.

Inmates breaking the institution's cardinal rules (see below) are immediately placed in the disciplinary unit. A thorough and comprehensive record will be maintained on each inmate monitoring daily acting out behavior and disciplinary conflicts. Controlling stimuli and the reinforcement of such behavior will be identified and the response will be subsequently extinguished with standard behavioral techniques. Further, appropriate responses will be instituted into the inmate's behavioral repertoire and the functional responses reinforced until the appropriate response is consistently emitted.

An inmate would be immediately assigned to the disciplinary unit for any of the following reasons:

1. Any threat or act of physical violence
2. Possession of any drugs, alcohol, or chemicals

3. Possession of any weapons or contraband
4. Homosexual solicitation or acts
5. Gambling
6. Being physically in an unassigned unit without permission
7. Refusing to follow instructions
8. Disrespect

Upon assignment to this unit all privileges (except \$10 monthly commissary allowance) are revoked. A Disciplinary Committee, comprised of a Correctional Officer, a Unit Manager, and an Education Instructor, hears the inmate's case and makes a determination of guilt or innocence and subsequently makes a recommendation to the Warden.

The committee may further decide the appropriate punishment: strong verbal reprimand, loss of some privilege, lock-up, or other lesser sanctions deemed appropriate. Removal from the disciplinary unit and re-assignment into an Environmental Unit depend upon the Committee's sanction and the subsequent behavior and attitude of the offender.

Although placement in the Disciplinary Unit represents a punishment, it is emphasized here that this time represents an extremely meaningful therapeutic tool. At this time in the inmate's development, defense mechanisms are dropped and behaviors and hostilities are easily identified and subsequently dealt with. Such feelings are worked out and the time on the unit is used constructively. Sufficient opportunities are given the inmate to demonstrate that he is willing to go along with the institution's rules. When an inmate on the Disciplinary unit shows positive growth, he could immediately be taken out of this unit and placed into reorientation.

In reorientation, the inmate must sufficiently raise his level of behavioral functioning as determined by the point system.

Special Education Unit

The primary purpose of this unit is to provide basic literacy skills to those inmates who because of social, cultural, or intelligence factors lack these skills. The unit is designed to provide work, social, environmental and academic education to inmates, in preparation for release. The knowledge imparted in the daily classes is narrowed to the areas of practical day-to-day vocational and academic work.

The vocational information preparation consists of learning an appropriate interview manner, filling out applications for employment, viewing vocational films and being involved in vocational counseling. Academically, some of the participants are literate and others are not. Thus, individual educational instruction is usually undertaken.

Social and vocational adjustment is given specific attention. It is the contention of the staff that a significant feature of social adjustment is simply a function of appropriate work habits. This emphasis is maintained through a system of awarding points and positions (as in the other units) to the students to reinforce their orientation to the world of work and to the laws of responsibility which seem to govern society. There are responsibilities as well as rewards peculiar to and commensurate with the purpose and description of each position. These positions are identical to those of other units. The positions are delegated by the staff to students for exhibiting leadership potential, assumption of responsibility,

dependability, willingness to undertake and complete tasks, making and keeping friends, and reacting "positively" to the teaching of self-confidence as well as the necessary accumulation of points. Therefore, the purpose inherent in the awarding of positions is to motivate or challenge students who can improve, and to reward and recognize those who are currently doing so.

Included in the daily schedule in this unit are three (3) hours of classes daily, low key confrontation groups, daily activities and work call. The focus in this unit is upon behavioral adjustment to society following release.

Psychiatric Unit

The primary purpose of the Psychiatric Unit is to provide psychological and social services for individuals who are experiencing personally disruptive behavioral and/or debilitating emotional problems. Heretofore, these persons typically have been incarcerated on a protective unit in order to alleviate the possibility of physical harm or of psychological trauma. This situation precluded the likelihood of constructive activities. It is the philosophy of the unit staff that inactivity encourages vegetation and mental deterioration. Hence, the Psychiatric Unit will provide constructive activities and supervision for the inmates experiencing psychological problems.

The primary goal of this unit is in establishing behavioral controls and reasonably sufficient behavioral functioning so that the inmate could function in society upon release. A further goal is to build up awareness and functioning to a level so that transfer to a general unit would be beneficial to the inmate.

Activities in this unit are similar to those of other units, however, groups focus upon increasing awareness and the necessity for appropriate behavior. As such, the intensity of the groups is less in this unit than in others. As in other units, the inmate staff is similar in structure, but pressure and stress levels are somewhat less.

Drug Abuse Unit

The Drug Unit is a special treatment unit designed to serve inmates who have drug related problems. The unit is highly structured with peer positions similar to other units. Group activities are somewhat intense with the behavioral expectations similar to other units. Regular urine screens will be taken to insure that the unit remains drug free, with this aspect of the unit's operation stressed. Inmates in this unit will be expected to make continual progress in their behavioral functioning and positive changes in their attitude. In this unit the peer counseling technique is emphasized with the unit maintained strictly by unit members.

Advanced Unit

The Advanced Unit is maintained for those individuals who have demonstrated an ability to maintain an extremely high level of functioning. All members of this unit will have most of the privileges available at the institution as long as a high level of functioning is maintained.

Group activities will be intense with an atmosphere conducive to personal growth and insight. A great deal of maturity must be manifested by all members of the unit with these members highly involved with the training of less advanced peers.

Opportunities for educational and vocational advancement will be available with as much interaction with paid staff members as possible. Many of these inmates will be involved with public relations and will be expected to provide, talks, demonstrations, and other related activities when necessary.

Education and Work Release Unit

This unit is an advanced unit designed to facilitate post-release adjustment. Inmates who are eligible for this unit will manifest the highest possible level of functioning and show appropriate attitudes. Those inmates selected will leave the institution each day for a full day's work or school within the community and return at night to the unit. Groups will be held weekly and other activities will be held nightly.

Chapter V

After-Care

The real test of a rehabilitative treatment comes when offenders are released into the community. Rather than outright release, it is imperative that a gradual reintegration occur. Such a reintegration is best served by

with a strong working relationship between the treatment program staff and the Parole/Probation authorities. The rationale for a gradual reintegration is well documented (King, 1969; President's Commission on Law Enforcement and Administration of Justice Report, 1967). Much of this rationale is included in the etiology of criminal lifestyles.

The return to criminal lifestyles is potentially a lifelong possibility in ex-offenders. Therefore, treatment programs should take into account the ever present possibility of relapse by maintaining permanent follow-up and being prepared to offer crisis intervention. Such intervention should be swift and relevant to the particular situation. To this end, the philosophical basis of after-care should be geared to the individual helping himself while group pressure is applied toward maintaining appropriate functioning. Supervision of employment, health, family, and personal problems all fall within the domain of after-care. Random urine screens are also utilized when after-care participants are suspected of drug use. It should be obvious that a great deal of cooperation is necessary between official parole authorities and the after-care staff.

The primary focus of after-care is in the support of released offenders and their reintegration into society. It is stressed that the role of after-care is in follow-up and support of the prior treatment. Therefore, after-care by itself is not a separate treatment but rather part of an ongoing rehabilitative process which seeks to maintain a constant awareness of the ex-offender's responsibilities to society and himself.

The after-care staff represents a rather unique position between the treatment and parole authorities. Their role is in close follow-up supervision of ex-offenders successfully graduating from one of the MCC's programs. It is the after-care staff's responsibility to inform the appropriate parole authority when developments necessitate immediate involvement of state legal authorities; they must maintain accurate group and urine screen records, and make such records available to the appropriate authorities; they must represent the MCC at violation and revocation hearings. Most importantly, the after-care staff is to lend support, encouragement, and reinforcement as necessary to ex-offenders making the difficult transition back to society. It is essential that after-care sets high standards of conduct and represents a model for others.

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