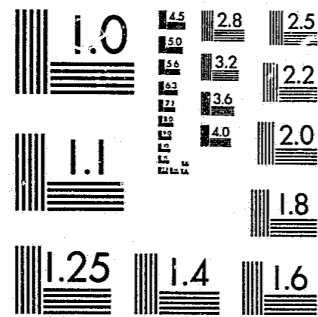


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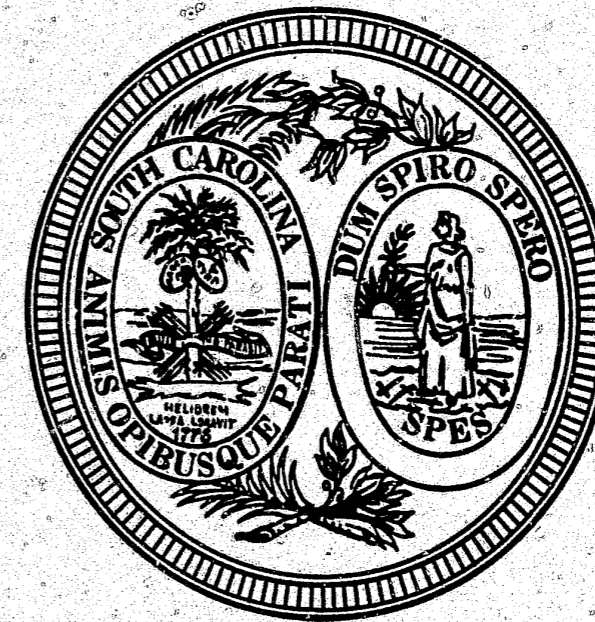
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# A GUIDE FOR IMPLEMENTING CHILD CARE CENTERS IN CORRECTIONAL INSTITUTIONS



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SOUTH CAROLINA DEPARTMENT OF CORRECTIONS  
COLUMBIA, SOUTH CAROLINA

A GUIDE FOR IMPLEMENTING CHILD CARE  
CENTERS IN CORRECTIONAL INSTITUTIONS

by

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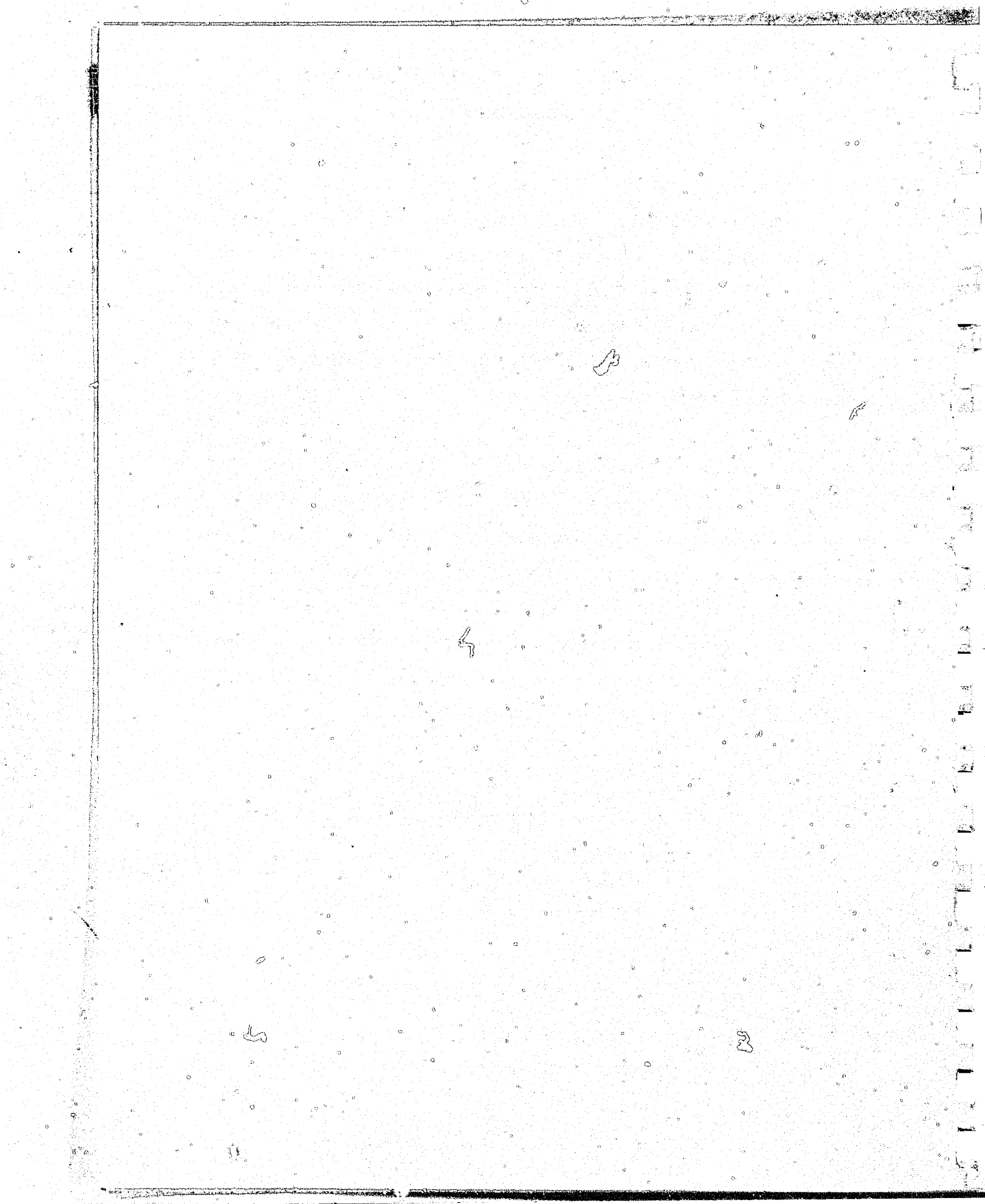


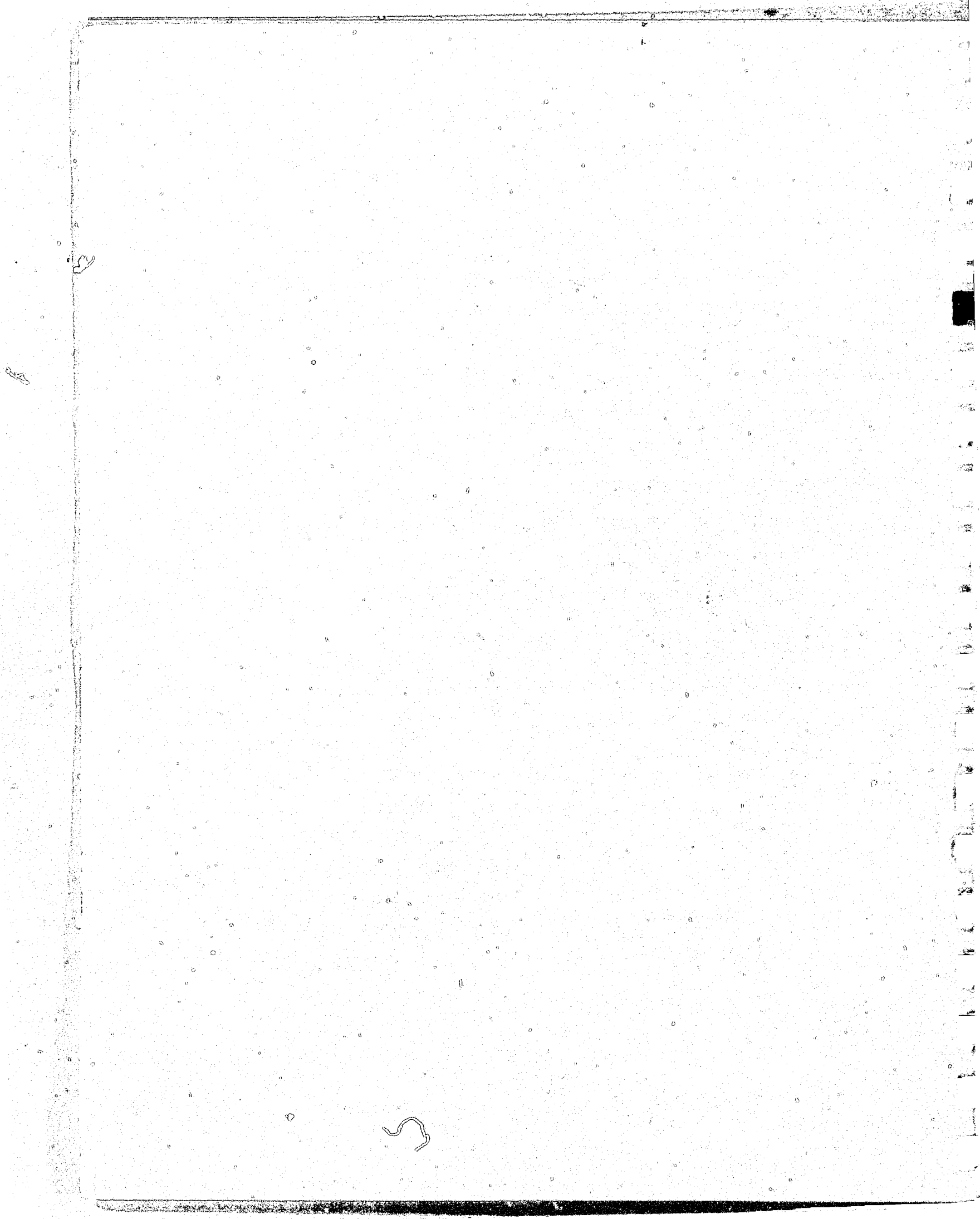
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## INTRODUCTION

At the time this project began, South Carolina Department of Corrections' (SCDC) facilities were operating at 59% over design capacities. As a result the visiting rooms in various Department of Corrections' Institutions were overcrowded and the noise level was quite high. Furthermore, with the exceptions of Kirkland Correctional Institution and Women's Correctional Center, none of the institutions had appropriate facilities to occupy the minds and time of children who visit incarcerated family members. Thus many of the children who visit incarcerated family members appeared bored. This boredom in the children was displayed through inappropriate behaviors such as running, screaming, and inattentiveness to parents. Resultantly, there was a lack of opportunity for meaningful conversation between adults, and a possibility that the children visiting incarcerated family members would attach a negative stigma to the visiting routine.

As it is a goal of the SCDC to maintain and strengthen family ties, a means of achieving this goal during visiting hours was sought. Because the planned programs for children at KCI and WCC had been well received and alleviated many problems in visiting rooms, the idea of providing a planned program for children at additional SCDC institutions came about. Since no model program existed which could easily be

adapted to a particular institution, the Department sought and received financial assistance from the Law Enforcement Assistance Administration. It was through this grant funding that this manual has been prepared.

This guide is based on general principles of child development, and institutional program development experiences of various SCDC employees and inmates. It should be noted that the guide outlines a program which is based on maximum inmate participation and minimum staff participation. Furthermore, because the extent and desire to be involved in a program for children is as varied as institutional needs, the manual is specifically designed to be a basic guide, appropriate for any of the state's institutions.

#### Objective of the Manual

The objective of the manual is to provide wardens and/or designated staff with a basic guide for developing and implementing a planned program for children during the visiting hours of a correctional institution.

#### Primary Objectives of the Program

1. To reduce the number of people in overcrowded visiting rooms.
2. To reduce the noise level in visiting rooms.
3. To occupy the minds and time of children visiting an incarcerated family member.
4. To provide an opportunity for meaningful communication between adults in the visiting rooms.

#### Secondary Objectives of the Program

1. To enhance the intellectual, social, emotional, and physical development of children who visit in SCDC institutions.
2. To foster positive relationships between inmates and their families.
3. To provide positive experiences in family development for inmates.



## IMPLEMENTING A PLANNED PROGRAM FOR CHILDREN

### Staff Responsibility

Although the manual is designed for maximum inmate participation and minimum SCDC staff participation, there must be at least one staff member at each institution responsible for the operation of the program. This person may be a deputy warden, an institution's program coordinator, an institution's school principal, or some other member of the staff who is willing to assume the responsibility. In selecting an individual to assume this responsibility, it is most important to select one who has a commitment to the program.

It is suggested that each institution establish a steering committee to supervise the operation of the program. The designated staff member who has the responsibility of the program should chair the committee. Besides this designated staff member, representation of the following areas is suggested for composing the committee:

1. education;
2. Inmate Council;
3. medical staff;
4. counseling services;
5. classification;

6. security;
7. outside (Non-SCDC): Volunteer consultant with an interest and/or experience in the development of a program for children.

One responsibility of the committee will be the development of an institutional policy. This policy should specify the guidelines under which the program for children will operate within an individual institution. Furthermore, the policy should be in compliance with all current agency policies of the SCDC. A copy of the policy of Kirkland Correctional Institution is provided for informational purposes (Appendix A).

A further responsibility of this committee will be the establishment of some type of incentive for inmate participants. Initially, inmate interest in the establishment of a program for children will likely be high. The novelty will wear off, but the participation of inmates must not. Thus it is advisable that each individual institution establish some type of incentive for maintaining inmate participation. Some SCDC staff are considering an earned work credit program, or extra visiting hours for those inmates who participate. Because of operational differences of the various SCDC institutions, the decision as to what incentive will be used must be decided by each institution on an individual basis. Nevertheless, if a short lived program is to be avoided, the necessity

of providing an incentive to inmate participants cannot and should not be overlooked.

#### Identifying the Target Population

Basic to planning a program for children is the necessity of knowing some general descriptive information about the population to be served. This information can be obtained in a variety of ways, one of which is described.

One means of estimating the population to be served is through the use of a pre-registration form. These forms can be distributed on visiting days to those adults who bring children to visit in the institution. Information on the cards can be compiled to provide an estimate of the number of children to be served, as well as some general descriptive information about those children. A suggested pre-registration form is included in the Appendix section of this manual (Appendix B).

Consideration should be given to the chronological age range, children with special needs, and to chronological age as compared to grade level in school. For all practical purposes, it is suggested that programs be geared for ages three through ten years. Children under age three generally require much more individual care and attention than one can

realistically expect to be available within the scope of the SCDC. Likewise, children in the over ten bracket generally have different interests than those in the three to ten bracket. Nevertheless, there may be some exceptions. Should an individual institution have only several preschoolers, yet a dozen or more in the eleven to thirteen bracket, the institution may want to adjust its program to accommodate this particular age group. One suggestion is that the children over age ten be used as helpers. Using the over ten visitors as helpers can be a valuable experience for both younger and older children. Whatever the case may be, it is suggested that the program be designed to accommodate the age range which encompasses the majority of the children who visit in the institution.

## ASSESSING FISCAL NEEDS AND RESOURCES

The fiscal needs of each center will vary depending on how elaborately the center is furnished and the extent to which donations have been sought and received. A most significant influence of fiscal needs will be construction costs. Some institutions have a room designated for the purpose of operating a program for children. However, in those institutions where the construction of a room will be necessary, the added costs of this construction will be significant. Skilled inmate labor should be available within the institutions. Nevertheless, construction supplies are costly. As will be discussed in detail later in this section, donations of construction supplies will prove to be a significant financial help.

Estimates of equipping and maintaining the operation of the center will also vary among institutions. The number and ages of the children being served will greatly affect the amount of money needed. Initially, if funds are limited, it is suggested that non-consumable supplies be purchased first. These items will provide much entertainment for the children and will be available for use on later occasions. Then as funds are available, purchases of equipment and consumable supplies should follow.

Once an institution has estimated its costs for implementing a program for children, the tremendous task of fund raising will follow. The respective steering committees must identify appropriate fund-raising projects and encourage inmate involvement in these projects. Some suggestions are:

1. The sale of concession items during visiting hours.
2. The collection of aluminum soda cans for recycling purposes.
3. The sale of crafts.

Donations to a center can significantly influence the success of a center. Thus, the skills of identifying donors and receiving donations will prove to be beneficial skills. Donations for construction materials, equipment, non-consumable and consumable supplies should be sought. Civic organizations, church groups, businesses, and individuals are frequently willing to donate supplies, equipment, time, and/or money. However, in most instances, these donations must be solicited. It is doubtful that these people will initiate a donation.

As an incentive to donors, a receipt for income tax purposes will be available. Items will be received through the South Carolina Correctional Association, a non-profit organization. Receipts will be issued at the fair market value of the item donated. Thus, the donor will be able to take a tax deduction for those items received by the Association.

## SELECTING INMATE PARTICIPANTS

It will be the responsibility of the steering committee to establish criteria for participants and the selection of inmate participants. Once the initial selection of inmates is completed, it will be the responsibility of this committee to monitor the ongoing operation of the program.

For several reasons, it is strongly suggested that the entire inmate population be considered when selecting those inmates who will have a part in the program for children. In selecting one club or organization from which members are chosen to participate, a large segment of the population is eliminated which may very well include capable and willing inmates who have much to offer children. Secondly, selecting only one organization limits significantly the number of inmates eligible to participate. As will be discussed later in this section, it is suggested that a regular and back-up crew of inmates be trained for operating the program. Thus the number of inmates eligible for consideration is most important. Thirdly, it is suggested that the entire inmate population be included for consideration as a positive public relations measure. Considering all inmates for participation will likely result in a larger percentage of children participating in the program.

## Tutorial Participants

The term tutorial participant will refer in this manual to those inmates who participate in a tutorial capacity in the ongoing operation of the program.

Selecting inmate tutorial participants is the single most important aspect of planning a program for children. Just as it is the teacher who most often makes or breaks the success of a particular school curriculum within a class, the same holds true as to an inmate's role in a program for young children. The careful selection of inmate participants for a program for children which will operate within a correctional institution is even more important.

In selecting inmate tutorial participants, each individual institution must establish its own criteria for the selection of participants. A basic guide of suggested minimum criteria is presented in this section. However, an institution may want to strengthen or expand these criteria according to an institution's individual needs. In particular, an inmate's prior work experiences should be considered in selecting inmate tutorial participants. Included in that experience may be a previous job which involved working with children, or formal training in child development or education. Whatever the case may be, the criteria listed herein (which are from the KCI policy) are strongly suggested as a very minimum list of criteria.

### Criteria for Selecting Inmate Tutorial Participants

1. No history of extremely violent or heinous crimes.
2. No history of psychotic or unstable behavior.
3. No history of sexual offenses, child abuse, or homosexual behavior.
4. Clear conduct record for a minimum of six months prior to application.
5. High school graduate or GED.
6. Speech, manner of dress, and personal grooming consistent with a standard suitable for childcare work.

A secondary responsibility of the committee will be determining the number of inmates needed for tutorial positions. In determining the number of inmates needed, it is most important that the committee have a fairly accurate estimate of the number of children to be served. This information should be available as a result of the procedures suggested in the section, Identifying the Target Population. It is strongly suggested that one inmate be on board for every six to eight children expected to be participating in the program. If a majority of the children fall in the preschool

range, a one to six ratio is desirable. However, if a majority of the children fall in the six to ten year old range, the center should operate smoothly with a one to eight adult/child ratio. Regardless of how few children are enrolled in the program, for safety reasons, it is important that a minimum of two inmates be on board at all times. Thus, should a child become ill, be injured, or need the immediate one-to-one attention of an adult for any reason, another adult would be available to maintain the operation of the program.

Another factor to consider when determining the number of inmate participants is the feasibility of selecting an adequate number of inmates to be assured that a backup crew will be available. Inmate populations change in unpredictable ways. An inmate tutor may be placed in "lock-up," away on a furlough, ill, or may make parole, which in turn could affect the successful operation of the program. Thus, to be prepared for these unpredictable occasions, it is wise to have a trained substitute crew, familiar with and involved in the ongoing planning and operation of the program. Therefore, should the need arise, a member of the substitute team can replace a member of the regular team, minimizing the disruption of the program. Subsequently, newly trained inmate tutors would come on board as members of the substitute crew, with opportunity to gain experience with and insight into the program before being given the responsibility of its operation.

Regardless of the method of selecting inmate tutorial participants, it is advisable to have those selected serve in a probationary capacity for four to six months. This probationary period would give an inmate the opportunity to determine if working with the program is a task he/she desires to continue or one in which he/she no longer desires to be involved. Should an inmate decide at any time that he/she no longer desires to be involved in the program, that inmate's decision should be immediately accepted by the committee. At no time is it desirable to have inmates working with children if they wish not to do so.

This probationary period provides the steering committee with an opportunity to see if an inmate is assuming the responsibility of being a tutor in a manner appropriate to the successful operation of the program. Furthermore, information gathered by the committee regarding inmates' performance during this period may prove to be beneficial information in the future selection of inmate tutorial participants. Whatever the case may be, it should be understood by all inmate participants, tutorial as well as non-tutorial, that the steering committee has the authority to suspend an inmate from participating in the program at any time, not just during the probationary period.

At KCI, inmate tutors evaluate each other in an informal group discussion. This evaluation is a written one, completed

on each inmate tutor monthly. Several of the KCI tutors have expressed positive feelings about such an evaluation, and the procedure has operated thus far without problems. A copy of the evaluation form which is used is included for informational purposes (Appendix C).

#### Training of Tutors

Prior to the child care/development program becoming operational it will be necessary for inmate tutorial participants to be involved in a training program. This training program should educate inmates in the basic principles of child development, the appropriate curriculum for young children, effective communication skills, and emergency first aid techniques. Resource persons within each institution's community, with expertise in the area of early childhood education, should be sought for providing this training. The following sources are suggestions for securing a person to provide such training.

1. education or child development department of local college or university;
2. county or school district chapter of the South Carolina Education Association;

3. Division of Children and Family Services of the Department of Social Services;
4. South Carolina Department of Education - (Early Childhood and Parent Education consultants are available in the Basic Skills Division at the State Department.)
5. County Home Extension Agent
6. local school district

Training of inmate tutors should not cease when the program becomes operational. On-going training will provide inmates with an opportunity to obtain feedback about what has or is happening. Furthermore, on-going training will provide inmate tutors with an opportunity to obtain help as problems arise. It is necessary that inmate tutors maintain contact with at least one individual with expertise in the field of early childhood education.

#### Non-Tutorial Participants

Many inmates in an institution may not meet the criteria for working as a tutor to young children. However, these inmates should not be categorically excluded from contributing

to the program. There are a variety of tasks which must be accomplished to implement and maintain a program for children. Many of these tasks can be performed by inmates who do not necessarily have the qualities deemed desirable for working with children. Among those tasks are carpentry work and fund raising efforts, both of which are most important to the successful operation of a program. The selection and monitoring of non-tutorial inmate participants should be a responsibility of the steering committee. Each inmate who desires to be involved in this capacity should be considered on an individual basis by the committee.

## DEVELOPING THE CURRICULUM

To enhance the intellectual, social, physical and emotional development of children who visit in SCDC institutions is an objective of the child care/ development program. This the curriculum should reflect that objective. The curriculum should be educationally oriented. However, at no time should the curriculum take on the structured formal approach which is identified by children as school. Unfortunately, many children do not enjoy school, and to spend Saturday and/or Sunday in a school-type setting will not be viewed as an attractive offer. Therefore, the curriculum should be educational, yet fun. Although many teachers would not agree, such a curriculum is not difficult to plan.

An important point to keep in mind is that the curriculum should be relevant to the needs and interests of children. Those needs and interests may vary among institutions. A second point to keep in mind is that the curriculum should be developmentally appropriate for those children who use the center. This will necessitate planning different activities for preschoolers than those planned for the school age group. Thirdly, the curriculum should consist of activities in which the children are active participants. This will require that there be an appropriate number and variety of activities and games to ensure that all children are involved. Becoming

actively involved will be a new role for many children. Unfortunately many children have spent much of their lives as almost constant viewers of television. Resultantly we are producing a generation of passive youngsters, rather than active participants in life. This is not to discredit the merits of television. There are many educational programs from which children benefit. The point is that for many children watching television is their sole recreational activity. The child care/ development center offers children an opportunity to develop a variety of recreational activities. Such being the case, it is most important that concrete activities which encourage participation be offered. There are a variety of resource books on the market which should be helpful in planning and operating a program for young children. An annotated bibliography is included in the Appendix for reference purposes (Appendix D).

Games are favorites with most children. There are games available commercially for children of all ages, especially those in the early childhood - three to ten years age range. Most children enjoy games. However, they have one drawback. Competition is encouraged and this is often difficult for youngsters to accept. Thus emphasis on winning should be minimized.



A final point to keep in mind is that the curriculum should be accepting of the children as individuals. Every person has strengths and weaknesses. No two persons are alike, thus expectations of no two persons should categorically be the same. The curriculum that is receptive to individual differences will most likely prove to be the one most conducive to developing creativity. Children, just as adults, are individuals and should be dealt with as such. Be prepared for individual personalities to surface. Frequently, it will not suit all five year olds to color, nor all school aged children to play games. These individual differences must be respected.

## PREPARING THE FACILITY

In preparing a facility for children, it is most important that the facility be conducive to the development of children. First and foremost is being assured that the facility is safe. Secondly, the facility should be attractive in such a way that children feel the warmth and beauty of a colorful atmosphere, yet are not overstimulated. Thirdly, the facility should be equipped with young clientele in mind. Specifically, the furnishings should be child-sized. The above criteria are important for both indoor and outdoor facilities.

### Indoor Facilities

The indoor area should be large enough to accommodate those who will use the facility. There should be adequate space to allow children to move about easily. A minimum of 35 square feet per child is recommended for the indoor area.

The floors of the facility should be of a material that can be easily cleaned. A carpeted floor is enjoyed by all and makes a great area for activities such as block building, storytime, or playing games. However, a carpeted floor is not the place for art, water play, sand or those other activities which have a tendency to get a little messy. Thus the most ideal facility is one which has both a carpeted and a tiled area.

Exits to the facility should be clearly marked and easily recognized by children. Children should be aware of emergency exit plans should such an unexpected event occur. Doors should swing out, and there should be more than one means to exit the facility. Further safety factors are discussed in the Section on Fire, Health and Safety Standards.

#### Outdoor Facilities

The outdoor area provides an excellent opportunity for young children to release an abundance of energy through the use of large muscles. Thus to accommodate these activities, the outdoor area should provide a minimum of 75 square feet per child.

The outdoor area should be securely fenced as a safety measure. Furthermore, the fenced area should have a gate for exit purposes.

Landscaping of the outdoor facility should be conducive to children's play. A shaded area is essential in summer months, and a sunny area is most important for the cold months. Thus a balance between sun and shade should be established. One safety measure when selecting plants for landscaping purposes - be sure that poisonous plants are avoided (Appendix E)!

The surface of the outdoor area is particularly important. A well-drained grassy surface is the most appropriate for much of children's play. However, a hard base area will be needed for wheel toys.

#### Fire, Health and Safety Standards

The Commission on Accreditation of the American Correctional Association has specified standards which deal with the fire, health, and safety aspects of an institution. At present, there is no federal or state act which requires an institution to comply with these standards. In preparing the child care/development center, it is advisable that institutional standards for fire, health, and safety as proposed by the American Correctional Association be adhered to as closely as is realistically possible.

Also, the Office of Child Development within the South Carolina Department of Social Services has identified standards under which child care centers within this state must operate. Centers such as the ones planned for the state's correctional institutions are not required to comply. However, it is advisable that the respected steering committees be mindful of these guidelines. Some of the guidelines are not appropriate nor realistically possible when considering the type center which will be located within the

institutions. However, much of what is included in the guidelines can and should be dealt with.

Basic Operational Equipment, Non-Consumable  
and Consumable Supplies

In selecting equipment and supplies for the child care/development centers, the most important criterion to keep in mind is the safety of the particular item. When assessing the safety of an item, the following questions should be asked:

1. Is the item non-toxic? Items selected for the center should bear a non-toxic seal of approval.
2. Is the item durable enough to stand the rough wear and tear of children's play? Wooden items should be made of hardwoods such as maple, which is resistant to splintering. Poorly constructed or cheaply made items should be avoided.
3. Is the item appropriate for the age group for which it is intended? Keep in mind that small, easily detachable pieces always find their ways to the mouths of little ones.

Although an item may initially be judged as safe for children, the responsibility for safety does not end with that initial judgement. All items should be checked periodically to ensure continued safety. Wooden items will need sanding, some items will need to be oiled, and in some instances loose screws may need to be tightened. Whatever the case may be, the determination of the safety of an item should be an ongoing process. It is strongly recommended that an inmate be assigned to carefully check all toys and equipment for safety purposes on a weekly basis.

A secondary criterion to keep in mind when selecting equipment and supplies is that items which enhance the child's development be selected. When addressing the developmental appropriateness of an item, one should ask the following questions.

1. Does the item enhance the child's physical, intellectual, social, and/or emotional development? Items selected should reflect a balance as far as developmental appropriateness is concerned. All four areas of development are important and interdependent. Thus, items selected should represent all four areas of development.

2. Does the item allow for multiple uses? The extent to which an item is versatile is most important. There will be some items which have only one use. However, when possible, select items which have multiple uses. Such items are conducive to developing the child's creativity.
  
3. Does the item provide a concrete (one which allows active involvement of the child) experience for the child? Young children, especially those three to seven years, need easily manipulated playthings of which they can be a part. Children this age should be actively involved in concrete play experiences.

Because of limited financial resources, the selection of equipment, non-consumable supplies and consumable supplies is frequently a difficult task. This section will provide general priority lists for equipment, non-consumable supplies and consumable supplies. The items listed are in a general priority order, with those items at the top of the lists signifying a higher priority, and those further in the list signifying less priority. However, determining which item is most needed and likely to be most used is a decision which should be made by each institution on an individual basis.

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### Indoor Equipment

Building blocks (wooden unit blocks)  
Tables  
Chairs  
Chalkboard  
Bookshelf  
Doll bed(s)  
Record player  
Easel  
Housekeeping center items such as stove, sink, refrigerator  
Water play table  
Storage shelves  
Clock  
Bulletin board(s)  
Tape recorder  
Radio

### Non-Consumable Supplies

Books - Be sure to have an adequate number of, a variety of subjects, and those of varying difficulty.  
Puzzles - Varying types and difficulty  
Wooden cars and trucks  
Wooden beads and strings for stringing - These should be colored beads designed for use in a preschool program, not beads used in craft projects which could easily be swallowed by little ones.  
Pegs and peg boards  
Dolls  
Games - Have a variety. Some suggestions: "Bingo," "Candy Land," "Monopoly," "Jr. Scrabble," "Hi-Ho-Cherry-O," Checkers, Dominoes, general lotto games, Chinese Checkers. Also, addition, subtraction, multiplication, and division flash cards.  
Carpet Squares - These are especially useful in facilities with all tiled flooring.  
Musical instruments  
Paint brushes  
Scissors  
Record albums  
Rulers  
Yardstick  
Cards - Some suggestions: "Old Maid," "Rummy"  
Stapler  
Hole puncher

### Consumable Supplies

Crayons  
Chalk  
Pencils  
Felt tip markers  
Manilla paper for drawing or easel painting  
Construction paper - Stock a variety of colors. Be sure that the colors are bright, true colors. Paper will fade over time. Thus, do not overstock.

Paper towels  
Tissues  
Paste  
Play dough  
Scotch tape  
Mashing tape  
Lined writing paper  
Notebook paper  
Tempera paint for easel painting  
Finger paint  
Glue  
Staples  
Thumb tacks  
String  
Yarn  
Clay

### Outdoor Equipment

Jungle gym(s)  
Tire Swings - For safety reasons it is not advisable to equip the play area with a traditional swing set.

Sand box  
Wagon(s)  
Wheel toys - Some suggestions; scooters, tricycles, wheel barrels, large wooden trucks and cars.

Balance beam

## MANAGING THE PROGRAM

### The Establishment of a Record Keeping System

Maintaining accurate, meaningful records is a most important aspect of managing the child care/development program. It is through accurate record keeping that a determination can be made as to what is working and what is not. Thus a record keeping system should be a part of the child care/development program.

Obviously, everything that happens cannot and need not be recorded. Records should be kept for specific purposes. The record keeping system should reflect information which will be beneficial in the on-going planning and operation of the program. Questions such as the following should be addressed in the record keeping system:

1. How many children are being served?
2. Are the children participating in the program doing so on a regular basis?
3. What is the age range of the children participating in the program?

4. What is the relationship between the child visiting in the institution and the inmate being visited?
5. How many inmates are participating in the program?
6. Specifically, which inmates are participating in the program?
7. Are the inmates participating on a regular basis?

A record keeping system, appropriate for a child care/development center which operates within an institution, is included in the appendix section of this manual. This system reflects the previously mentioned questions, and is set up in such a manner that it can be maintained by one inmate. Furthermore, this system has been field tested in presently operating SCDC child care centers, and contains information which will be needed by the agency for monitoring the programs. The more complex a record keeping system, the less likely accurate records will be maintained. Therefore the system is specifically designed as being a simple one which can be realistically implemented (Appendix F).

It is an objective of the child care/development program to foster the intellectual, physical, social, and emotional development of children who are participants in the program. However, because of the turnover of the inmate population, and

the limited means for determining progress in the specified areas, it is not practical to include developmental progress in the record keeping system. It is for that purpose that the system does not address the issue of developmental progress.

#### Assessment of the Program's Effectiveness

Periodically the program should be examined to determine if the primary objectives, as set forth in the manual, are being met. This can be done through the use of questionnaires and interviews. When assessing the program's effectiveness, feedback from the following should be included: inmates; spouses of incarcerated inmates; children who visit in the institution; correctional officers; other SCDC staff who are involved with inmates and their visitors. To obtain an accurate assessment it will be necessary to gather information from a sample of the people prior to the implementation of the child care/development center, and at periodic intervals once the program is operational. An assessment model is included in the appendix section of this manual (Appendix G).

A further means of assessing the program's effectiveness will be through an analysis of the information obtained in the record keeping system. The number of inmates and children involved in each program should be readily available information. Likewise regularity of attendance of both inmates and

children should be examined. Initially, each institution will be asked to submit a monthly attendance report. Once a program has been operational for twelve months, the institution will file quarterly attendance reports with the Special Projects Division at SCDC (Appendix H).

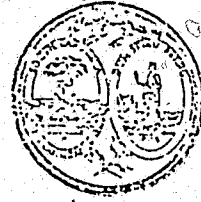
Monthly attendance reports should be completed and in the Special Projects Division by the fifteenth day of the following month. The form is designed so that it can be completed by an inmate each weekend day, then totaled at the end of the month. The form is in duplicate, the original to be filed with the Special Projects Division and the copy to be retained by the institution.

## CHANGING WITH THE TIMES

Life is an on-going process which changes at rapid paces. Service programs should be cognizant of this fact, and sensitive to changes in the needs of people. As these changes occur, it will be necessary to make corresponding changes in the child care/development program. Information obtained in assessing the program's effectiveness will prove to be beneficial in determining which if any changes should be made. Therefore, it is necessary that those involved with the child care/development program be sensitive to the needs for change and willing to make those changes.



APPENDICES



south carolina  
department of corrections

P.O. BOX 21787/4444, BROAD RIVER ROAD/COLUMBIA, SOUTH CAROLINA 29221  
TELEPHONE (803) 758 4444  
WILLIAM D. LEFKE, Commissioner

KIRKLAND CORRECTIONAL INSTITUTION

NUMBER: 1100.1-1	DATE: November 18, 1980
RESPONSIBLE AUTHORITY: Deputy Warden for Program Services	PAGE 1 OF 2

TITLE: "Sesame Street" Child Care Program

PURPOSE: To reduce crowded and noisy conditions in the Kirkland Correctional Institution (KCI) Visiting Room, and to provide a meaningful activity for children during visits by parents.

POLICY: The program will work toward the South Carolina Department of Corrections goal of maintaining and strengthening family ties by encouraging better relationship between inmates and their families. This is accomplished under the sponsorship of the KCI Jaycees, and the supervision of a Steering Committee. The program will constructively structure part of the visiting time of inmates' children allowing the husband and wife an opportunity to visit in a more relaxed atmosphere.

PROCEDURAL GUIDELINES:

1. Services will be provided by selected Inmate Tutors who will conduct play and learning activities for the visiting children. Appropriate games, toys, television, video tapes, films, and other approved educational materials and activities will be used.
2. Training for Inmate Tutors will be in accordance with training materials provided by Volunteer Consultants from the Children's Television Workshop, and under the guidance of assigned Volunteers from the Department of Child Development, University of South Carolina (USC).
3. The sensitive nature of child care work will be considered in the selection of Tutors to work in this program.
4. The Steering Committee shall maintain responsibility for the continuous supervision of the program's operations and selection of all Inmate Tutors.

SPECIFIC PROCEDURES:

1. The Steering Committee will be composed of five Staff Members and one Inmate Member as follows:
  - a. Deputy Warden for Program Services - Chairman;
  - b. Psychiatric Unit Psychologist;
  - c. Principal of KCI Schools;
  - d. Classification Specialist;
  - e. Volunteer Consultant - USC; and
  - f. President of KCI Jaycees.

2. Inmate Tutors participating in this program must be nominated by the

Page 2  
1100.1-1  
"Sesame Street" Child Care Program  
November 18, 1980

Jaycees and approved by the Steering Committee. A personal interview of each prospective Tutor with the Steering Committee will be conducted as part of the selection process.


3. Inmate Tutors must meet the criteria listed below in order to be considered for participation in the program:

- a. No record of extremely violent or heinous crimes;
- b. No record of unstable or psychotic behavior;
- c. No record of sexual offenses, child abuse, or homosexual behavior, unless previously approved for "A" or "AA" custody;
- d. Clear conduct record for a minimum of six months prior to consideration;
- e. High School Graduate or GED; and
- f. Speech, manner of dress, and personal grooming consistent with a standard suitable for child care work.

4. Disciplinary reports on an Inmate Tutor may lead to removal from the program. The Steering Committee will review all disciplinary reports to determine if they warrant removal.

5. The Steering Committee and/or Warden may remove any participant when such action is deemed to be in the best interest of the program.

6. The program is limited to children ages three to seven, with consideration by the Steering Committee for some exceptional children in need of care or tutoring.

  
George N. Martin, III  
Warden

DISTRIBUTION "A" + "B"

APPENDIX B

Date \_\_\_\_\_

Dear Parent(s) or Guardian:

Plans are being made to establish a child care/development program at the \_\_\_\_\_ institution. In order to do so, we must have an idea of the number and ages of the children who will be served.

Please fill out the form at the bottom. Someone will come around during visiting hours to collect the forms.

Your cooperation in this matter is appreciated.

Sincerely,

\_\_\_\_\_  
Chairman, Steering Committee

-----  
Please complete giving the following information about the children who accompanying you to visit in this institution.

	Name	Age	Sex	Relationship to Inmate Being Visited
1.				
2.				
3.				
4.				
5.				

TUTORS NAME AND NUMBER \_\_\_\_\_

GROUP PERFORMANCE EVALUATION FORM

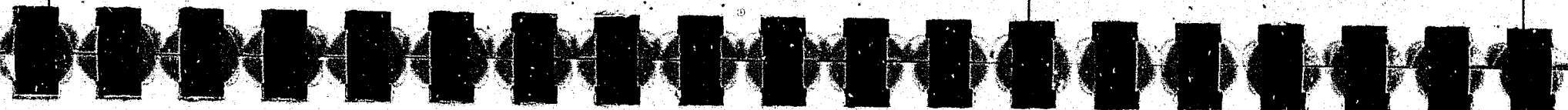
KIRKLAND JAYCEES SESAME STREET PROGRAM

DATE OF EVALUATION \_\_\_\_\_

	POOR	FAIR	GOOD	EXCELLENT	
					EVALUATOR'S COMMENTS:
ATTENDANCE					
PLANNING SESSION ATTENDANCE					
ATTITUDE					
PREPARATION FOR SESSIONS					
COMMUNICATES WITH CHILDREN					
COMMUNICATES WITH OTHER TUTORS					
CONFORMS TO GUIDELINES					
OVER ALL PROGRESS					

CHAIRMAN'S COMMENTS:

C-1



APPENDIX D

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APPENDIX E

COMMON POISONOUS PLANTS WHICH SHOULD  
BE AVOIDED IN A CHILD CARE/DEVELOPMENT PROGRAM

Their Toxic Parts, and Symptoms of Ingestion

HOUSE PLANTS

<u>PLANT</u>	<u>TOXIC PART</u>	<u>SYMPTOMS</u>
Hyacinth, Narcissus, Daffodil.	Bulbs	Nausea, Vomiting, Diarrhea. May be fatal.
Oleander	Leaves, branches	Extremely poisonous, affects the heart, produces severe digestive upset and has caused death.
Poinsettia	Leaves	Fatal. On leaf can kill a child.
Dieffenbachia (Dumb Cane) Elephant Ear	All parts	Intensive burning and irritation of the mouth and tongue. Death can occur if base of the tongue swells enough to block the air passage of the throat.
Rosary Pea Castor Bean	Seeds	Fatal. A single Rosary Pea seed has caused death. One or two Castor Bean seeds are near the lethal dose for adults.
Mistletoe	Berries	Fatal. Both children and adults have died from eating the berries.

FLOWER GARDEN PLANTS

Larkspur	Young plant, seeds	Digestive upset, nervous excitement, depression. May be fatal.
Monkshood	Fleshy roots, seeds	Digestive upset and nervous excitement.
Autumn Crocus Star-of-Bethlehem	Bulbs	Vomiting and nervous excitement
Lily-of-the-Valley	Leaves, flowers	Irregular heart beat and pulse, usually accompanied by digestive upset and mental confusion.
Iris	Underground stems	Severe, but not usually serious digestive upset.
Foxglove	Leaves	One of the sources of the drug Digitalis, used to stimulate the heart in large amounts. The active principles cause dangerously irregular heart beat and pulse, usually digestive upset and mental confusion. May be fatal.
Bleeding Heart (Dutchman's Breeches)	Foliage, roots	May be poisonous in large amounts. Has proven fatal to cattle.
Rhubarb	Leaf blade	Fatal. Large amounts of raw or cooked leaves can cause convulsions, coma, followed rapidly by death.

ORNAMENTAL PLANTS

Daphne	Berries	Fatal. A few berries can kill a child.
Wisteria	Seeds, pods	Mild to severe digestive upset. Many children are poisoned by the plant.
Golden Chain	Bean-like capsules in which the seeds are suspended	Severe poisoning. Excitement, staggering, convulsions, and coma. May be fatal.

Laurels,  
Rhododendron  
Azaleas

All parts

Fatal. Produces nausea and vomiting, depression, difficult breathing, prostration, and coma.

Mayapple

Apple, foliage, roots

Contains at least 16 active toxic principles, primarily in the roots. Children often eat the apple with no ill effects, but several apples may cause diarrhea.

PLANTS IN SWAMP OR MOIST AREAS

Water Hemlock

All parts

Fatal. Violent and painful convulsions. A number of people have died from Hemlock.

PLANTS IN FIELDS

Buttercups

All parts

Irritant juices may severely injure the digestive system.

Nightshade

All parts, especially the unripe berry

Fatal. Intense digestive disturbances and nervous symptoms.

Poison Hemlock

All parts

Fatal. Resembles a large wild carrot. Used in ancient Greece to kill condemned prisoners.

Jimson Weed  
(Thorn Apple)

All parts

Abnormal thirst, distorted sight, delirium, incoherence and coma. Common cause of poisoning. Has proved fatal.

Jessamine

Berries

Fatal. Digestive disturbance and nervous system.

Lantana  
Camara  
(Red Sage)

Green berries

Fatal. Affects lungs, kidneys, heart, and nervous system. Grows in the Southern U.S. and in moderate climates.

Yew

Berries, foliage

Fatal. Foliage more toxic than berries. Death is usually sudden without warning symptoms.



TREES AND SHRUBS

Wild and cultivated cherries	Twigs, foliage	Fatal. Contains a compound that releases cyanide when eaten. Gasping, excitement, and prostration are common symptoms that often appear within minutes.
Oaks	Foliage, acorns	Affects kidneys gradually. Symptoms appear only after several days or weeks. Takes a large amount for poisoning. Children should not be allowed to chew on acorns.
Elderberry	Young shoots, buds, leaves, bark, roots	Children have been poisoned by using pieces of the pithy stems for blowguns. Nausea and digestive upset.
Black Locust	Bark, sprouts, foliage	Children have suffered nausea, weakness, and depression after chewing the bark and seeds.
Jack-in-the Pulpit	All parts, especially roots	Like Dumb Cane, contains small needle-like crystals of calcium oxalate that cause intense irritation and burning of the mouth and tongue.
Moonseed	Berries	Blue, purple color, resembling wild grapes. Contains a single seed. (True wild grapes contain several small seeds.) May be fatal.

APPENDIX F

Instructions for Completing the Child's Attendance Card  
(Form SCDC 1-7)

The top of the front side and the back side of the blue card are to be filled in by the adult who brings the child to visit in the institution.

The card contains a calendar of all weekend visiting dates. Children will be marked present by entering (check) or (X) mark in the appropriate box. In institutions where attendance is heavy, it may be preferable to have a sign-in sheet for children, then later have an inmate transfer the attendance to the attendance card. Otherwise, an inmate can mark a child present on the card as the child enters the center.

Instructions for Completing the Inmate Tutor's Attendance Card  
(Form SCDC 1-8)

The inmate tutor's attendance card is to be filled out by each inmate. Each inmate will be responsible for recording his/her attendance at both the weekly preparation session and as a participant in the operation of the child care program.

The front of the green card provides a space for entering the date and time of attendance at the weekly preparation session. On the back side of the card inmates will enter their attendance as a tutor in the child care center by entering a (check mark) or (X) in the appropriate box.

Date \_\_\_\_\_

Child's Name (Specify name he/she is called.) \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_

Child's Address \_\_\_\_\_ Date of Birth \_\_\_\_\_ Grade in School \_\_\_\_\_

Parent(s) or Guardian's Name \_\_\_\_\_

Name and Number of Inmate Being Visited \_\_\_\_\_

Relationship of Child to Inmate Being Visited \_\_\_\_\_

January		February		March		April	
3	4		1		1	4	5
10	11	7	8	7	8	11	12
17	18	14	15	14	15	18	19
24	25	21	22	21	22	25	26
31		28		28	29		

May		June		July		August	
2	3	6	7	4	5	1	2
9	10	13	14	11	12	8	9
16	17	20	21	18	19	15	16
23	24	27	28	25	26	22	23
30	31					29	30

September		October		November		December	
5	6	3	4		1	5	6
12	13	10	11	7	8	12	13
19	20	17	18	14	15	19	20
26	27	24	25	21	22	26	27
		31		28	29		

Comments of the parent(s) or guardian: (You may want to share information such as special needs, interests, likes, and/or dislikes of the child.)

Date \_\_\_\_\_

Inmate Tutor's Name \_\_\_\_\_ Number \_\_\_\_\_ Custody Status \_\_\_\_\_

Home Address \_\_\_\_\_ Date Basic Training Completed \_\_\_\_\_

Attendance at Weekly Preparation Session  
(Enter date and time in appropriate box.)

January	February	March
<input type="text"/>	<input type="text"/>	<input type="text"/>
April	May	June
<input type="text"/>	<input type="text"/>	<input type="text"/>
July	August	September
<input type="text"/>	<input type="text"/>	<input type="text"/>
October	November	December
<input type="text"/>	<input type="text"/>	<input type="text"/>

Additional Training: (Specify type of training and date completed.)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent or Guardian

APPENDIX G

PRE-IMPLEMENTATION QUESTIONNAIRE

January		February		March		April	
3	4		1		1	4	5
10	11	7	8	7	8	11	12
17	18	14	15	14	15	18	19
24	25	21	22	21	22	25	26
31		28		28	29		

May		June		July		August	
2	3	6	7	4	5	1	2
9	10	13	14	11	12	8	9
16	17	20	21	18	19	15	16
23	24	27	28	25	26	22	23
30	31					29	30

September		October		November		December	
5	6	3	4		1	5	6
12	13	10	11	7	8	12	13
19	20	17	18	14	15	19	20
26	27	24	25	21	22	26	27
		31		28	29		

1. Do children under age twelve regularly accompany you on your visits in this institution?

Always \_\_\_\_\_ Frequently \_\_\_\_\_ Seldom \_\_\_\_\_ Never \_\_\_\_\_

If so, how many? \_\_\_\_\_ What are their ages? \_\_\_\_\_

2. What is the relationship of the children who accompany you to this institution?

Daughter \_\_\_\_\_ Son \_\_\_\_\_ Niece \_\_\_\_\_ Nephew \_\_\_\_\_

Cousin \_\_\_\_\_ Other, please specify \_\_\_\_\_

3. What is the relationship of the children who accompany you to visit in this institution to the inmate being visited?

Daughter \_\_\_\_\_ Son \_\_\_\_\_ Niece \_\_\_\_\_ Nephew \_\_\_\_\_

Cousin \_\_\_\_\_ Other, please specify \_\_\_\_\_

4. Do you feel that children in the visiting room distract from your being able to visit in this institution?

Always \_\_\_\_\_ Frequently \_\_\_\_\_ Seldom \_\_\_\_\_ Never \_\_\_\_\_

5. Do the children complain about accompanying you to visit in this institution?

Always \_\_\_\_\_ Frequently \_\_\_\_\_ Seldom \_\_\_\_\_ Never \_\_\_\_\_

6. If a planned child care program were available for children during the institutions visiting hours, would you want the children who accompany you to participate in the program.

Always \_\_\_\_\_ Frequently \_\_\_\_\_ Seldom \_\_\_\_\_ Never \_\_\_\_\_

7. If a planned child care program were available, I would visit in the institution

\_\_\_\_\_ About as frequently as I do now.

\_\_\_\_\_ More frequently than I do now.

\_\_\_\_\_ Less frequently than I do now.

COMMENTS: \_\_\_\_\_

POST-IMPLEMENTATION QUESTIONNAIRE

1. Now that a child care program is available for children who visit in this institution, do you feel that the children who accompany adults to visit in this institution distract from your being able to visit?

Always \_\_\_\_\_ Frequently \_\_\_\_\_ Seldom \_\_\_\_\_ Never \_\_\_\_\_

2. Do the children who accompany you to visit in this institution complain about having to do so?

Always \_\_\_\_\_ Frequently \_\_\_\_\_ Seldom \_\_\_\_\_ Never \_\_\_\_\_

3. Do the children who accompany you to visit in this institution participate in the child care program?

Always \_\_\_\_\_ Frequently \_\_\_\_\_ Seldom \_\_\_\_\_ Never \_\_\_\_\_

4. My child enjoys participating in the child care program.

Always \_\_\_\_\_ Frequently \_\_\_\_\_ Seldom \_\_\_\_\_ Never \_\_\_\_\_

5. Now that a child care program is available for children during visiting hours, I visit in this institution

\_\_\_\_\_ About as frequently as I did before the program was available.

\_\_\_\_\_ Less frequently than I did before the program was available.

\_\_\_\_\_ More frequently than I did before the program was available.

PRE AND POST IMPLEMENTATION QUESTIONNAIRE  
FOR CORRECTIONAL PERSONNEL

Please check all that apply.

1. How would you describe the present visiting facilities on a typical weekend visitor's day?

crowded \_\_\_\_\_ appropriately furnished \_\_\_\_\_  
adequate amount of space \_\_\_\_\_ lacking appropriate furnishings \_\_\_\_\_  
Comment: \_\_\_\_\_

2. Addressing points such as order and noise level, how would you describe the present visiting procedures?

extremely noisy \_\_\_\_\_ orderly \_\_\_\_\_  
moderately noisy \_\_\_\_\_ chaotic \_\_\_\_\_  
quiet \_\_\_\_\_  
Comment: \_\_\_\_\_

3. In general, how would you describe the children who visit in the institution?

well behaved \_\_\_\_\_ quiet \_\_\_\_\_  
poorly behaved \_\_\_\_\_ noisy \_\_\_\_\_  
courteous \_\_\_\_\_  
rude \_\_\_\_\_  
Comment: \_\_\_\_\_

4. Are there any problems in the visiting area? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, please elaborate \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Do you have any specific recommendations for changes which should be made in the visiting area?  
\_\_\_\_\_  
\_\_\_\_\_

APPENDIX H

CHILD CARE CENTER  
MONTHLY ATTENDANCE REPORT

Location \_\_\_\_\_ Month/Year \_\_\_\_\_

Enter attendance figures for all days the center was in operation.

	Children	Inmate Tutors
1st Saturday	_____	_____
1st Sunday	_____	_____
2nd Saturday	_____	_____
2nd Sunday	_____	_____
3rd Saturday	_____	_____
3rd Sunday	_____	_____
4th Saturday	_____	_____
4th Sunday	_____	_____
5th Saturday	_____	_____
5th Sunday	_____	_____
Total Monthly Attendance	_____	_____

Was there any training provided for inmate tutors this month? If so, please elaborate.  
\_\_\_\_\_  
\_\_\_\_\_

Has the center operated without problems this month? If no, please elaborate.  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_ Name of Individual Completing Form \_\_\_\_\_

**END**