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**Final Report**  
**on the**  
**Evaluation of the South Carolina Residential Substance Abuse**  
**Treatment Program for State Prisoners**

**Submitted to:**

**Evaluations of the Residential Substance Abuse Treatment for State  
Prisoners Program  
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## **I. Overview of the South Carolina Residential Substance Abuse Treatment Program for State Prisoners.**

**The Original Program.** The South Carolina RSAT program is known as the Correctional Recovery Academy (“CRA”). Operated by Civigenics, Inc. under contract with the South Carolina Department of Corrections (“SCDC”), the CRA is a modified therapeutic community, utilizing a cognitive behavioral approach with a projected length of stay between 8 to 12 months depending of client performance. The CRA is designed to provide multi-modal substance abuse treatment in a residential setting to 17 to 27 year-old males sentenced under the Youthful Offender Act to an indeterminate sentence with the South Carolina Department of Corrections (such inmates will be referred to as “YOAs”). Eligibility for participation in the program is based upon 1) a reasonable opportunity for parole eligibility upon completion of the program and 2) a minimum SASSI score indicating dependence (later changed to a minimum score on the TCU Drug Dependency screen---see Appendix 1 for a copy of the TCU drug screen).

The primary treatment methodologies employed by the CRA include:

- cognitive re-structuring towards pro-social, pro-deliberative norms
- cognitive-behavioral training towards relapse prevention and social reintegration
- social learning mechanisms of therapeutic communities (“TC”)
- the spiritual community of a Twelve Steps fellowship.

At admission to the program, and again upon completion of the program, each inmate is administered the TCU Drug Dependency Screen, the Criminal Sentiments Scale (CSS) and the Coping Behavior Inventory (CBI). The Criminal Sentiments Scale measures the degree to which participants exhibit thoughts and attitudes that are highly

associated with illegal behavior. The Coping Behavior Inventory measures behaviors and thoughts that are used as coping mechanisms helpful in avoiding relapse. The CRA staff uses these instruments as two of the primary measures of treatment outcomes. That is, if effective, the CRA intervention should produce graduates who display an increased usage of coping skills to avoid relapse (as measured by the CBI) and a decreased level of attitudes correlated with recidivism (as measured by the CSS).

The CRA is located at the Turbeville Correctional Institute---a medium security level institution---in Turbeville, SC. Initially, there were 136 beds available at the CRA. The first clients were admitted on August 25, 1997. Through September 30, 1998 a total of 307 YOAs entered the original CRA, the average daily population was 128, and 149 YOAs graduated from the original CRA.

**The Expansion of the Program.** During 1998 the South Carolina Department of Corrections decided to use existing RSAT funding to increase the capacity of its substance abuse treatment program for YOAs. A new solicitation was issued for a service provider to operate a larger program than the original CRA. Civigenics, Inc. submitted the winning proposal and was awarded the contract. Pursuant to this new contractual agreement, on October 1, 1998 the CRA program at the Turbeville Correctional Institute expanded to 272 beds and underwent major changes in structure, operations and programming.

The expansion involved taking over the entire building that housed the original CRA program and establishing two separate substance abuse programs based on age. The original CRA program became the program for participants 21 to 27 years of age and was moved to the wing of the building which previously had housed disciplinary YOAs .

A new program, called Straight Ahead and designed for 17 to 20 year old YOAs, was placed in the wing of the building where the original CRA was located. The bed capacity of each program is 136. The total capacity of the South Carolina RSAT program is now 272.

The logic behind the age segregation of substance abuse treatment was that the younger participants needed more training in ethical reasoning and interpersonal skills. The treatment programming for both programs is fundamentally the same. The primary programming difference is that younger participants receive additional instruction in the aforementioned topics of moral reasoning and interpersonal skill development. The older participants in the Straight Ahead program are not given this instruction.

Each of the age specific programs is divided up into three phases. The first phase in each program lasts a minimum of eight weeks while the second and third phases last a minimum of ten weeks each. Copies of the treatment programming schedules for each of the two age specific programs are provided in Appendix 2. A copy of the CRA Inmate Handbook is provided in Appendix 3.

The original plan for the expansion was to place all 17 to 20 year olds in the new Straight Ahead program and move the 21 to 27 year old YOAs into the new wing. The two programs would then gradually be filled with age appropriate YOAs as they were selected for substance abuse treatment upon completion of the first phase of the SCDC YOA program. This plan would have allowed the gradual development of proper TC environments in the two programs.

Unfortunately, the expansion of the CRA coincided with the transformation of the Turbeville Correctional Institution into primarily a YOA facility. This transformation

resulted in a need to find bed space for large numbers of YOAs, some of who were transferred from other institutions and some of who were brought back into SCDC because of parole violations.

This demand for YOA bed space caused SCDC to preempt the random selection procedures and simply assign 55 YOAs (all of whom were deemed in need of substance abuse treatment) to the CRA. The CRA went along with this development because they know it would happen even if they objected and because they believed assisting SCDC to solve this bed space problem would help solidify the cooperative relationship that had developed between the management of SCDC and the management of the CRA. SCDC agreed that this assignment of 55 non-randomly selected YOAs was a one-time situation that would not be repeated.

These 55 YOAs were labeled "alternatives." To the detriment of the CRA, all of them were YOAs who had been incarcerated in SCDC, had been released, subsequently violated the conditions of their parole, and had been brought back into SCDC. At the time of their placement in the CRA none of them had sufficient time remaining on their sentence to complete the program, and consequently, all were administratively removed from the CRA upon the end of their sentence. While all 55 alternative were in need of substance abuse treatment, once in the CRA they proved to be troublesome in terms of both behavior and program performance. They were more like hardened convicts than the freshly minted YOAs the program was designed for.

**The Program Participants.** In this section an overview of demographic characteristics and program performance statistics is presented for all YOAs who entered the program from August 25, 1997 through April 30, 1999. During the 20-month

reporting period a total of 633 YOAs entered the program and received substance abuse treatment services. Of these 633 CRA YOAs, 71% (452) were African-American and 28% (178) were white. The remaining 1% were Hispanic (2) and Asian-American (1). The average age of the participants was 21.83 years.

Of the 633 YOAs who entered the program:

- 39% (247) successfully completed the program and graduated,
- 5.5% (35) were removed for cause,
- 10% (85) were removed for administrative reasons
- 42% (266) were still in the program as of April 30, 1999,

Not counting the 266 YOAs who were still in the program as of April 30, 1999, and only looking at the 367 YOAs who left the program, shows that:

- 67% (247) graduated,
- 10% (35) were removed for cause, and
- 23% (85) were removed for administrative reasons.

For the 247 graduates, the average length of time it took to complete the program was 6.6 months (198 days). As would be expected, failure to make satisfactory progress and disciplinary violations were the reasons 35 participants were removed for cause.

The situation for the 85 administrative removals was a bit more complicated and troubling. To begin with, the 55 so-called "alternative" YOAs who were placed in the CRA when the program expanded (see the above explanation of the program expansion) comprised the bulk of the administrative removals. These "alternatives" were determined to need substance abuse treatment but they did not have sufficient time remaining on their sentence to finish the program. Further, they were not part of the

modified random selection process. When their SCDC release dates arrived they were simply removed from the program and let out go from SCDC control. As explained above, their entrance into the program was a bed-space driven anomaly based on SCDCs need to move YOAs from other institutions to the Turbeville correctional institution.

The explanations for the remaining 30 administrative removals varied but primarily involved inappropriate placements or inappropriate sentences. For example, some of the original cohort of YOAs who entered the CRA from the general population did not have enough time to finish the program before they "maxed out" on their YOA sentence after six years of imprisonment. YOAs in that situation should never have been placed in the program.

Other YOAs selected for the CRA had been given "improper" sentences by a judge. When this was realized they were removed from the program. For example, if a judge sentenced an offender under the Youthful Offender Act to one to six years but required a minimum of three years incarceration as part of the sentence, not only was that an improper judicial sentence (that is, it conflicted with the law) but it precluded a "reasonable expectation of parole" after successfully completing the CRA.

Other examples of an inappropriate placement included the following:

- If a YOA had a pending charge when selected for the YOA and if they were given a straight time sentence for such charges they had to be removed from the CRA
- If a YOA was selected for the CRA based on his SASSI score but when later given the TCU drug screen no drug dependency was found they had to be removed from the CRA.
- If a YOA selected for the program was later determined to also need sex offender treatment---a higher treatment priority---and they had to be removed from the CRA.

- If a YOA selected for the CRA was legally under the jurisdiction of the South Carolina Department of Juvenile Justice they had to be removed from the CRA when they reached their parole date established by the Department of Juvenile Justice regardless if they had finished the program or not.

All of the situations described above involved YOAs who should not have been placed in the CRA to begin with. However, as the staffs of SCDC and the CRA are now aware of the variety of inappropriate sentences and referrals such situations should be minimized in the future.

The only reason appropriately sentenced and referred YOAs were administratively removed from the program involved YOAs who had been threatened by other program participants and were therefore removed from the program and placed in protective custody as a precautionary measure.

**The Program Staff.** As of May 3, 1999 the expanded CRA had a staff of 24. This represents an increase of 9 positions over the original CRA. Copies of the organizational charts for the original and expanded CRA are provided in Appendix 4. All of the staff increases came in the counselor positions.

Of the original 15 employees, only 5 still remain with the CRA and only three of the original cohort of 11 counselors remains. Of the 24 current employees, 21% (5) were hired in 1997, 29% (7) were hired in the first half of 1998, 29% (7) were hired in the second half of 1998, and 21% (5) were hired in the first half of 1999. The fact that half of the current employees have been with the program for less than a year is attributable to both the expansion of the program and a high rate of staff turnover.

The current staff of 24 has a black majority and a female majority. More specifically, it is comprised of 33% (8) black males, 33% (8) white females, 21% (5) black females and 13% (3) white males. While this represents a significant level of

diversity---an important feature for a program that serves an overwhelmingly black client population---it is worth noting that all of the black CRA employees are in the counselor positions, while all of the administrative positions are filled with whites.

A noteworthy characteristic of the CRA staff is the fact that five of them had previously served as correctional officers at the Turbeville Correctional Institution (two actually had SCDC security assignments at the CRA before being hired as counselors). All five of these ex-correctional officers had prior counseling experience. Besides a change in responsibilities, the switch from SCDC correctional officer to CRA counselor also brought an increase in salary (a starting CRA counselor earns \$23,000 per year while a starting SCDC correctional officer earns \$18,000 per year).

## **II. Accomplishments of the Implementation Evaluation**

**Random Assignment Procedures.** Since the number of YOAs eligible for the CRA exceeds the capacity of the program, the first task accomplished was the establishment of modified random selection procedures to determine which eligible YOAs would be sent to the CRA. Discussions between the evaluators and SCDC staff resulted in the following modified random selection procedures:

1. All YOAs complete an initial period of assessment and programming at the Wateree Correctional Institute. The YOA program at Wateree is designed to graduate a class of YOAs on a weekly basis. Each week the staff at the Wateree YOA program will contact the staff at the Turbeville CRA to determine the number of open beds at the CRA.
2. Each week the staff at the Wateree YOA program will determine the number of YOAs scheduled to graduate who are eligible for the CRA.
3. If the number of openings in the CRA equals or exceeds the number of eligible YOAs, all of the eligible YOAs scheduled to graduate that week will be assigned to the CRA. If any CRA openings are left unfilled SCDC retains the authority to fill those openings with other YOAs from within SCDC as determined by SCDC and the CRA staff.
4. If the number of openings in the CRA is less than the number of eligible YOAs, the staff at the Wateree Program will provide the evaluators a list of the SCDC ID numbers of the eligible YOAs scheduled to graduate that week and the number of openings at the CRA. From the list of ID numbers the evaluators will randomly select (with replacement) those who will fill the

CRA openings. Those eligible YOAs selected by the evaluators will be assigned to the CRA. Those eligible YOAs not selected by the evaluators will be given another assignment by SCDC.

5. If a YOA who is randomly selected for the CRA does not graduate as scheduled from the Wateree program, SCDC will make every attempt to hold that CRA opening until that YOA does graduate from Wateree. If that is not feasible, either because the YOA must be transferred to some other SCDC institution or because of the length of the setback within the Wateree program, that opening will either remain unfilled until the next graduating class or until SCDC finds another eligible YOA from within SCDC to place in the opening. Reasonable efforts will be made to avoid this last procedure, but it is acknowledged that inmate population pressure within SCDC might make it unfeasible to leave a CRA bed unfilled.

The CRA was initially filled with 125 YOAs who entered the program in three groups that numbered 42, 50 and 33 respectively. This original cohort of CRA eligible YOAs were selected from the general YOA population by SCDC staff. With the exceptions of this original cohort of 125 and the 55 "alternative" YOAs placed in the expanded program by administrative fiat, the evaluators used the modified random selection procedures outlined above to select all other YOAs assigned to the CRA.

**NIJ RSAT Cluster Conferences and the National RSAT Evaluation.** The Principal Investigator and/or the CoPrincipal Investigator of the South Carolina RSAT evaluation attended the two NIJ sponsored RSAT cluster meetings. Overviews of the South Carolina RSAT program were presented at both of these cluster meetings and a

written summary was provided for the second cluster meeting. Additionally, the SC RSAT evaluation team facilitated/coordinated the completion of survey instruments provided by National RSAT evaluation group. SCDC administrators and the CRA Director completed these surveys which were then delivered to the National RSAT evaluation group by the SC evaluators.

**Program Implementation Evaluation.** The purpose of the evaluation of the SC RSAT program was to describe the CRAs implementation---that is, to describe the process by which the program operated. To that end, the following evaluation research question was posed: Does the combination of activities, facilities, personnel and administrative arrangements that constitute the CRA seem to lead to achievement of its treatment objectives? An answer to this question is a necessary first step towards an evaluation of program outcomes.

The evaluation of the 20 months of CRA operations involved qualitative documentation and monitoring of the program. To that end, two types of research activities were carried out: 1) field observations of program activities to determine if the program was being delivered as proposed and 2) in-depth interviews with relevant stakeholders to determine program accomplishments and implementation problems and solutions.

The following stakeholders were interviewed:

- 1) the SCDC administrator responsible for the program when it opened;
- 2) the associate warden at the Turbeville Correctional Institution who is responsible for the program;

- 3) the SCDC administrator at the Wateree Correctional Institution responsible for coordinating the random assignment procedures and for the transition of selected YOAs to the CRA;
- 4) the original and the current CRA director;
- 5) the head of treatment at the CRA;
- 6) CRA program counselors;
- 7) SCDC security staff assigned to the program;
- 8) ex-employees of the program; and,
- 9) administrators in the agencies responsible for the aftercare portion of the program.

For the interviews and field observations a total of 17 visits to the CRA and one visit to the Wateree Correctional Institute, where the initial YOA training program was located, were completed. The Principal Investigator conducted the majority of the in-depth interviews with key stakeholders. The CoPrincipal Investigator and the Graduate Research Assistant assisted in some of the in-depth interviews. The Principal Investigator conducted the field observation at the Wateree Correctional Institution. Both the Principal Investigator and the CoPrincipal Investigator conducted field observations at the CRA. The Graduate Research Assistant carried out the majority of the field observations at the CRA.

A summary of the primary accomplishments of the South Carolina CRA, of the implementation problems encountered, and of solutions to those problems is presented in the following sections.

### **III. Accomplishments of the SC Correctional Recovery Academy**

**CRA Staff Training Program.** A full four weeks of pre-service training was provided to the CRA staff before the program began. The first week of pre-service training was spent at the South Carolina Criminal Justice Academy where the CRA staff underwent SCDC's new employee (non-guard) training curriculum. The next three weeks of training took place at the Turbeville Correctional Institution. The first week of the Turbeville training was delivered by program experts from Civigenics who provided a background on the cognitive behavioral side of the CRA and on the logic and operations of TCs. The second week of Turbeville training was spent on the standard Turbeville Correctional Institution new-employee training curriculum. The final week of training was spent on CRA operations, procedures, roles and responsibilities.

**Coordination of the Transfer of selected YOAs from Wateree Correctional Institution to the CRA.** Planning and communication between the CRA staff and the staff at the Wateree Correctional Institution produced a coordinated and effective process for the transfer of selected YOAs to the CRA. When a group of YOAs has been selected for the CRA, a CRA staff person visits the Wateree Correctional Institution where they receive a briefing on the background and performance of each selected YOA and review their case file. The CRA staff person briefs the selected YOAs on what to expect at the CRA. When the CRA staff person returns to the CRA they have a case management meeting with the CRA counselors where the case history of each of the incoming YOAs is reviewed. This thoroughness of this process allows both incoming CRA participants

and the CRA staff to know what awaits them and helps to minimize many of the misunderstandings and missteps that could jeopardize the treatment process.

**Delivery of Treatment Programming.** The field observations of program activities were scheduled to cover all days of the week and both morning and afternoon activities. During all field observations program activities were delivered according to the program schedule, the content of the activities corresponded to the type of activity scheduled and the activities were delivered by appropriate CRA staff members. (See Appendix 2 for a summary of the CRA treatment program schedules.)

**Development of a CRA Management Information System and In-house Evaluation Capability.** The CRA is operated by Civigenics, Inc., an experienced provider of residential substance abuse treatment programs. This fact means that the CRA is part of a corporate system that requires the maintenance of a computerized database containing pertinent information on program participants, program staff, and program activities. Consequently, the CRA has the ability to monitor the type of clients served and their progress within the program and to conduct self-evaluation studies.

Among other studies of program performance, the CRA management conducted a study of pre- and post-treatment performance by CRA graduates on the Criminal Sentiments Scale (CSS) and the Coping Behavior Inventory (CBI). A copy of this study is provided in Appendix 5. Based on an evaluation of 97 CRA graduates, it concluded that the CRA produced significant increases in coping skills needed to prevent relapse, and significant shifts in attitudes toward prosocial norms.

Another example of an in-house program evaluation study was an analysis of the post-graduation performance of 88 YOAs who successfully completed the program by

April 30, 1998. This study showed that 89% (78 of 88) of these graduates had not been reincarcerated during the first year after their graduation and release from SCDC.

#### **Development of a New CRA Case Management/Inmate Evaluation System.**

In the summer of 1998 the CRA introduced a new case management system in which CRA YOAs must not only satisfy basic curriculum requirements, but must also accumulate a minimum of 10 "points" each week in order to advance, or "phase up," through each program level. Under this system points are assigned by CRA staff based on objective factors such as regular and punctual class attendance, cell upkeep, and the meeting of basic behavioral standards. Points could also be awarded to inmates who display extraordinary leadership within the therapeutic community. (An overview of this case management/inmate evaluation system is provided in Appendix 6.)

**Development of Open Communication and a Cooperative Relationship between the CRA Staff and the Administration of the Turbeville Correctional Institution.** Overtime the CRA management team and the administration of the Turbeville Correctional Institution were able to establish good lines of communication and a cooperative relationship. The result was the ability to discuss issues and, when possible, reach compromises and make changes in rules and procedures of both SCDC and the CRA. Many of the problems listed in Section IV were solved because of the open communication, cooperation and trust that developed between the CRA management team and the administration of the host prison.

**Funding for the CRA Aftercare Program and the Development of a Referral and Tracking Process for CRA Graduates sent to Aftercare.** The development and implementation of aftercare programming specifically for CRA graduates lagged behind the implementation of the CRA. Consequently, for the first year of CRA operations, graduates were released into the regular parole system just like all other YOAs who left SCDC. During this period no special aftercare programming was provided to CRA graduates.

The RSAT program grant that funds the CRA does not provide support for the development of the aftercare program for CRA graduates released onto parole. In South Carolina the Department of Pardon, Probation and Parole Services (“PPPS”) is responsible for operating the parole services for those released from SCDC. PPPS is thus responsible for the aftercare program for CRA graduates but without special funding for this purpose, PPPS was unable to provide programming specifically for CRA graduates during the first year of CRA operations. To overcome this, PPPS applied for and received a Byrne Grant from the South Carolina Department of Public Safety (“DPS”). This one-year grant (with two additional funding possible) of \$113,000 will be used for CRA specific aftercare programming and for the development of a referral and tracking system for CRA graduates.

With this grant PPPS will be able to provide every CRA graduate with two hours of group counseling every week for three months. For those CRA graduates who need additionally help another three months of two-hour per week group counseling will be available. Additionally, PPPS will use the grant to train the community-based treatment providers (County Commissions on Alcohol and Drug Abuse) who will work with CRA

graduates and for developing a referral and tracking system for CRA graduates. This CRA referral and tracking system will work as follows:

CRA Responsibilities:

1. Approximately two weeks prior to the client's graduation from the CRA, a counselor will contact the designated liaison at the county commission to which the referral is being made. At this time an appointment will be made for the client.
2. The CRA will follow-up on the referral by sending:
  - a. A referral letter with the client's name and the date and time of the appointment.
  - b. The client referral status form.
  - c. A discharge summary.
  - d. Release of information form.
  - e. A continuing recovery plan.
  - f. An assessment summary.
  - g. A complete referral packet will also be sent to the PPS county office.
  - h. A copy of the client service referral form will be sent to the PPS Continuum of Care Program Director.

County Commission on Alcohol and Drug Abuse responsibilities:

1. The designated liaison should schedule an appointment for the CRA client.
2. When the CRA client comes in for the initial appointment:
  - a. The CRA client referral status form should be completed and a copy sent to the assigned parole agent.

- b. An assessment should be completed on the client.
  - c. Based upon this assessment and the CRA referral packet, the client should be placed in appropriate services.
3. If the client fails to come in for the initial appointment or attempts to reschedule the appointment, the PPS County Office should be notified by telephone and the appropriate information be included on the CRA Client Referral Status Form and sent to the PPS County Office.

PPPS Offender Continuum of Care Program Director Responsibilities:

1. The Program Director will compile reports on aftercare treatment services received by CRA clients under PPS supervision and will provide updates to PPS and County Commissions local offices on clients served and problems encountered.

#### **IV. Program Implementation Problems and Solutions**

**PROBLEM: Staff Turnover.** Low pay, the restrictions of working in a prison environment and the location of many prisons in rural areas far removed from urban centers often make hiring and retaining qualified staff a constant challenge for prison based treatment programs. The management of the South Carolina CRA did not escape this challenge. Since the CRA began operations during the summer of 1997 there has been significant staff turnover in almost all job positions. The initial CRA director did not last a full year. The initial head counselor/director of treatment did not last a full year. Only five of the original 15 CRA employees remain. Only three of the original 11 counselors remain.

A large number of the initial staff hired for the CRA had just recently been laid off from another SCDC contracted residential substance abuse treatment program (the New Directions program). This program was shut down when grant funding for the program ended. At first it was believed by all concerned that this cohort of experienced staff would be an advantage for the CRA. That belief was mistaken. None of the ex-New Directions personnel hired by the CRA remain with the program. In many cases the ex-New Directions personnel displayed loyalty to the treatment approaches of their old program. Further, they had formed their own informal social group. In short, the ex-New Directions employees were unable fully commit themselves to the treatment approaches and administrative leadership of the CRA and to fully join the CRA team. Thus, rather than being an advantage for the CRA, the presence of the ex-New Directions employees proved to be problematic and consequently they did not stay with the CRA.

SCDC administrators at the Turbeville Correctional Institution described the staff turnover situation at the CRA as an “administrative nightmare.”

**SOLUTION:** While the staffing situation has improved and a stable core staff has developed, staff turnover remains a concern. However, progress has been made in regard to hiring new counselors. Knowledge of the CRA program has become widespread within the South Carolina substance abuse treatment community and the management of the CRA has networked within this community. When the CRA expanded, a sufficient number of experience counselors had already sent in their resumes and it was not necessary to advertise to fill the new counselor positions.

**PROBLEM: Selection of the First Cohort of CRA YOAs.** The first cohort of CRA YOAs entered the program in three waves of 42, 50, and 34 which entered the CRA weekly for three consecutive weeks. All of the YOAs in this first cohort were drawn from the general SCDC population. While all inmates in the first cohort were eligible for residential drug treatment there were some problems with these YOAs and the process by which they entered the CRA. First, since they came from the general population, they had already been impacted by life in SCDC, were already “socialized” into prison life, and many had already violated SCDC rules and regulations. Second, SCDC sent the CRA staff a list of 90 YOAs to consider for this first cohort, and after reviewing their case files, the CRA staff divided the list up into three levels---very acceptable, acceptable, unacceptable---and passed these recommendations back to SCDC. However, when the first cohort was actually chosen by SCDC, they selected YOAs from all three levels. Several of the YOAs who had been rated as “unacceptable” by the CRA staff and

were selected for the first cohort later caused problems for the program. Third, the rapidity of the entrance of the first cohort made it difficult to build an appropriate TC environment.

Further, since the CRA staff was required to assess everyone in each wave within 24 hours of their entrance into the CRA, the rapid initial buildup of the CRA placed a major burden on the CRA staff. Fourth, most of the first cohort had normal SCDC privileges because they were already in the general population but the rules of the CRA would have limited/eliminated these existing privileges as part of establishing a TC environment. SCDC ruled that the CRA could not cut back on the existing privileges of members of the first cohort, this hindered the development of the TC environment.

**SOLUTION:** Unfortunately, when the CRA expanded the mistakes made during the original filling of the CRA were repeated. When the CRA expanded in October 1998 the new CRA beds were supposed to be filled gradually with YOAs for whom the program was designed, i.e. those just finishing the YOA orientation at the Wateree Correctional Institution. However the need to find bed space for the growing population of YOAs at the Turbeville Correctional Institution precluded this and resulted in the inappropriate placement of the 55 so-called "alternatives" in the program.

**PROBLEM: Presence of Non-CRA YOAs in the Unit Wing Adjacent to the CRA.** The original CRA was located in a building that had two "wings." The CRA was located in one of the wings while the other wing was used to house YOAs who had manifested discipline/behavior problems while in the Turbeville Correctional Institution. For the most part efforts to maintain complete sight and sound separation of the two

disparate groups of YOAs were futile. The daily flow of prison life presented unavoidable situations where informal observations, communication and interaction between the two YOA groups took place. These interactions included situations such as:

- a) informal repartee and banter as the two groups passed on the way to different activities (for example, to get to their classroom trailer CRA YOAs must walk past a basketball court where the non-CRA YOAs spent much of their time);
- b) informal observation of the relative physical appearance (general cleanliness and orderliness) of the two wings;
- c) informal observation of the different daily activities of the two groups of YOAs (non-CRA YOAs have significantly more free time and spend it watching TV, playing basketball or simply hanging around);
- d) informal observation of the relative appearance (personal grooming and wearing of the SCDC uniform) of the two groups of YOAs;
- e) informal observation of the different rules, regulations and standards of behavior imposed upon the two groups of YOAs.

According to both CRA staff and SCDC security staff assigned to the CRA, these interactions tended to distract the CRA YOAs. Further such interactions caused some CRA YOAs to question the rigors and responsibilities imposed by the CRA and their commitment to the program. For example, non-CRA YOAs would make comments such as “don’t sell out” or “they’re trying to brainwash you, don’t let them” or “come on over with us and you can play basketball and watch TV all day.” Additionally, the CRA YOAs were held to much higher standards of personal appearance and behavior, and were required to maintain their wing and rooms at much higher levels of cleanliness and

order. As can be imagined, such observations and interactions tended to distract most CRA YOAs and to discourage others.

**SOLUTION:** The expansion of the CRA that took place after Oct. 1, 1998 involved the removal of all non-CRA YOAs from the wing adjacent to the CRA and their replacement with CRA YOAs. This eliminated the problem.

**PROBLEM: Lack of Prison Jobs and Education Opportunities for CRA YOAs.** For the first year of CRA operations not all CRA YOAs were able to work in a prison job or attend classes in the prison school. This was due to limited inmate job opportunities in the Turbeville Correctional Institution and limited educational resources (teachers and classroom space) at the prison school.

**SOLUTION:** Overtime the management of the Turbeville Correctional Institution was able to expand the number of prison jobs and increase the capacity of the prison school. By the middle of July 1998 all CRA YOAs were either working in a prison job or attending class at the prison school.

**PROBLEM: Access to the CRA Classroom Trailer.** When the CRA was established a mobile trailer was located adjacent to the unit housing the CRA but had to be situated outside the perimeter security fence. A locked gate was placed in the perimeter fence to allow access to the classroom trailer but to maintain institutional security only SCDC staff could lock and unlock this gate. Thus, anytime a group or an individual went to or from the classroom trailer a SCDC security staff member was required to go to the gate and unlock it. Because the majority of CRA classroom

instruction takes place in the trailer this procedure caused numerous delays and frequently required SCDC security staff to temporarily leave what they were doing while they unlocked the gate for CRA staff and CRA YOAs.

**SOLUTION:** Consultation between CRA staff and administrators of the Turbeville Correctional Institution led a modification of the policy concerning this gate. Under the new policy the gate to the classroom trailer could remain unlocked when the trailer was in use as long as at least one SCDC security staff was present in the trailer.

**PROBLEM: Impact of SCDC “Canteen Day” on CRA Program Activities.**

At the Turbeville Correctional Institution every Wednesday is “Canteen Day.” On Canteen Day inmates are taken in small groups to the prison store so they can purchase personnel items such as toiletries and food. The disruption caused by the scheduling of these shopping trips made it difficult to schedule and properly deliver normal treatment programming, i.e. classes and group meetings.

**SOLUTION:** Overtime the CRA staff came to the realization that the best way to work around the interruptions caused by Canteen Day was to simply eliminate all classes and group meetings on Wednesdays. In place of the cancelled classes and group meetings, CRA YOAs now spend Wednesdays working at a prison job, attending the prison school and in individual meetings with CRA counselors. Further, this change in the program treatment schedule allowed the CRA staff to turn Wednesdays into a day dedicated to case management meetings, staff meetings, in-service training, and individual counseling sessions with CRA YOAs.

Unfortunately, these accommodations meant that during the workweek the program was only able to deliver four days of normal treatment. Further reducing the actual time spent in treatment was the fact that on the weekends participation in CRA treatment programming is voluntary.

**PROBLEM: Required Afternoon Inmate Headcount.** SCDC policy mandates three daily inmate headcounts (morning, afternoon and evening). These headcounts must take place with the inmates in their units. The CRA could accommodate the morning and evening headcounts without any disruption of programming but the afternoon headcount often required on-going treatment activities to be interrupted while the CRA YOAs were taken back to their unit for the headcount.

**SOLUTION:** Consultation between CRA staff and administrators of the Turbeville Correctional Institution led a modification of SCDC policy concerning the afternoon headcount. Now CRA YOAs to be counted while remaining in the classroom trailer.

**PROBLEM: Weekend and Evening Correctional Officers Assigned to the CRA.** On weekdays a group of SCDC security personnel are permanently assigned to duty at the CRA. One SCDC supervisor has been in charge of this group since the CRA began. The SCDC security personnel assigned to the CRA and their supervisor have come to understand the treatment logic of the CRA, have come to understand the extraordinary rules, regulations and standards of behavior imposed on the CRA YOAs, and have developed excellent communication with the CRA staff. However, SCDC

security personnel assigned to the CRA in the evenings and on the weekends are not nearly as informed about CRA procedures and treatment goals. Consequently, there has been some degree of miscommunication and misunderstanding between the evening/weekend SCDC security staff and the CRA staff and YOAs. More specifically, there has been miscommunication as to what the CRA YOAs should be doing during the evenings and weekends and misapplication/nonapplication of CRA rules, regulations and standards of behavior. More troubling are reports of evening/weekend SCDC security staff who make comments and display attitudes hostile to CRA treatment goals.

**SOLUTION:** The key to minimizing this problem was the involvement of the SCDC security supervisor for the unit in which the CRA is located. Efforts by this supervisor to improve understanding of the CRA by evening/weekend security personnel and to establish better lines of communication between evening/weekend security personnel and CRA staff and weekday security staff have improved this situation. Also, when new correctional officers undergo training at the Turbeville Correctional Institution they are now presented with an overview of the goals and operations of the CRA

**PROBLEM: Limited Classroom and Office Space at the CRA.** The building in which the CRA is located was not designed to house a residential substance abuse program. The placement of a classroom trailer adjacent to the CRA unit is tacit acknowledgement of this limitation. Without the classroom trailer the CRA could not operate. Even with the classroom trailer the CRA is short on office space for counselors, for large group meetings, for small group meetings and for one-on-one meetings. The expansion of the CRA greatly exacerbated this problem.

**SOLUTION:** With SCDC approval, several changes have been made to provide more space for CRA activities:

- Two small offices in the classroom trailer will be transformed into one classroom.
- Televisions have been moved from the day room in each unit and placed in the common area. The dayrooms are now available for class meetings.
- The rooms containing the telephones and the laundry in each unit are being converted to program meeting spaces.

While these changes have helped, the expanded capacity CRA is still pressed for adequate classroom and counseling space. With the program expansion the situation with staff office space has become critical and no real solution is in sight. To accommodate the new counselors more desks have been placed in offices and in some case several staff who work different shifts share the same desk.

**PROBLEM: Creation of a Physical Environment Conducive to a Therapeutic Community.** SCDC rules prohibited the placement of posters, bulletin boards and other such materials on the walls of the CRA classrooms and living quarters. The CRA staff believed that this restriction on the display of informative and motivational visual material limited their ability to develop a physical environment conducive to a healthy therapeutic community. Similarly, SCDC rules prohibited the CRA YOAs from wearing any special insignia or making any changes in the standard SCDC inmate uniform. The CRA staff wanted to issue CRA specific uniform additions, such as special baseball caps, as a way to distinguish the CRA YOAs as a group, and to

acknowledge individual advancement and/or performance through the use of special insignia.

**SOLUTION:** Consultation between CRA staff and administrators of the Turbeville Correctional Institution led to reversal of the prohibition against informative or motivational visual material on the walls of the CRA. However, CRA YOAs were not allowed to make any modifications or additions to the standard SCDC uniform. It was decided that CRA YOAs would distinguish themselves from other inmates not by distinctive uniforms or insignias but by the neatness and cleanliness of their uniforms. However, the prison management allowed all CRA YOAs to have a small colored dot placed on their prison ID badge. This colored dot serves to visually distinguish CRA YOAs from other inmates.

**PROBLEM: Lack of group counseling as a component of the CRA.** One of the primary treatment modalities for CRA graduates once they are paroled is group counseling. However, originally there was no group counseling component in the treatment scheme of the CRA. This meant that CRA graduates had no experience with or preparation for a major element of their parole based substance abuse treatment.

**SOLUTION:** When the CRA expanded and a group counseling component was added to both the program for 17-20 year olds and the program for 21-27 year olds. However, program staff acknowledged that the current counseling groups of 12-14 participants are somewhat larger than ideal. But this still represents progress compared to the absence of group counseling in the original program.

**PROBLEM: Administrative Removal of CRA YOAs from the Program.**

The fact that 23% (85 of 367) of the YOAs who left the program during its first 20 months of operation were removed for administrative reasons is troubling (the reasons for administrative removal are summarized above on page 3). Fifty-five of the 85 administrative removals, the "alternatives" placed in the expanded program, were allowed in the program even though it was known by the staff of both SCDC and the CRA that they would never finish the program. This fact evidences a harsh reality of prison-based treatment programs-----that inmate management issues take priority over program integrity. The fact that these 55 "alternatives" exhibited serious behavior and attitude problems compounded the negative impact of this unfortunate situation. Further, these 55 inappropriate "alternative" placements will present a statistical problem in any future outcome evaluation of the CRA.

The remaining 30 administrative removals, while problematic, were more understandable and only represented 8% of the 367 participants who left the program during its first 20 months of operation.

**SOLUTION:** The placement of the 55 "alternatives" in the expanded CRA was predicated on the understanding that this was a "one-time" situation that would not be repeated. In fact, by agreeing to accept the "alternatives" the staff of the CRA built up considerable credit and good will with SCDC.

In contrast, the remaining inappropriately placed YOAs were unplanned administrative mistakes. As the staffs of SCDC and the CRA gain experience and learn from past mistakes, future inappropriate placements should largely be avoided. Proper review and screening of potential CRA participants should minimize this problem.

**V. Conclusions.** Four consistent themes emerged from the first 20 months of operation of the South Carolina RSAT program: **continuity, change, inappropriate placement of inmates, and commitment.** The first consistent theme was **continuity** in the basic treatment approach of cognitive restructuring through multimodal program elements delivered within a TC environment to a consistent client base. Civigenics, Inc was contracted to provide that basic treatment approach to young adult male offenders sentenced under the South Carolina Youthful Offenders Act, and during the first 20 months of the Correctional Recovery Academy that is what was provided. When measured from the perspective of the promised treatment approach the implementation of the CRA was a success. In short, Civigenics, Inc. delivered what they were paid to deliver to whom they were paid to deliver it to.

The second consistent theme was **change.** During its first 20 months of operation the South Carolina RSAT program underwent significant change in staff, size, structure, and facilities. The CRA expanded from a 136 bed program located in one wing of a building to a 272 bed program that operated in the entire building. The CRA changed from a treatment program for 17-27 year old males to two separate age-specific treatment programs---one for 17-20 year olds and another for 21-27 year olds. The CRA added group counseling for all participants and added moral reasoning and interpersonal skill instruction to the treatment provided in the program for 17-20 year olds. At the end of the 20-month reporting period only 4 of the original 15 staff members were still with the program. At the end of the 20-month reporting period only 50% (12 of 24) of the staff had been with the program for less than a year. And the most drastic staff turnover had taken place among those who actually delivered the treatment---the counselors. Taken in

combination these changes were of such magnitude that it would be disingenuous to argue that the 633 inmates who entered the CRA during its first 20 months of operation received an identical treatment experience.

The third consistent theme was **inappropriate placement of inmates**. During the 20-month reporting period, a full 23% (85 of 367) of the inmates who left the program neither graduated nor were removed for disciplinary/performance reasons, rather they were administratively removed because they should never have been placed in the program to begin with. Of these 85 administrative removals, 30 were mistakenly placed in the program. Even more troubling were the 55 "alternatives" that were placed in the program with the full knowledge that they would be unable to complete the program. The placement of the 55 alternatives in the CRA at the time of the expansion evidences the fact that institutional needs often take precedence over program integrity.

The final consistent theme was **commitment** on the part of the South Carolina Department of Corrections to the concept of residential substance abuse treatment for prisoners. Three facts evidence this institutional commitment by SCDC: 1) the expansion of the CRA from 136 to 272 beds; 2) the willingness of SCDC to cooperatively work out compromises with the CRA to improve the program; and 3) the addition of a residential substance abuse treatment program for female offenders (funded with RSAT money and operated by Civigenics, Inc.) to the range of treatment programs offered by SCDC. Given this commitment, if the progress made to date continues, and if the lessons learned from the first 20 months of the CRA are heeded, then it is likely that the federal RSAT dollars spent in South Carolina will prove to have been a wise investment.

## **Appendix 1**

### **TCU Drug Dependency Screen**

SOUTH CAROLINA DEPARTMENT OF CORRECTIONS-TCUDDS

NAME: \_\_\_\_\_

SCDC # \_\_\_\_\_

Date: \_\_\_\_\_

During the last six months before you were incarcerated...

1. Did you often use larger amounts of drugs(including alcohol) or use them for a longer time than you had planned or intended? O Yes O No
2. Did you try to cut down on drugs or alcohol and found you were unable to do it? O Yes O No
3. Did you spend a lot of time getting drugs or alcohol, using them or recovering from their use? O Yes O No
4. Did you often get so high or sick from drugs or alcohol that it...
  - a. kept you from doing work, going to school, or caring for children? O Yes O No
  - b. caused an accident or became a danger to you or others? O Yes O No
5. Did you often spend less time at work, school, or with friends so that you could use drugs or alcohol? O Yes O No
6. In the last six months before your incarceration, did your drug or alcohol use often cause....
  - a. emotional or psychological problems? O Yes O No
  - b. problems with family, friends, work, or police? O Yes O No
7. Did you increase the amount of a drug or alcohol you were taking so you could get the same effects as before? O Yes O No
8. Did you keep taking a drug or alcohol to avoid withdrawal or keep from getting sick? O Yes O No
9. Did you get sick or have a withdrawal when you quit or missed taking a drug or alcohol? O Yes O No
10. Which drugs caused you the MOST serious problems in the last six months?  
(SEE LIST BELOW)

<u>MOST</u>	<input type="radio"/> None	<input type="radio"/> Marijuana	<input type="radio"/> Tranquilizers or Sedatives
	<input type="radio"/> Alcohol	<input type="radio"/> Cocaine or Crack	<input type="radio"/> Hallucinogens
	<input type="radio"/> Inhalants	<input type="radio"/> Other stimulants	<input type="radio"/> Opiates

<u>NEXT</u>	<input type="radio"/> None	<input type="radio"/> Marijuana	<input type="radio"/> Tranquilizers or Sedatives
	<input type="radio"/> Alcohol	<input type="radio"/> Cocaine or Crack	<input type="radio"/> Hallucinogens
	<input type="radio"/> Inhalants	<input type="radio"/> Other stimulants	<input type="radio"/> Opiates

<u>NEXT</u>	<input type="radio"/> None	<input type="radio"/> Marijuana	<input type="radio"/> Tranquilizers or Sedatives
	<input type="radio"/> Alcohol	<input type="radio"/> Cocaine or Crack	<input type="radio"/> Hallucinogens
	<input type="radio"/> Inhalants	<input type="radio"/> Other stimulants	<input type="radio"/> Opiates



## **Appendix 2**

### **CRA and Straight Ahead Programming Schedule**

# Turbeville Correctional Institution Correctional Recovery Academy Groups

## Phase I (8 weeks minimum)

<b>Week</b>	<b>Orientation Group (1x90 min x week)</b>	<b>Core Skill Group (1 x 90 min x week)</b>	<b>Facts of Life (1 x 90 min x week x 2 topics)</b>
1.	Addiction & Recovery	Affirming/ Asserting	Anger Harms All/ Character is Catchy
2.	Key Terms & Concepts	Brain-Storming/ Calming	If You Don't Control Yourself Others Will/ Courtesy/Honesty Will Open Most Doors
3.	Learn to Learn	Danger-Spotting	Drugs Trap the Mind/ Every Lie is a Prison
4.	Giving & Receiving Feedback	Focusing	Everyone Wants Love & Respect/ Every Power Needs a Higher Power
5.	Inner Self vs Habit Self	Forecasting	Everything You Do Matters/ Giving Respect Gets Respect
6.	Criminal Addictive Thinking I	Handshaking/ View Switching	If You Want To, You Can Learn Perseverance Beats Most Odds/ More You Do, More You Get Pleasure You Earn Matters Most
7.	Criminal Addictive Thinking II	Humanizing/Prioritizing	When You Help Another, You Help Yourself/ You Can Make Things Better or Worse
8.	HIV Education	Self Listening/Resourcing	You Can't Escape Responsibility/ Balance Works Best

In addition to the groups above, Phase I inmates will participate in Individual Counseling, Morning & Night Meetings, Phase Meeting, Learn To Deal, Twelve Step Fellowship Meetings, and Community Meeting.

# Turbeville Correctional Institution Correctional Recovery Academy Groups

## Phase II (10 weeks minimum)

<b>Week</b>	<b>Correctional Recovery Training (2 x week x 90min)</b>	<b>Intro. To 12 Steps Fellowship</b>
1.	Too Proud Too Learn/ Life Is Not Fair	Getting to Know 12 Step Fellowships
2.	Authority & Freedom/ Wising Up the Negative Mind	Guide to Twelve Step Groups I
3.	Why It's Called Getting Wasted/ Getting Over	Guide to Twelve Step Groups II
4.	Challenges, Dangers, & Excitement/ Goals & Dreams	Guide to Twelve Step Groups III
5.	Doing Good Times/ Out-Thinking Violence	Guide to Twelve Step Groups IV
6.	Fighting For Pride/ Gang Ups	What is an AA/NA Group
7.	Anger Triggers & Violence Traps/ Say It Right	The Twelve Traditions
8.	Hear It Right/ Gunning	What an AA/NA Meeting is Like
9.	Wounding Love/ Reaching Agreement	Getting Into A Home Group
10.	Source of Strength/ Creating Peace	All About Sponsors

In addition to the groups above, Phase II inmates will participate in Individual Counseling, Morning & Night meetings, Phase Meeting, Seminar, Twelve Step Fellowship Meetings, and Community Meeting.

## Turbeville Correctional Institution Correctional Recovery Academy Groups

### Phase III (10 weeks minimum)

<b>Week</b>	<b>Correctional Recovery Training (2 x 90 min x week)</b>	<b>Learn To Work (1 x 90 min x week)</b>	<b>Release Preparation (RePac) (1x90 min week)</b>
<b>1.</b>	Pastoral Partners/ Guilt Kills	A Working Life	Review RePac Questions
<b>2.</b>	Untold Pain/ Beating the Hunger Memory	Honesty at Work	Review RePac Questions
<b>3.</b>	Warning Signs/ Triggers & Traps	Self-Presentation	Review RePac Questions
<b>4.</b>	Craving Skills/ Slip Stoppers	Job Safety	Review RePac Questions
<b>5.</b>	Keepin' On/ Self Assessment	Review/Report	Review RePac Questions
<b>6.</b>	Old Friends/ New Friends	Job Search	Review RePac Questions
<b>7.</b>	New Groups/ Taking Root In A Self Help Community	Resume Writing	Review RePac Questions
<b>8.</b>	Using Help/ Friendly Support	Interviewing I	Review RePac Questions
<b>9.</b>	Recovery Partners/ Family Ties	Interviewing II	Review RePac Questions
<b>10.</b>	Preparing For Homelife/ Your First Day Out	Handling the Green Drug	Review RePac Questions

In addition to the above groups, Phase III inmates will participate in Individual Counseling, Morning & Night Meetings, Phase Meeting, Committee Meeting, Twelve Step Fellowship Meeting, and Community Meeting.

## Turbeville Correctional Institution Straight Ahead Programming

### Apprentice Level (I) (8 weeks minimum)

<b>Week</b>	<b>Orientation Group (1x90 min x week)</b>	<b>Skill Streaming Group (1 x 90 min x week)</b>	<b>Facts of Life (1 x 90 min x week x 2 topics)</b>
1.	Addiction & Recovery	Listening	Anger Harms All/ Character is Catchy
2.	Key Terms & Concepts	Starting/ Having a Conversation	If You Don't Control Yourself Others Will/ Courtesy/Honesty Will Open Most Doors
3.	Learn to Learn	Introducing yourself	Drugs Trap the Mind/ Every Lie is a Prison
4.	Giving & Receiving Feedback	Giving a Compliment	Everyone Wants Love & Respect/ Every Power Needs a Higher Power
5.	Inner Self vs Habit Self	Giving Instructions	Everything You Do Matters/ Giving Respect Gets Respect
6.	Criminal Addictive Thinking I	Following instructions	If You Want To, You Can Learn Perseverance Beats Most Odds/ More You Do, More You Get Pleasure You Earn Matters Most
7.	Criminal Addictive Thinking II	Apologizing	When You Help Another, You Help Yourself/ You Can Make Things Better or Worse
8.	HIV Education	Convincing Others	You Can't Escape Responsibility/ Balance Works Best

In addition to the groups above, Level I inmates will participate in Individual Counseling, Morning & Night Meetings, Phase Meetings, Process Groups, Twelve Step Fellowship Meetings, and Community Meeting.

## Turbeville Correctional Institution Straight Ahead Programming

### Journeyman Level (II) (10 weeks minimum)

<b>Week</b>	<b>Life Skills (1x week x 90min)</b>	<b>Anger Management (1x week x 90min)</b>	<b>Moral Reasoning (1x week x 90min)</b>	<b>Skill Streaming Group (1x week x 90min)</b>
<b>1.</b>	Affirming/Asserting	Introduction	Dilemma 1	Expressing Your Feelings
<b>2.</b>	Brainstorming/Danger Spotting	Cues & Anger Reducers, 1, 2, & 3	Dilemma 4	Understanding the Feelings of Others
<b>3.</b>	Calming/Focussing	Triggers	Dilemma 5	Dealing with Someone Else's Anger
<b>4.</b>	Forecasting	Reminders – Anger Reducer 4	Dilemma 6	Dealing with Fear
<b>5.</b>	View Switching	Self-Evaluation	Dilemma 7	Rewarding Yourself
<b>6.</b>	Humanizing	Thinking Ahead – Anger Reducer 5	Dilemma 8	Negotiating
<b>7.</b>	Prioritizing	The Angry Behavior Cycle	Dilemma 9	Using Self Control
<b>8.</b>	Resourcing	Rehearsal of Full Sequence	Dilemma 10	Standing up for your Rights
<b>9.</b>	Self-Listening	Rehearsal of Full Sequence	Dilemma 11	Making/Answering a Complaint
<b>10.</b>	Tension Sensing	Overall Review	Dilemma 12	Dealing with Embarassment

In addition to the groups above, Level II inmates will participate in Individual Counseling, Morning & Night meetings, Phase Meetings, Process Groups, Seminar, Twelve Step Fellowship Meetings, and Community Meeting.

## Turbeville Correctional Institution Straight Ahead Programming

**Scholar Level (III)**  
(10 weeks minimum)

<b>Week</b>	<b>Correctional Recovery Training (2 x 90 min x week)</b>	<b>Problem Solving Training (1x 90 min x week)</b>	<b>RePAC / Learn To Work (1 x 90 min x week)</b>	<b>Skill Streaming Group (1x week x 90min)</b>
1.	Pastoral Partners/ Guilt Kills	Introduction	A Working Life	Responding to Persuasion
2.	Untold Pain/ Beating the Hunger Memory	Stop & Think	Honesty at Work	Responding to Failure
3.	Warning Signs/ Triggers & Traps	Problem Identification	Self-Presentation	Dealing with Contradictory Messages
4.	Craving Skills/ Slip Stoppers	Gathering Information / Own Perspective	Job Safety	Dealing with an Accusation
5.	Keepin' On/ Self Assessment	Gathering Information / Other's Perspective	Review/Report	Getting Ready for a Difficult Conversation
6.	Old Friends/ New Friends	Alternatives	Job Search	Dealing with Group Pressure
7.	New Groups/ Taking Root In A Self Help Community	Evaluating Consequences & Outcomes	Resume Writing	Deciding What Caused a Problem
8.	Using Help/ Friendly Support	Practice Sessions	Interviewing I	Deciding on Your Abilities
9.	Recovery Partners/ Family Ties	Practice Sessions	Interviewing II	Making a Decision
10.	Preparing For Homelife/ Your First Day Out	Practice Sessions	Handling the Green Drug	Concentrating on a Task

In addition to the above groups, Level III inmates will participate in Individual Counseling, Morning & Night Meetings, Phase Meetings, Process Groups, Committee Meeting, Twelve Step Fellowship Meeting, and Community Meeting.

## **Appendix 3**

### **CRA Inmate Handbook**

**Handbook**

**of the**

**Correctional  
Recovery  
Academy**

**Turbeville Correctional Institution**

# Philosophy

## ***First, let us know these things:***

That our lives matter, because we are born with overflowing potential and because there are people who love us and need our love;

That we are not victims of circumstance, because every person can be greater in heart and mind than any circumstance;

That to be free we must master our own habits, because they have held us hostage in fear and anger and have led us to do desperate things and commit thoughtless harm;

That we can be part of something greater than ourselves and thereby find the greatest part of ourselves.

## ***Then, let us do these things:***

Humble ourselves to learning, out of respect for our own potential and out of respect for those who teach us and the lessons they offer;

Take courage against our fears and be steady in our efforts, so what is waiting within us to grow can become strong and beautiful;

Extend hands to each other and draw strength from each other, for the one who falls low can bring us all down unless we help him rise, and the one who rises high can take us all higher if we strive together;

And in all of this let us be guided by the Highest Power so that we may have love and honor as all humankind deserve and desire.

## ***What We Believe***

The Correctional Recovery Academy stands on the belief that you can be taught the necessary skills to live successful lives without re-offending and returning to prison.

Many different events led up to your current status. . . an inmate in the state correctional system. Some events may have been beyond your control and some were not. One thing is for certain, though, and that is **you are one hundred per cent responsible for your future.**

Your future begins today. If you want your future to look like your past, then the answer is easy. . . do nothing. Do your time, keep your old ways and you can be assured that your future will be the same as what you've become used to.

However, if you dream of more – if you want a better future for yourself and your loved ones – then understand and accept that you've chosen the tough road. It's hard work to change behavior! The rewards, however, are well worth it.

We believe in what we are teaching and we believe in your ability to learn it. We hope you choose to work hard and join us.

## WELCOME

You have been admitted to the Correctional Recovery Academy.

The Correctional Recovery Academy (CRA) is a six to twelve month treatment program designed to teach you the necessary skills that will allow you to live a crime and drug free lifestyle, both during your incarceration as well as when you re-join society.

The CRA is hard work. If you are not doing well, we will tell you so. If you continue to not do well, we will terminate your participation in the CRA.

You are required to *actively* participate in all groups. Classes are small so that we can provide individual attention. Learning new behaviors is hard and it requires doing things differently. At first, you might feel uncomfortable. However, you will overcome these feelings and continue to practice the new behavior until it becomes habit.

The CRA is a 24-7 program. The new skills you learn in class are to be practiced and used throughout your time in prison: in school, on work assignments, during free time, at night, with officers, other inmates, visitors, on the phone... These new skills are a sign to everyone that you are taking yourself seriously. We take you seriously. We *insist* that you do too.

This program is designed to teach inmates the skills they need to stay out of prison and we are measuring its effectiveness. The program is being heavily researched so you will be asked to complete questionnaires both before and after treatment; you might see and talk with observers in your classes. Staff training is vital so we use video cameras to tape classes and establish training needs. Your privacy is respected and there are strict rules of Confidentiality (see separate section of this Handbook). Know these rules and ask questions if you are not sure.

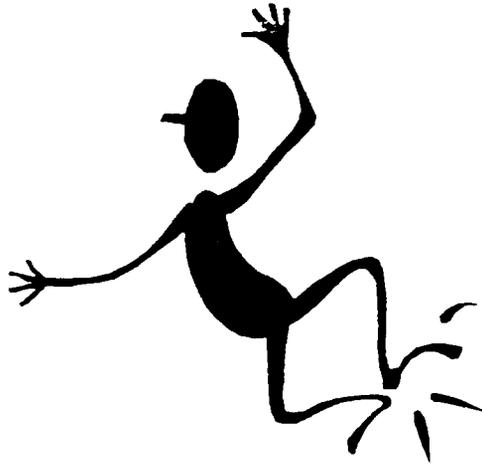
The CRA is a "no secrets" program. That means, your behavior in this program, ***both in class and out***, is discussed and can figure in decisions about how soon you progress through the program. Remember, during your time in the program, you are expected to act like someone who is seriously trying to change the way they behave... all the time.

**There are no short cuts. But . . .**

- ✓ if you do the work,
- ✓ if you let yourself be taught new skills,
- ✓ if you accept that your way hasn't worked well for you,
- ✓ If you seriously want a better life, a life with no prison. for yourself and your loved ones,
- ✓ and if you're willing to accept direction,

then the CRA will work for you. You can be one of the success stories. You can be one of those that leaves and never comes back.

You can have a future. . .



. . . that is better than your past.

## **The Purpose of this Handbook**

This Handbook has been written to provide you with information; to answer questions you may have; to state our purpose, design, procedures, and philosophies and to give you a foundation for what you will be learning and practicing for the next six months. Please read it carefully. You are responsible to know the contents of this Handbook.

## **The Correctional Recovery Academy (CRA)**

The CRA program is currently being provided in 22 prisons in 5 different states. That means that, right now, there are approximately 1,200 inmates taking the same classes you will be taking.

The goal of the CRA is for you to learn real-life ways that will help you overcome a life of crime and drugs. Our approach places strong emphasis on a) developing relapse prevention skills to avoid further crime and substance abuse, b) learning anger management techniques, c) problem solving skills, d) developing a lifestyle balanced between work and recreation, and e) spirituality.

### Some Facts About The CRA

1. The CRA operates from 7:00AM to 8:30PM.
2. The CRA is divided into three phases. You graduate when you complete Phase III.
3. You should expect to spend at least twenty hours per week in class.
4. Most CRA classes use "role playing" as a teaching method. You are expected to actively participate in "role playing".
5. If you are in danger of being terminated from the CRA for treatment reasons (attendance, non-participation, etc.) you will receive written warning. (See section on Terminations)
6. The CRA is a *Therapeutic Community* (TC). A TC is a program that tries to operate as a community to help its members change their lives. You are expected to play a role in helping everyone else, and they are expected to help you.
7. The CRA is a school where skills for successful living are taught. We take this idea very seriously and expect you to do the same.
8. Your CRA classes and groups are your top priority. It is expected that you schedule services (haircuts, etc.) so that they do not conflict with the CRA schedule.
9. Learning about and participating in Twelve Step Fellowship groups is a part of the CRA.
10. Aftercare planning for your release back to the community will be completed before you graduate.
11. Upon completion of the CRA, you will receive a Certificate of Completion.

### *What the CRA is not:*

- We are **not** the “drug block” . . .
- We are **not** here to help you deal with SCDC. . .
- We are **not** here to protect you from the consequences of your actions. . .
- We are **not** a short cut to anything. . .
- We will **not** advocate on your behalf with the SCDC.

## The Correctional Recovery Academy – Service Elements

### **Admission**

When you first enter the Academy, the following will happen:

- You will sign an admission agreement which lists your responsibilities/rights in the CRA.
- You will meet with CRA staff and complete an Intake.
- You will be asked to complete questionnaires regarding your knowledge of relapse strategies and pro-social skills.
- You will receive your schedule for your first phase of treatment.
- You will be assigned a Primary Counselor.
- You will be assigned a Mentor.

### **Primer/Orientation Classes**

During Phase I, you will have Orientation Class twice each week. Four of these classes will be the CRA "Primers": "What is Recovery?"; "Learn to Learn"; "Key Terms and Concepts"; and "SCDC/Academy Rules and Procedures". These classes are presented so that you will have a clear understanding of how the Academy works and what you can get out of your participation in it. The other Orientation classes will focus on such topics as HIV/AIDS, Relapse Prevention and other concepts of recovery.

### **Core Skills:**

Core Skills classes teach basic interpersonal skills that help you adopt a more pro-social outlook. The Core Skills are the basic skills of the Academy. You will learn how to apply these skills in your everyday activities while incarcerated and when you are released.

### **Facts Of Life:**

In these groups, we will tell you how things really are – like it or not. Each group talks about certain facts that are important in understanding how life works. We teach these facts because many people who have violated the law are confused about how life works. The facts of life are true everywhere and in every society. For people who live in healthy and satisfying conditions, these facts are usually clear. The facts may be unclear and not seem true to people who live in situations where there is a lot of pain, fear, or anger. By knowing and respecting the Facts of Life, you will have much less pain, fear and anger.

## **Correctional Recovery Training Classes (CRTs):**

CRT classes are the main learning sessions of the Academy. The classes are 90 minutes long and led by Academy staff. CRT classes will assist you in the following areas:

- Learning to become a learner.
- Developing anger management techniques.
- Developing healthy values and positive attitudes.
- Identifying and learning to cope with cravings for crime and drug use.
- Developing effective problem-solving skills, stress reductions skills, positive self-talk and communication skills.
- Developing a lifestyle balanced between suitable work and satisfying leisure and recreational activities.
- Making best use of Twelve Step Fellowships.
- Developing a continuing recovery plan, which will assist you in maintaining a crime and drug free life.

## **Learn to Deal Groups (LTD):**

LTD groups teach practical ways to solve real-life problems. LTD groups focus on "model" problems presented by staff and "actual" problems presented by you. With guidance from the group leader, you will address the problem using the formula DEAL:

- D = Define
- E = Examine
- A = Act
- L = Learn

LTD groups are one hour long and led by Academy staff.

## **Self-Discovery Groups:**

Self-Discovery groups are designed to help you come to know yourself in a new way – how you are changing, what you are learning, where you might be stuck, and how to reach your full potential.

## **Academy Meetings:**

Academy meetings are formal meetings consisting of the entire unit – staff and inmates. Academy meetings serve as a kind of “business” meeting for general announcements, to discuss specific Academy issues and plan group activities. Academy meetings focus on overall Academy, not individual, issues. They provide opportunities for responsible questions and suggestions. They are also a time to acknowledge achievements made by members of the CRA – educational, vocational, etc.

## **Seminars:**

Seminars are presentations you will make to your peers. Topics will be determined by assignments outlined in your study plan. If available, you may use the prison library and consult with the Academy staff. You will be required to present at least one 15 to 30 minute presentation per Phase I and Phase II. All Seminars will be assigned and monitored by the Academy staff.

## **Twelve Step Fellowship (TSF):**

Twelve Step Fellowships are vital to the successful recovery of many people. TSF Meetings offer a solid support system both inside and outside the prison. The Academy promotes TSF activities and has classes that will help show you how TSF can meet some of your needs.

## **Introduction to Twelve Step Fellowships:**

This weekly class is designed to teach you the basic philosophy, principles and practices of Twelve Step Fellowships like Alcoholics Anonymous and Narcotics Anonymous. You will learn what these support groups are for, how to find them in your home area, what to expect when you attend these meetings in the community, and other aspects of these fellowships.

## **Phase Meeting:**

The Academy is divided into three phases. Each phase has clear and specific expectations and requirements before you can progress to the next phase or graduate (requirements listed below). The weekly Phase Meeting provides the opportunity for you to evaluate your progress and the progress of your peers. You will provide one another with constructive feedback on behaviors, attitudes and progress or lack of progress.

## **Peer Counseling:**

It is your responsibility to assist and support fellow Academy members in their recovery and to ensure that the Academy's values, philosophy and structure are maintained. A healthy, positive and pro-social community atmosphere is essential to your recovery and is your responsibility to foster and uphold. Phase II and Phase III peer members need to serve as positive role models and demonstrate responsible concern for Phase I peer members. **Your progress through the Academy will be determined by your level of participation in peer counseling.**

## **Release Preparation Activity Checklist (RePAC):**

Careful planning for your release is an important part of the CRA. During Phase III, you will prepare a thorough continuing care plan that includes such areas as residence, work, recreation, finances, recovery support services, etc. A completed RePAC is a requirement for graduation.

## **Assignments:**

Your counselor will choose the most appropriate assignments for you to work on from a set of assignments. Progress through the program depends on your successfully completing them. Some examples are:

- List 10 high-risk situations, which may lead you to crime.
- List 3 habits that make learning difficult for you.
- Identify 5 people on the outside who can help with your recovery.

## **Counseling and Case Management**

You will be assigned an individual Counselor who will be your guide through the Academy. With input from you, your Counselor will develop an individual study plan and oversee your assignments. Your Counselor will support and encourage you through the ups and downs of Academy living and the recovery process.

## **Academy Rules and Regulations**

SCDC Institutional rules and regulations apply at all times. The Academy supports and will strictly enforce all SCDC rules. You are required to comply with SCDC Institutional rules during program time and off program time. Non-compliance with SCDC rules will be reported to SCDC staff and may result in termination.

There are also rules for the Academy itself. These rules, along with applicable sanctions are detailed elsewhere in this Handbook.

## **Your Record/Confidentiality**

The CRA, as a substance abuse treatment program, comes under strict federal guidelines with regard to confidentiality. Furthermore, because the CRA exists in a prison setting, additional guidelines come into play. The rules of confidentiality, then, are mandated to us and are in effect at all times. CiviGenics and SCDC staff are well trained in these rules and will adhere to them without exception.

## **Unit Team**

The Unit Team is responsible for making all decisions concerning your status in the CRA. The Unit Team consists of CiviGenics staff and SCDC staff including the Clinical Director, Senior Counselors and staff, the Unit Lieutenant, COs, teachers and any other personnel who are involved in your status and movement. The Unit Team meets weekly.

Every inmate's progress is discussed at the Unit Team Meeting. Treatment staff reports on program progress. Unit staff report on day-to-day behavior and teachers and work supervisors report on your progress in these areas. Everyone reports on your behavior. Problems that are discussed during Unit Team that concern your status in the CRA will be discussed with you directly. Our intention is to gather enough input to make clear, fair, and complete evaluations of your performance while in the CRA.

## **Requirements for Program Completion**

1. Successful completion of all phases of the CRA: a minimum of six months.
2. A satisfactory record of institutional behavior. Inmates are expected to know and follow the rules. It is our expectation that inmates in the Academy get fewer disciplinary actions than the rest of the institution.
3. A satisfactory record of attendance and performance at all CRA classes and activities. You will be kept informed of your status by the CiviGenics staff.

## **Termination from the CRA**

You can be terminated from the CRA in the following ways:

1. Committing an offense of sufficient seriousness that you are removed from the CRA unit.
2. A pattern of behavior that, in the opinion of the Unit Team, is harmful to the climate of the CRA.
3. A pattern of non-participation in CRA classes.

Whenever possible, you will be warned (and given a written Termination Warning) that you are in danger of termination. Included in this warning will be specific actions you can take to avoid termination. However, in the case of more serious offenses, we may terminate you without warning.

## **Academy Staff**

The CRA staff have demonstrated an ability to work effectively in correctional institutions. They all bring many skills to the CRA, most notably the ability to teach, but share a specific, common, unifying characteristic: they believe that men and women who are incarcerated are capable of learning new skills.

## Phase System

The Academy is divided into 3 phases. Each phase has clear and specific expectation you will need to meet in order to progress. You will participate in weekly Phase Meetings. The purpose of the Phase Meeting is for you and your peers to provide each other: a) supportive feedback, b) reinforcement for positive behaviors, and c) encourage and make suggestions for changing negative behaviors and attitudes. As peers, you are responsible for holding each other accountable and maintaining Academy values.

### Phase I Expectations:

- Learn and recite from memory the Philosophy in the Morning Meeting
- Follow your individual study plan
- Demonstrate a general understanding of the information in the Inmate Handbook
- Attend and understand the Primer Courses and other Orientation classes
- Attend and understand the Facts of Life classes
- Attend and understand the Core Skill classes
- Complete all assignments
- Attend and participate in all assigned Academy activities/groups/classes
- Understand and be a part of the Therapeutic Community structure
- Consistently use personal time constructively
- Avoid proscribed behaviors (drug use, violence, etc.)
- A cooperative attitude and level of participation in all aspects of the program sufficient to function as a Phase II resident
- Pass Phase II Test

### Phase II Expectations:

- Follow your individual study plan
- Attend and participate fully in all Phase II CRT classes
- Complete all assignments
- Attend and participate in all assigned Academy activities/groups/classes
- Provide peer counseling and positive role modeling for Phase I
- Be an active, responsible member of the Therapeutic Community structure
- Consistently use time constructively
- Consistently follow all Institutional and Academy rules
- Demonstrate the ability and willingness to utilize the Therapeutic Community tools (Pull Ups, Written Pull Ups, Confrontations, etc.) in addressing peer behaviors and in accepting accountability for your own behaviors
- No proscribed behaviors
- Pass Phase II Test

### Phase III Expectations:

- Maintain a high level of involvement in the Therapeutic Community, especially on upper levels of the structure
- Complete RePAC (Release Preparation Activity Checklist)
- Consistently maintain a high standard of behavior at all times
- Demonstrate willingness to help peers and fulfill mentoring process
- Demonstrate consistent use of appropriate coping skills and means to cope with personal challenges and responsibilities
- Provide peer counseling and positive role modeling for Phase I and Phase II
- Attend and participate in all assigned Phase III classes/groups/session
- Consistently use personal time productively
- Maintain high standards of work performance, responsibility and accountability
- Demonstrate consistent use of the Therapeutic Community Tools (Pull Ups, Written Pull Ups, Confrontations, etc.) in addressing peer behaviors and accepting accountability for your own behaviors
- Be a mentor for a Phase I inmate
- Pass Phase III Test

## THERAPEUTIC COMMUNITY DEFINED

Therapeutic Communities are designed to help you grow and change. They cause this to happen through the support and concern of people working together to help themselves and each other.

The Therapeutic Community (TC) structure of the CRA represents a highly structured environment with clearly defined rules, regulations and ethical and moral expectations (for instance, it's not acceptable to steal or lie). The TC uses sanctions and penalties as well as privileges and increased status to reinforce the changes we are asking you to make. For instance, if you follow the rules and meet the expectations for movement to Phase II, you move up to Phase II and get the privileges awarded Phase II residents. You will also be *ahead of Phase I* in status. However, if you continue to behave according to your own rules and violate the rules of the TC, you will either have to stay in Phase I, or you may be removed from the program and catch additional time from SCDC.

Being a part of something greater than yourself is a positive factor in changing and becoming more pro-social. Residents of the TC act as positive role models for others to follow.

Inmates and staff have responsibility for the TC and for emphasizing that we all must take personal responsibility for our lives and for self-improvement. Staff will provide you with support as well as information and feedback and you are expected to provide feedback, confrontations, and support to your peers as they seek their own growth and self-improvement. Peer pressure often is the catalyst for positive change. High expectations and high commitment from all members of the TC support positive change. You will gain insight into your own problems as you interact with other members of the community, which provides you with the opportunity to learn through experience.

## THERAPEUTIC COMMUNITY CONCEPTS

1. You have to give it away in order to keep it.
2. To be aware is to be alive.
3. People need people, not drugs or alcohol.
4. Do the right thing and the rest will follow.
5. You are number one.
6. If you don't like the way it is, get in the position to make changes.
7. Think before you act.
8. Patience is the essence of growth.
9. If you can think it, you can do it.
10. If you're not part of the solution, you're part of the problem.
11. Growth before status.
12. There is no situation so bad, one drink won't make it worse.
13. When you get to the end of your rope, tie a knot and hang it.
14. People helping people help themselves.
15. No free lunches.
16. To envy is ignorant. . . to imitate is suicide.
17. Be careful what you ask for, you might just get it.

18. When you think you're looking good, you're looking bad.
19. Hustle while you wait.
20. Those who want it... talk it, those who know it, show it.
21. It's not who's right, it's What is right.
22. Listen to what is said, not how it's said.
23. If 10 people tell you you're a horse, go find a bag of oats.
24. If you tried and couldn't do it, you quit too soon.
25. Let's make today the 1<sup>st</sup> day of the rest of our lives.
26. If you don't like where you are,
27. Obstacles are what you see when you stop focusing on your goals.

G ood	F alse
O rderly	E xpectations
D irection	A ppear
	R eal

P hysical	K eep
E motional	I t
P sychological	S hort
S piritual	S imple
I nterpersonal	

HOW to change?

Be Honest  
Open  
Willing

## DISCIPLINE AND SANCTIONS

Therapeutic Communities have their own specific rules and regulations that guide the behavior of residents and the management of the community environment. The most obvious purpose of these rules and regulations is to ensure the safety and health of the community. In addition, these rules and regulations aim to train and teach residents through the use of discipline.

In the TC, social and physical safety are required in order for residents to develop some degree of trust in the community environment. Thus, sanctions are imposed against any behavior that threatens the safety of this environment. For example, breaking a Cardinal Rule (Major) – No violence or threats of violence (verbal or gesture) – can bring immediate termination. Even Minor House Rules are addressed, such as cleanliness and proper uniform.

The choice of sanction depends upon the severity of the infraction, time in the program, and history of infractions. For example, "Talking Tos", workarounds, speaking bans, and extra duty may be selected for less severe infractions. Loss of structure position, program extensions, setbacks, restrictions, behavior contracts, and termination may be imposed for more serious infractions. These measures vary in duration and are reevaluated by staff and peers in terms of their effectiveness in bringing about behavior change and learning.

Though often perceived as a form of punishment, the basic purpose of sanctions and discipline is to provide a learning experience through compelling residents to attend to their own conduct, to reflect on their own motivation, to feel some consequence of their behavior and to consider alternate forms of acting under similar situations.

Sanctions and discipline have important community functions. The entire community is made aware of sanctions and disciplinary actions that have been taken with any resident. Thus, sanctions and discipline act as deterrents against violations, they provide learning through observing others, and as a symbol of safety and integrity, they strengthen community togetherness.

## **Types of Awareness Exercises & Learning Experiences**

1. Spare Parts - Can be asked to work in any area.
2. Bathrooms - Work in bathrooms.
3. Clean Up Contract - Can work in any area.
4. Essays - Will have to write an essay on behavior.
5. Talk Contract - Will have to present a seminar, etc..
6. Announcements - Will have to make an announcement in the program area.
- Glue Contracts - Has to be buddy with another inmate.
7. On Ban Contracts - Given to inmates who are becoming too close to each other. Inmates are not to acknowledge each other.
9. First to Participate - Will have to participate first.
10. Must Stay Busy At All Times
11. Must Sit in Front Chairs During All Meetings.
12. Must Line Up At Back of Line for All Meals.
13. Can Not Play Games, i.e., cards, chess, etc. (except structured recreation)
14. Does Not Have Free Movement – Must be accompanied by older member buddy.
15. Can Not Talk to Another Contract (except with older member present).
16. Should Have a Pull-Up and an announcement daily.

Other Awareness Exercises and Learning Experiences may be utilized, based on the behavior being addressed and the expected outcome of the exercise or experience. Inmate Peers may be permitted to make suggestions for appropriate Awareness Exercises or Learning Experiences which then require a Counselor's approval.

## **CARDINAL RULES (MAJOR)**

The purpose of the Cardinal Rules in the CRA is to guard the integrity of the community, protect against dangers to the community and ensure physical and psychological safety for community members. It is important to note that all Staff (Correctional and Academy) and Academy Members are responsible for the enforcement of Rules and Regulations established at the CRA.

1. **No physical violence, threats of physical violence or intimidation against any person, (No threatening conduct or fighting);**
2. **No stealing;**
3. **No drugs, alcohol or drug/alcohol paraphernalia;**
4. **No contraband as defined by SCDC rules;**
5. **No weapons of any kind;**
6. **No destruction of property, (No damage or destruction or defacing of property);**
7. **No violation of any act defined as a felony by the laws of the State of South Carolina or the United States;**
8. **No refusal to submit to Urinalysis Testing;**
9. **No unexcused absence from any assigned activities (Out of Place);**
10. **No refusal to obey promptly and properly a direct order.**

## **GENERAL RULES (Medium)**

The following is a list of "Medium" Program Rules and House/Group Rules of the Correctional Recovery Academy. These Rules are to be followed in addition to all of the other Department of Corrections and CRA Rules. It is important to note that all Staff (Correctional and Academy) and Academy Members are responsible for the enforcement of Rules and Regulations established at the CRA.

### **PROGRAM RULES:**

1. No disrespecting peers or staff.
2. No use of profanity.
3. No leaving any assigned/scheduled group or activity without permission.
4. No refusing to participate in any assigned group/activity.  
No reporting late to group or any other scheduled activity.
6. No negative contracts (negative agreements between two or more people).
7. No sexual acting out, including romantic or sexual physical contact.
8. No racial or sexual slurs.
9. No unwanted physical contact toward anyone.
10. No gang representations.
11. No inappropriate verbal or nonverbal response to any use of the tools (pull-ups, correctors, "Talking Tos", etc).
12. No abusing privileges.
13. No refusing to accept a structure position and no quitting a structure position.
14. No failure to complete any assignments, learning experiences, or behavior contracts.

### **HOUSE/GROUP RULES:**

1. No violation of confidentiality - What's said in group stays in group...except cardinal rule violations and necessary staff communication.
2. No standing, pointing fingers, name calling or put downs (may be threatening).
3. No excessive noises at any time in the Unit (including the TV Room), the Treatment Building, or anywhere else in the Institution.
4. Observe all SCDC policies regarding visiting other academy members' rooms.
5. No trading, borrowing, or selling personal property of any kind.

## GENERAL RULES (Minor)

The following is a list of "Minor" Program Rules and House/Group Rules of the Correctional Recovery Academy. These Rules are to be followed in addition to all of the other Department of Corrections and CRA Rules. It is important to note that all Staff (Correctional and Academy) and Academy Members are responsible for the enforcement of Rules and Regulations established at the CRA.

### PROGRAM RULES:

1. No jumping structure (shooting a curve).
2. No talking to those in the "Decision Seat."
3. No isolating.
4. No cliques.
5. No addressing peers and Staff in an inappropriate manner at any time.
6. No propping of feet on chairs, walls, or any other furniture.
7. No failure to wear proper uniform: shirt tucked in, pants pulled up, shirt & pants neat and clean.
8. No hats of any kind are to be worn inside any building or during any group. ID Tags must be visible at all times with the picture visible.
9. No hands in any part of the uniform.
10. Inmates are to use designated smoking areas and are responsible for cleanliness of the area.
11. Inmates are required to keep all walkways neat and clean at all times.
12. No radios or sunglasses are permitted in the Treatment Building, the Wyboo Horseshoe, or during any treatment group.

### HOUSE/GROUP RULES:

1. No running is allowed at any time in any building.
2. No cross-talking. Raise your hand & wait to be called on by the group leader.
3. No arguing to accusations on the floor.
4. No reporting to group unprepared: Bring assignments, paper, pencil, and required books; when necessary. Materials brought to class are to be used for class activities only.
5. No sleeping in any group or scheduled activity.
6. No gum, food or drinks are allowed in the Treatment Building, or in any treatment group or activity.
7. No Rat-packing, Red-crossing, or Reindictments during confrontation group.
8. No getting up out of your seat when being confronted or when confronting someone.
9. No loud outbursts or disrupting any group or program activity in any way.
10. No failure to sit attentively in chairs with all four chair legs remaining on the floor.
11. No failure to leave group rooms or other training rooms neat and orderly upon completion of the session.
12. No horseplay.
13. No loitering in hallways or walkways. If you are not in class you have no need to be in the area.
14. No banging on windows.
15. No failure to maintain a clean and sanitary living environment, including the cleanliness of your room, the Unit, the Treatment Building, or any other area around the Unit or the treatment building.

**Comparison of CRA Sanctions/Discipline to SCDC Sanctions/Discipline  
(Example)**

<b>Infraction Description*</b>	<b>Type</b>	<b>Offense #</b>	<b>CRA Sanctions/Discipline</b>	<b>SCDC Sanctions/Discipline</b>
Refusal to obey promptly & properly a direct order	<b>Major</b>	1 <sup>st</sup>	Behavior Contract**	Counseling/10 Hrs Extra Duty
		2 <sup>nd</sup>	Termination Warning**	20 Hrs Extra Duty
		3 <sup>rd</sup>	Discharge/Recycle	Month Extension/Loss of visitation privileges for 30 days/Loss of Canteen for 2 weeks
Out of Place	<b>Major</b>	1 <sup>st</sup>	Behavior Contract	Counseling/10 Hrs Extra Duty
		2 <sup>nd</sup>	Termination Warning	20 Hrs Extra Duty
		3 <sup>rd</sup>	Discharge/Recycle	Month Extension/Loss of visitation privileges for 30 days/Loss of Canteen for 2 weeks
Threatening Conduct	<b>Major</b>	1 <sup>st</sup>	Behavior Contract	20 Hrs Extra Duty
		2 <sup>nd</sup>	Termination Warning	Month Extension/Loss of visitation privileges for 30 days/Loss of Canteen for 2 weeks
		3 <sup>rd</sup>	Discharge/Recycle	Adjustment Committee Action
Fighting	<b>Major</b>	1 <sup>st</sup>	Depending on the situation – Behavior Contract up to Discharge &/or Recycle	Month Extension/Loss of visitation privileges for 30 days/Loss of Canteen for 30 days
		2 <sup>nd</sup>	Discharge/Recycle	Adjustment Committee Action
Theft	<b>Major</b>	Sanctions and Discipline are the same as for Threatening Conduct		
Possession of A Weapon	<b>Major</b>	1 <sup>st</sup>	Discharge/Recycle	Extension/ Loss of visitation privileges for 30 days/Loss of Canteen for 30 days

\* Note: All "Major" and those "Medium" rule violations marked with an \* will be reported to the SCDC in an Incident Report for disciplinary action in addition to any actions taken by the CRA staff. CRA "Sanctions Discipline" marked with \*\* are reviewed in the Orientation Handbook.

**Comparison of CRA Sanctions/Discipline to SCDC Sanctions/Discipline  
(Examples)  
(Continued)**

Drugs, Alcohol, or drug/alcohol paraphernalia	<b>Major</b>	1 <sup>st</sup>	Discharge/Recycle	Extension/ Loss of visitation privileges for 30 days/Loss of Canteen for 30 days
Damage or Destruction or Defacing of Property	<b>Major</b>	Sanctions and Discipline are the same as for Threatening Conduct (Plus Restitution for Damages)		
Refusal to Submit to Urinalysis Testing	<b>Major</b>	1 <sup>st</sup>	Discharge/Recycle	Extension/ Loss of visitation privileges for 30 days/Loss of Canteen for 30 days
Abuse of Privileges	<b>Medium*</b>	1 <sup>st</sup>	Learning Experiences**	10 Hrs Extra Duty
		2 <sup>nd</sup>	Loss of Privileges for 2 wks	20 Hrs Extra Duty
		3 <sup>rd</sup>	Loss of Privileges for 30 days	Month Extension/Loss of visitation privileges for 30 days/Loss of Canteen for 2 weeks
		4 <sup>th</sup>	Termination Warning/ Loss of Privileges for 60 days	Month Extension/Loss of visitation privileges for 60 days/Loss of Canteen for 30 days
		5 <sup>th</sup>	Discharge/Recycle	Adjustment Committee Action
Disrespect:	<b>Medium*</b>	1 <sup>st</sup>	Learning Experiences/ Restrictions	10 Hrs Extra Duty
		2 <sup>nd</sup>	Behavior Contract	20 Hrs Extra Duty
		3 <sup>rd</sup>	Termination Warning	Month Extension/Loss of visitation privileges for 30 days/Loss of Canteen for 2 weeks
		4 <sup>th</sup>	Discharge/Recycle	Month Extension/Loss of visitation privileges for 30 days/Loss of Canteen for 30 days

Leaving any Assigned/Scheduled Activity without permission	<b>Medium*</b>	1 <sup>st</sup>	Written Pull Up/ Learning Experiences	Counseling
		2 <sup>nd</sup>	Behavior Contract	10 Hrs Extra Duty
		3 <sup>rd</sup>	Termination Warning	20 Hrs Extra Duty
		4 <sup>th</sup>	Discharge/Recycle	Extension/Loss of 30 days visiting privileges
Reporting Late to Assigned Group or Activity	<b>Medium*</b>	1 <sup>st</sup>	Verbal Pull Up/ Corrector	Counseling
		2 <sup>nd</sup>	Confrontation	10 Hrs Extra Duty
		3 <sup>rd</sup>	Written Pull Up/ Learning Experiences	20 Hrs. Extra Duty
		4 <sup>th</sup>	Behavior Contract	Extension/ Loss of 30 days visiting privileges
		5 <sup>th</sup>	Termination Warning	Extension// Loss of 30 days visiting privileges/Loss of 30 days canteen
		6 <sup>th</sup>	Discharge/Recycle	Adjustment Committee Action
<p><b>Note: These guidelines serve only as an example of possible disciplinary actions that could be taken and sanctions imposed upon you as the result of the above listed infractions.</b></p>				

## **“Major” Rule Violations**

A violation of any Major, or Cardinal, rule will result in a Termination Hearing. The purpose of the Termination Hearing is to determine the continued program status of inmates.

## Medium” Rule Violations

All rule violations that are characterized as “Medium” in nature will be addressed in the following manner (except those marked \*):

Infraction	CRA Response
1 <sup>st</sup> Offense	Confrontation
2 <sup>nd</sup> Offense	Written Pull Up “Talking To”/Learning Experiences
3 <sup>rd</sup> Offense	Written Pull Up Learning Experiences/ Behavior Contract
4 <sup>th</sup> Offense	Behavior Contract/ Termination Warning
5 <sup>th</sup> Offense	Termination Warning/ Discharge Recycle

These are the basic guidelines for addressing “Medium” rule violations. Any inappropriate response to a corrective action given may lead to further disciplinary actions and sanctions. An appropriate response requires a statement of “Thank You,” and a correction of the behavior, to include compliance and successful completion of any learning experiences or contracts/warnings that are given.

More than one “Medium” rule violation in one day, or a compilation of “Medium” rule violations over a few days time span will result in action ranging from Behavior Contract to Discharge/Recycle. A combination of “Medium” and “Minor” rule violations in one day or over a few days time span will result in more severe sanctions and disciplinary actions.

## **“Minor” Rule Violations**

All rule violations of a “Minor” nature will be addressed in the following manner:

<b>Infraction</b>	<b>CRA Response</b>
1 <sup>st</sup> Offense	Verbal Pull Up
2 <sup>nd</sup> Offense	Confrontation
3 <sup>rd</sup> Offense	Written Pull-Up Talking To/ Learning Experiences
4 <sup>th</sup> Offense	Written Pull Up Learning Experiences/ Behavior Contract
5 <sup>th</sup> Offense	Behavior Contract/ Termination Warning
6 <sup>th</sup> Offense	Termination Warning/ Discharge/Recycle
7 <sup>th</sup> Offense	Discharge/Recycle

These are the basic guidelines for addressing “Minor” rule violations. Any inappropriate response to a corrective action given may lead to further disciplinary actions and sanctions. An appropriate response requires a statement of “Thank You,” and a correction of the behavior, to include compliance and successful completion of any learning experiences or contracts/warnings that are given.

More than one “Minor” rule violation in one day, or a compilation of “Minor” rule violations over a few days time span will result in action ranging from Behavior Contract to Discharge/Recycle.

## Intervention Guidelines

Your position on structure may be affected by violating rules, depending on the infraction and your response to the action taken to address your behavior.

- ❖ In addition to those disciplinary procedures taken by the Institutional Staff, any infractions that occur while you are in any area of the Institution (Work, School, Vocation, Cafeteria, Medical, Classification, Mailroom, etc.) will also be addressed by the CRA Staff and peers, according to the Academy guidelines.
- ❖ Any phase movement will be suspended due to disciplinary actions/sanctions for the duration of the time it takes for you to correct your behavior, complete learning experiences, or comply with any and all conditions of any sanctions/behavior contract/termination warning. The Unit team will review all phase change requests and provide specific information on what areas need improvement and/or if you were denied the opportunity to move to the next phase due to disciplinary/behavior problems.
- ❖ All SCDC rules apply and will be handled as written in the SCDC Inmate Guide, unless otherwise specified.
- ❖ It is the responsibility of both Staff and Academy structure to address behaviors and hold members accountable for promoting the values and guidelines of the CRA community and adhering to the rules of the community. In those cases where Staff members observe the infraction and it warrants a confrontation, the confrontation may be referred to a community member to complete or may be referred to a Written Pull-Up instead.
- ❖ In certain situations, behaviors reported to Staff by CRA members through the use of Confrontation Slips and Written Pull-Ups may warrant higher level or lower level interventions, depending on the severity of the behavior being reported. The severity of an infraction may escalate the disciplinary/sanctions process.
- ❖ In addition, if staff members are required to intervene to address behaviors when the situation could have clearly been handled by the community structure, certain steps in the disciplinary/sanctions process may be eliminated; as it is the responsibility of the Academy structure to maintain the standards of the community.

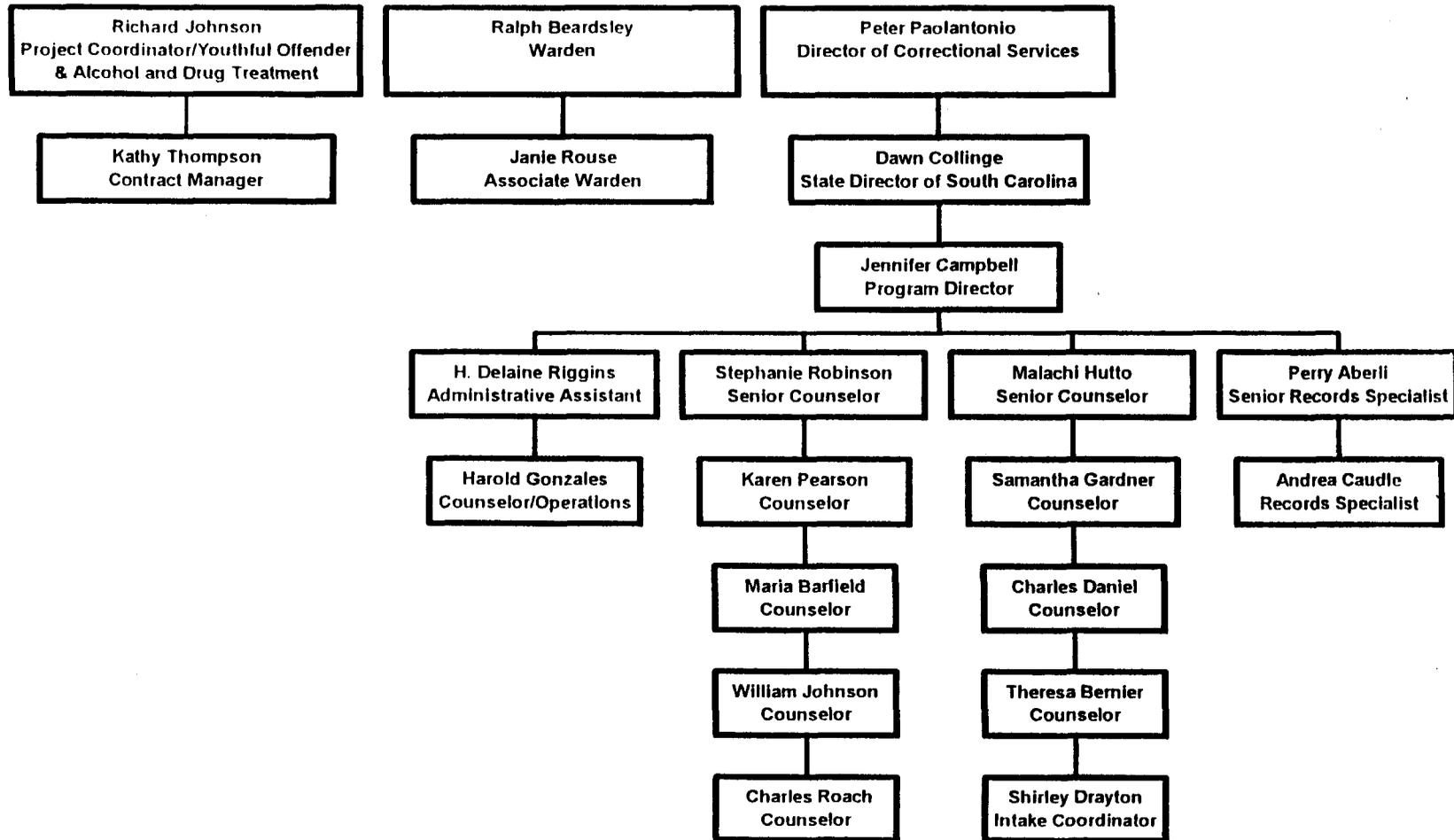
## Resident Rights

- Residents have the right to a humane and safe environment free from abuse, neglect or exploitation.
- Residents have the right to dignity and personal privacy.
- Residents have the right to treatment, regardless of race, religion, sex or ethnic origin, or source of financial support.
- Residents have the right to the least restrictive form of treatment appropriate to meet their needs.
- Residents have the right to a current, individualized treatment plan and have access to it.
- Residents' records are protected by Federal and State statutes of confidentiality from any unauthorized disclosures. The exception to this is CiviGenics' obligation to report any alleged or actual crime committed on these premises, to the appropriate agencies.
- Residents have the right to review their own records in accordance with program policies and procedures.
- Residents have the right to appeal decisions with which they disagree. The grievance procedure is posted in the facility.
- Residents have the right to be informed of any special restrictions imposed on them, including reasons for and time limits of such restrictions, if necessary.
- Residents have the right of informed consent.
- Residents' communication (written and telephone) will be consistent with the South Carolina Department of Corrections (SCDC) rules.
- CiviGenics, Inc. is legally obligated to report any instances of child abuse/neglect to the Department of Human Services when this information is disclosed.
- Residents have access to necessary medical and psychiatric care throughout the Program.
- Residents have the right to receive a complete explanation of Resident Rights in clear, non-technical terms, and in a language the resident understands.

## **Appendix 4**

### **Organizational Charts for the Original CRA and the Expanded CRA**

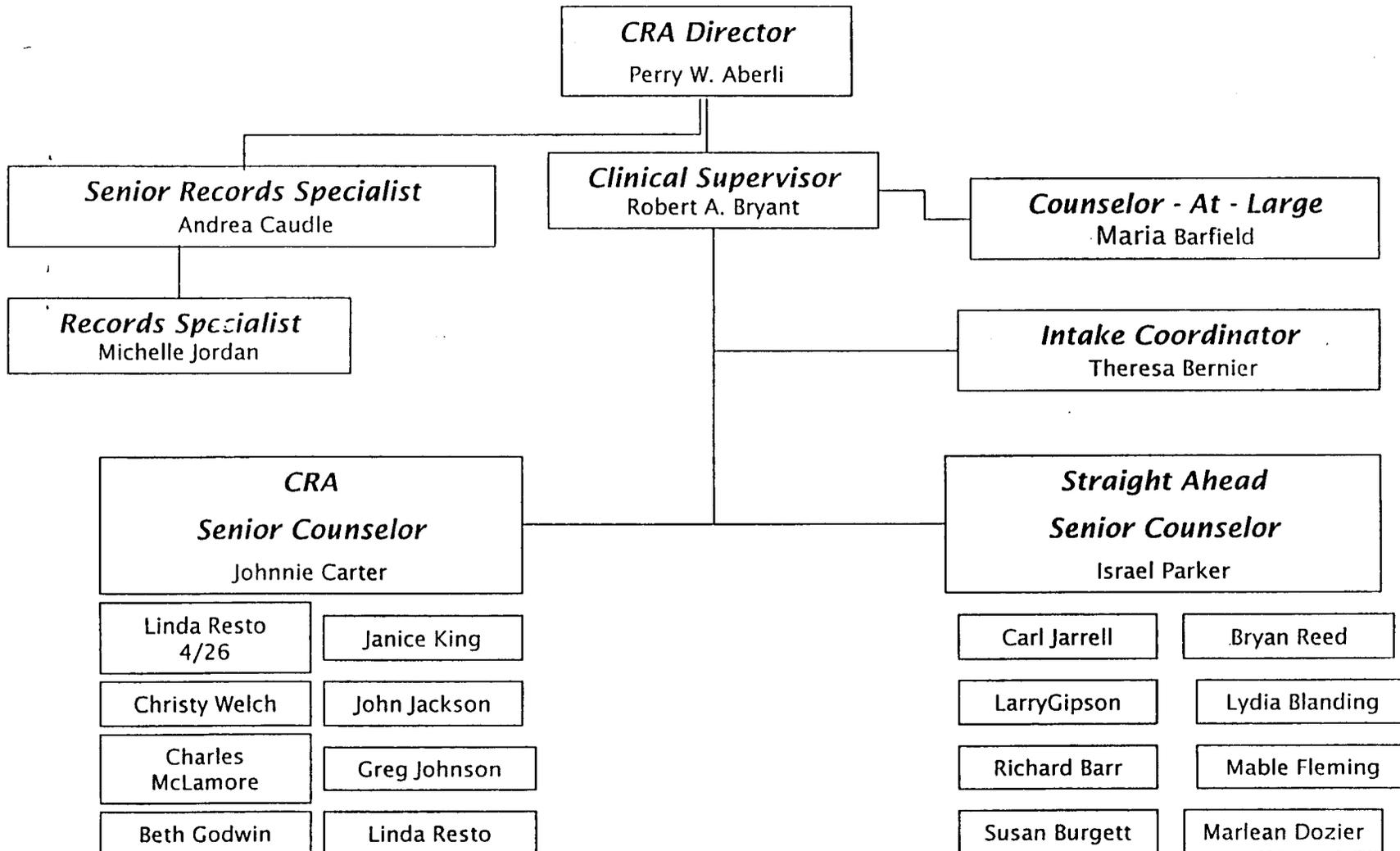
# CORRECTIONAL RECOVERY ACADEMY/TURBEVILLE INSTITUTION ORGANIZATIONAL CHART



Revised October 9, 1997

# Turbeville Correctional Recovery Academy

Organizational Chart (May 1, 1999)



## **Appendix 5**

# **Summary of CRA Treatment Outcomes by Civigenics, Inc.**

# CiviGenics 1998 Annual Report

## A Summary of Treatment Outcomes at Turbeville Correctional Institution South Carolina

### Methodologies

A single system quasi-experimental design was used to evaluate the results of interventions (Correctional Treatment Programs) which target criminogenic risk factors and identified needs of the inmate population. Pre and Post-test measures were used to add internal validity and in part, control for rival hypothesis in this study. Pre test measures were administered using the Coping Behaviors Inventory (CBI) and The Criminal Sentiments Scale (CSS) upon admission to the CRA and before the CRA's service elements were delivered to establish a base line. Post-test measures were then taken utilizing the same instruments after participants completed the CRA treatment program (averaging six months).

### Instruments Used to Measure Outcomes

- Coping Behavior Inventory (CBI).
- Criminal Sentiments Scale (CSS).

### Description of Instruments:

The CBI was designed to assess those behaviors and thoughts used by alcoholics and addicts triggered by external stimuli (people, places, & things) and internal stimuli (thoughts and feelings). The CBI is a self-administered inventory that consists of a list of 14 cognitive and 22 behavioral options. The respondent indicates how often he or she uses each coping behavior to avoid relapse. Frequency of use is rated on a four-point scale 0 (I have usually tried this) to 3 (I have never tried this). This instrument was chosen based on its reliability and validity of the scale. According to Litmen et al., (1983) the CBI has a good degree of stability. Studies that have used the CBI as an outcome measure have shown the test to be a sensitive indicator of change (Ito et al., 1988; Shaw et al., 1990).

The Criminal Sentiments Scale was designed to assess those thoughts and attitudes that have been highly correlated to breaking the law. The CSS is divided into three domains, the first, assess attitudes toward the Laws, Courts and Police; the second, assesses attitudes toward Law Violators; and the third, assesses attitudes of Identification with Criminal Peers/Others. The CSS is a self-administered inventory that consists of 41 statements. The respondent indicates his or her level of agreement with each statement on a five-

point scale 1 (strongly disagree) to 5 (strongly agree). This instrument was also chosen for its reliability, validity of scale (Andrews and Wormith, 1990) and relationship to recidivism. Ajzen and Martin Fishbein (1980), maintain that our attitudes interact with situational norms to shape our intentions, which then determine our behavior. With the program based on a cognitive behavioral model, the CSS was a good choice in instruments to measure those attitudinal changes that are most likely to occur as a result of an intervention.

### Coping Behaviors Inventory Scale Validation & Norms

Study	Sample Type	Age	Males	Females	Total N	Average Total CBI Score
Ito & Donovan (1990) ab	Abstinent Alcoholics	36.6	17	0	17	Cognitive 2.1
	Relapsed Alcoholics	36.6	20	0	20	Cognitive 2.5
Ito et al (1988) bc	Male Alcoholics	35.6	33	0	33	Cognitive 2.2 Behavioral 2.9
Litman et al (1979) d	Abstinent Alcoholics	45.8	20	0	20	37.1
	Relapsed Alcoholics	40.2	44	0	44	41
Litman et al (1984) cd	Abstinent Alcoholics	17.49	0	0	76	39.4
	Relapsed Alcoholics	17.49	0	0	89	34
Shaw et al (1990) bd	Abstinent Alcoholics	40.6	41	0	41	31.1
	Controlled	40.6	0	0	43	30.8
	Imprisoned	40.6	16	0	53	47.5
	Imprisoned/Alcoholics	40.6	27	0	50.1	57.3

Note: \* Indicates no value reported  
 a Average scores on the 14 cognitive items only  
 b Low scores reflect more frequent use of coping skills  
 c Average scores on cognitive and behavioral items  
 d Raw scores

### Criminal Sentiments Scale Norms

	Criminal Sentiments Scale (Andrews, D. & Wormith, S.)			
	n=405 Offenders	n=220 Psychiatric	n=435 Non-Offender	n=440 Students
LCP	78.5 (12.4)	84.3 (15.5)	91.8 (11.8)	93.2 (9.7)
TLV	28.8 (6.4)	24.7 (6.8)	23.6 (4.8)	24.2 (4.7)
ICO	18.3 (3.8)	16.5 (3.9)	14.8 (3.0)	14.8 (3.3)

#### Legend:

- LCP = Law, Courts, & Police (Higher scores indicate more pro-social attitudes)
- TLV = Tolerance of Law Violations (Lower scores indicate less tolerance)
- ICO = Identification with Criminal Others (Lower scores indicate less identification)

#### Suggested Ranges:

	Low	Moderate	High
LCP	<80	81-90	>90
TLV	<22	23-29	>30
ICO	<15	16-19	>20

**Performance Indicators**

- Level of coping skills acquired both cognitive and behavioral, in relation to, external circumstances (outside triggers) and internal mood states (inside triggers) to prevent, avoid, or control urges, cravings, and actual resumption of alcohol or drugs.
- Level of change in attitudes from criminal thinking in three domains to a more pro-social way of thinking in the same three domains.

**Hypothesis**

Providing a comprehensive recidivism reduction program, the Correctional Recovery Academy (CRA), that focuses on the proscribed attitudes and behaviors among inmates that often lead to relapse to alcohol and other drugs, re-arrest, and re-incarceration, utilizing cognitive-behavioral training, cognitive re-structuring, and other social learning mechanisms, will significantly reduce the risk of recidivism.

**Turbeville Correctional Institution, South Carolina**

Type of Service: Correctional Recovery Academy  
 Bed Capacity: 136  
 Criteria: Inmates within 6 to 12 months of release  
 Length of Stay: 6 to 8 months  
 Population: Male between ages 21-24  
 Operation Days: Monday through Sunday  
 Hours: 8am-8pm  
 Intensity: 20 hours of group/individual per inmate per week

**1998 Statistics For Turbeville CRA**

- 388 Admissions
- 112 Graduates
- 215 Active Participants
- 51 Terminations/Other
- 10 Terminations/Cause

- Of the 388 Admissions:
- 32 were Violent Offenders
  - 356 were Non-Violent Offenders
  - 120 were Drug Offenders
  - 268 were Non-Drug Offenders

**Demographic Information**

Figure 1

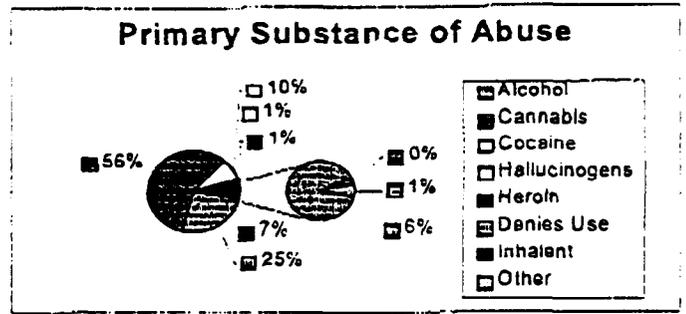
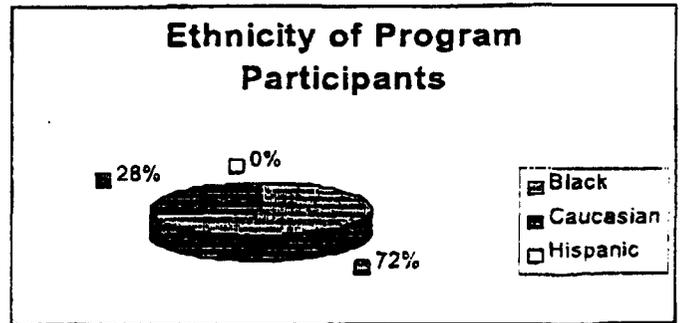


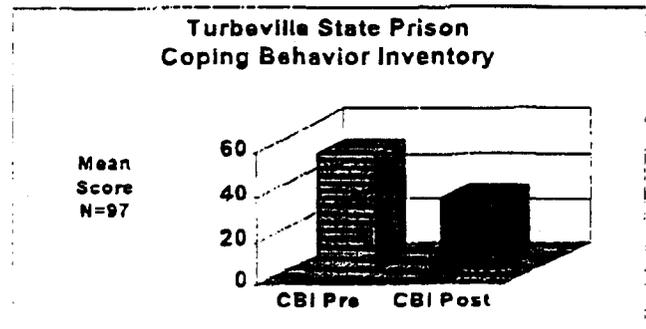
Figure 2



**Outcome Measures for Turbeville CRA Treatment Program**

The following data was collected on 97 program participants who completed the CRA (N=97). Cognitive and behavioral coping skills (relapse prevention skills) were assessed using the Coping Behaviors Inventory Scale, previously described. Participants were pre-tested upon admission to the program (before intervention) and post-tested upon completion (after intervention, average of 6 months). Pre and post CBI scores are presented in Figure 3.

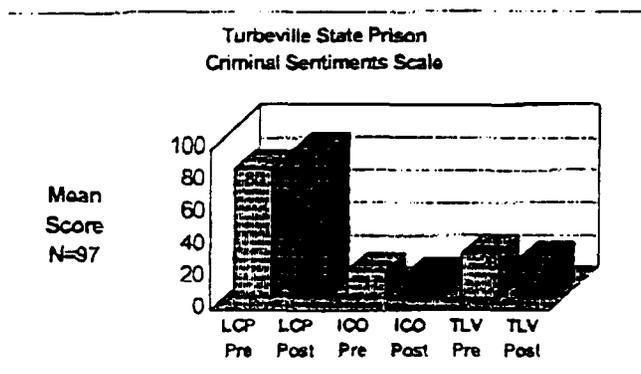
Figure 3



As Figure 3 indicates, the mean CBI post test scores dropped significantly. The decrease in score from pre to post is an indicator of increased use of both cognitive and behavioral coping skills in response to external circumstances (outside triggers) and internal mood states (inside triggers) to prevent, avoid, or control urges, cravings, and actual resumption of alcohol or drugs. It is evident from the analysis of this measure, that offenders who completed the program were found to have significant increases in relapse prevention skills and significant increases in their confidence to use these skills.

The following data was collected on 97 program participants who completed the CRA (N=97). In this performance measure, attitudes were assessed by utilizing the Criminal Sentiments Scale (CSS). The CSS assesses the level of trust in the law, courts, and police (LCP), the tolerance for law violations (TLV), and level of identification with criminal peers/others (ICO). Pre and post treatment scores on the CSS are presented in Figure 4.

Figure 4



In Figure 4 the LCP (pre=80; post=91), TLV (pre=28; post=24) and ICO (pre=17; post=14) indicated significant ( $p < .01$ ) positive pro-social changes in attitudes for offenders who completed the CRA program. It is evident from the analysis of this measure, that those offenders were found to have significant pro-social shifts in attitudes.

### Rationale

Most, if not all, of CiviGenics in-prison treatment programs are based on reducing recidivism. The model for recidivism is basically a modified version of the relapse prevention model. Recidivism is a function of:

**Risk Factors** There is a global criminogenic risk and specific risk factors such as substance abuse risk, aggressiveness/violence risk, compliance risk factors, etc...

**Attitudes:** Certain attitudinal factors enhance risk for recidivism such as supportive of crime attitudes, attitudes supportive of violence against women, anti-authority attitudes, etc...

**Skills:** Lack of coping skills, such as problem-solving, relapse prevention, assertive communication, anger management, and self management skills enhance risk for recidivism

**Self efficacy:** This is a general belief or confidence that one can employ one's skills in order to handle situations effectively.

Based on these well known facts within the field, CiviGenics implemented measurements of performance as detected by use of validated instruments which target most of the above functions of recidivism.

### Summary

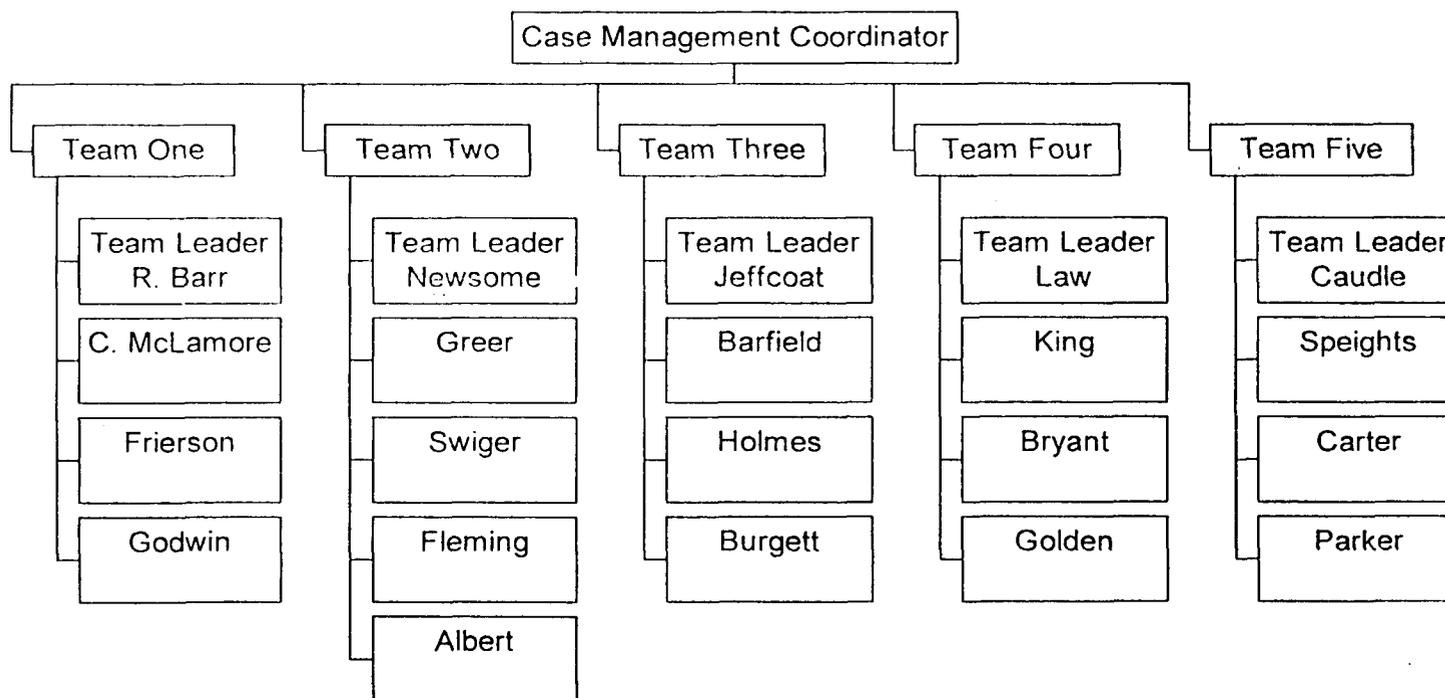
It is evident from the analysis of these measures that offenders who completed the CRA program at Turbeville Correctional Institution, South Carolina, were found to have significant increases in coping skills (indicated in Figure 3 by decrease in post score) needed to prevent relapse, and significant shifts in attitudes of criminal thinking to more pro-social norms (indicated in Figure 4 by increase in post LCP, decrease in post TLV, and decrease in post ICO). Such evidence supports CiviGenics correctional treatment programs as having a positive effect on offenders in relation to reducing the risk to recidivate.

This report presented by Joseph Di'Liddo with the aid of Peter Paolantonio, Maureen McNulty, Perry Abarli and the staff at Turbeville Correctional Institution.

## **Appendix 6**

### **Overview of the CRA Case Management System**

## Turbeville CRA Case Management Structure



Each Team will meet twice a month to review the progress of those inmates assigned to the team members. It is the responsibility of the Team Leader to arrange the time, location, and orders to report for this meeting. At the meeting each inmate will be advised of his performance since the last meeting and his overall score. This should take no more than 5 minutes per inmate, so the average length of one of these meetings should not exceed 90 minutes.

## CASE MANAGEMENT SCORING

Inmates in Phase III of the YOIP at Turbeville Correctional Recovery Academy Program, will be case managed throughout the program. The CRA Program like all YOIPs are performance based and behavior driven. Inmates received Scores based on participation and behavior.

Inmates will be scored in five (5) areas; CRA, Education/Work, Hygiene, Inspection and Citizenship.

An inmate can receive up to four (4) points per area based on the following:

- 4 = Excellent
- 3 = Above Average
- 2 = Average
- 1 = Below average
- 0 = Unacceptable

Citizenship will be counted as a bonus point from the other areas and will be written as a +1 (ie Education 3+1). The maximum number of points for Citizenship is 4.

Based on performance an inmate's projected stay in the CRA program is 8 - 10 months with maximum scores of 640 - 800, he must have reached 75% (480 or 600) before any recommendation for parole will be considered.

A scoring of 75% indicates that the inmates is performing at a steady pace and is projected to complete the program within the next 90 days.

### Formula for Total Scoring

Months	8 months	-	10 months
Weeks	32 weeks	-	40 weeks
Max. Wkly Score of 20	640 pts.	-	800 pts.
75%	480 pts.	-	600 pts.

Paperwork will be sent to DPPPS when an inmate reaches 75% of total scoring for processing of addresses etc. in preparation for Parole recommendation.

South Carolina Department of Corrections  
 Turbeville Correctional Recovery Academy  
 Case Management Team Weekly Reports

Inmate Name:

SCDC ID#:

Case Manager:

Week of:	CRA	Education/Work	Citizenship	Personal Grooming	Inspection	Wkly Score
1)						
Comments:						
2)						
Comments:						
3)						
Comments:						
4)						
Comments:						
5)						
Comments:						
6)						
Comments:						
7)						
Comments:						
8)						
Comments:						
9)						
Comments:						
10)						
Comments:						

Note: All areas should be scored on a 4 point system: 4=Excellent, 3=Above Average, 2=Average, 1=Below Average, 0=Failing. A minimum score of 2.0 is required for each week. One (1) additional point may be added to the "Citizenship" score for an inmate who has demonstrated "Good Citizenship" through out the week. This should be scored as: Actual Score (e.g., 2) + 1.)



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Findings and conclusions reported here are those of the authors and do not necessarily reflect the official positions or policies of the U.S. Department of Justice.