



Project CERCE
Comprehensive Education
and
Rehabilitation
in a
Correctional Environment

RESIDENT MANUAL

64849

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State Technical Institute at Memphis

X Project C.E.R.C.E.

Comprehensive Education and Rehabilitation
in a Correctional Environment

Resident Manual

DEPARTMENT OF CORRECTIONS
STATE OF TENNESSEE
MEMPHIS CORRECTIONAL CENTER

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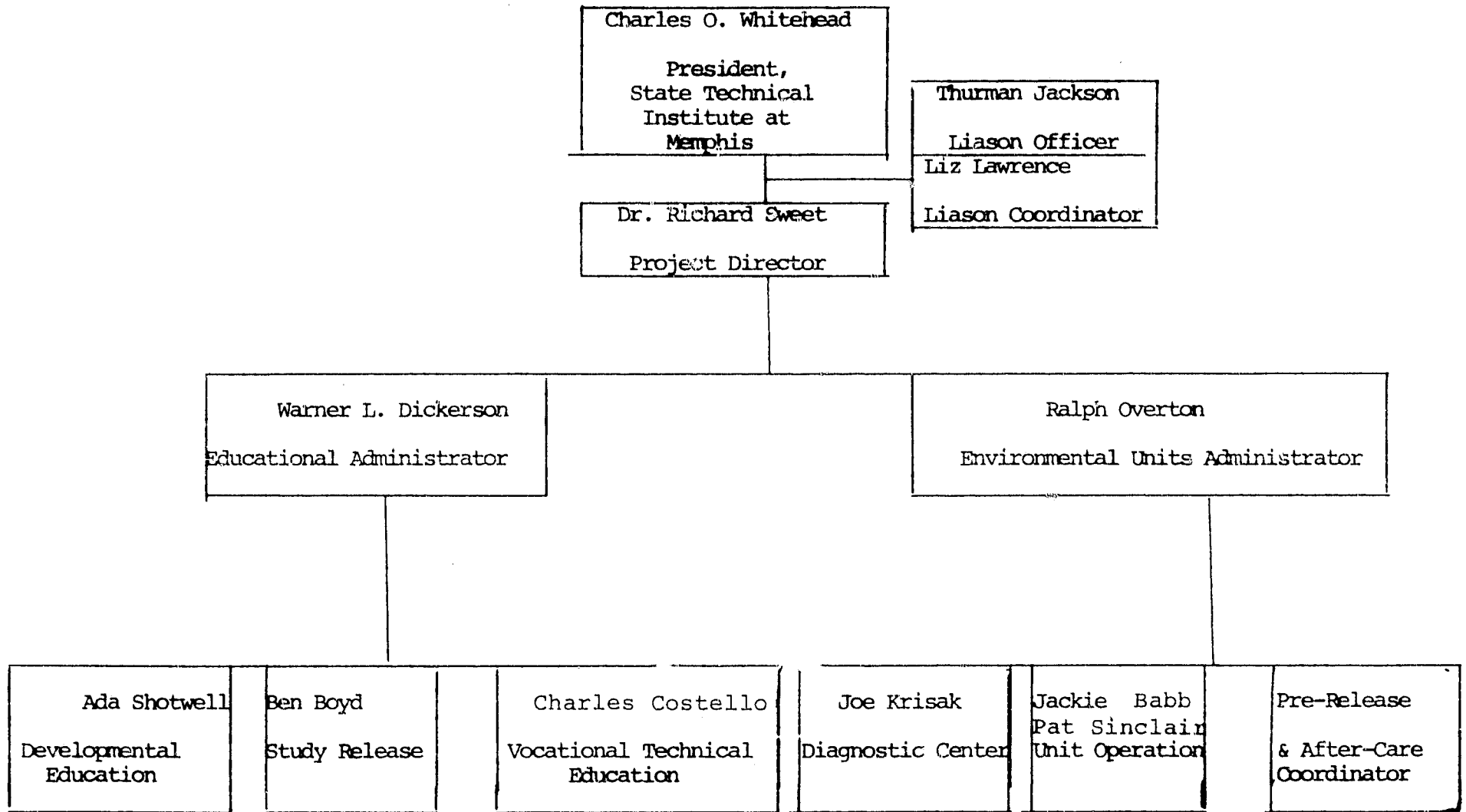
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FORWARD

ORGANIZATIONAL STRUCTURE

COMPREHENSIVE EDUCATION AND REHABILITATION
 IN A
 CORRECTIONAL ENVIRONMENT



SECTION III

INTRODUCTION

This manual will explain the purpose, programs and regulations which apply to Project CERCE and the Memphis Correctional Center. The manual will describe what you, as a resident, must do to fully benefit from them.

The CERCE project was established to help individuals develop alternative and effective patterns of behavior which includes acquiring the educational and technical skills that will result in desirable employment. The aim of the project is not to simply provide a place of confinement closer to home. The project's goal is to provide each participant with the skills he needs to function successfully in the community and to gain a degree of self determination such that he will not have to return to a correctional institution again.

While you are a resident at the Center you will be exposed to two primary influences: environmental units and the educational classes. The purpose of the environmental units is to prepare you to fully participate and benefit from the educational opportunities which are available. The environmental units are graded from the induction phase to general and advanced status through study/pre-release. Your level of involvement in the educational programs will increase as you move up through the unit's structure. While you are at the Center you may be eligible for one or all of the different educational programs: developmental education, vocational/technical education, and study release.

As a resident of this institution, your total involvement and cooperation is necessary if you are to receive the maximum benefit the programs offer. Since you signed the treatment/transfer contract under voluntary conditions, it is assumed by the staff of this institution that you intend to make your stay a constructive and valuable experience. As you demonstrate a willingness to help yourself, you will find that the staff will work equally as hard to assist you in becoming a truly free individual.

Environmental Units

Induction Unit

After arriving at the Center, you will be placed on the Induction Unit. During induction you will be tested, evaluated, and given work assignments. While in the induction phase, you will be oriented to general institution policies and familiarized with the procedures that you will have to know and use in the induction unit and the general environmental units.

An explanation of all educational and vocational/technical courses and the qualifications needed to enter the different instructional programs will be provided by educational advisors. You will be thoroughly briefed concerning the point system, the peer structure, and the various levels of reinforcement available. Daily meetings will be conducted to prepare you for transferring into a General Environmental Unit. When you have shown that you have a basic understanding of the entire system and a willingness to participate within the structure, you will be transferred to a general unit. There is no set period of time that you must remain in the Induction Unit. Assignment to a specific general unit will depend upon your participation in the discussion meetings and daily lectures and upon your cooperation and demonstrated attitude while in the Induction Unit. Within two weeks of entering the Induction Unit, you may submit a request to the unit manager if you believe you understand what will be expected of you on a general unit and are ready to accept

the responsibilities. If your behavior has been satisfactory while you were in the Induction Unit, the Unit Manager will see that you are assigned to the appropriate general unit. Any major violation of institution rules (See Appendix D) while in the unit will result in immediate transfer to the Disciplinary Unit and the scheduling of a disciplinary hearing. If an individual remains on the Induction Unit for thirty (30) days, an evaluation will be made as to his progress and desire to participate in the programs the institution offers. If you are found to be deficient in these areas a transfer to a different institution will be recommended to the disciplinary hearing board.

While on the Induction Unit, Phase I privileges (See Appendix B) will be available to the individual. Any and all privileges in the various phases (from induction to advanced status) must be earned. The Induction Unit's daily schedule will involve testing, orientation meetings and lectures, work assignments, and recreation (See Appendix C).

Finally, before you can graduate from the Induction Unit you must earn a passing score on the test which covers the material in the Resident Manual.

General Units

The General Units offer opportunities for educational and vocational/technical development, as well as personal growth, through learning appropriate responses to the environment in which you live. Although not a true "free world" environment, the unit policies and procedures will call

upon you to perform up to the same level of achievement and expectations that will be imposed upon you as a member of today's high pressure society.

Upon assignment to one of these five (5) units you will be promoted to Peer II level, a designation which includes specific privileges as well as an appropriate level of responsibility. Privileges may include special "incentive visiting," lounge privileges, one 15 minute phone call weekly, possible participation in weekly outings, and \$45 monthly commissary allowance. Again, privileges depend upon each individual's level of functioning as determined by a daily and weekly evaluation by staff members. This evaluation includes a point system that was developed to provide points and privileges to any individual functioning at an appropriate level. For a more detailed description of the point system see Appendix A.

It should be noted that as an individual's peer level increases he must maintain a high level of functioning to maintain his position. Nightly point feedback sessions are held in order to keep the individual informed of his progress and to motivate him toward a continued high level of functioning as measured by the point system.

Within the unit's daily operations are included activities such as quondam meetings, confrontation meetings, familiarization meetings, and morning warm-up meetings, competitive energy meetings and any special meeting which might be necessary (See Section VI). Classes and work details are also included

*if available in resident's account.

in each day's activities. In summary, the general environmental unit helps individuals learn ways of behaving more effectively, while offering everyone educational and vocational opportunities.

Reorientation Unit

The reorientation unit is maintained for inmates whose level of functioning on a general unit is less than the minimum acceptable level as determined by the accumulated points. If any general unit member accumulates less than 25 points a day or less than 150 points a week (for three (3) consecutive weeks) he will be assigned to reorientation. It should be pointed out that during the three (3) week period his Peer II status will be dropped and only privileges for Peer I status will be available (See Appendix C). However, he will remain on his assigned unit during this three week period.

In the reorientation unit a re-evaluation of the inmate's level of functioning and abilities will be made from his performance and daily point accumulation. Additionally, the institution's expectations of each resident will be explained and discussed in detail within various meetings.

There is no set period of time that an inmate must remain in the reorientation unit. However, the maximum time an inmate may remain in this unit is 30 days. If the level of functioning, as determined by the unit staff and

the point system, increases to the minimum level (200 points) the individual will be reassigned to his original unit. If the inmate's performance does not meet the minimum requirements, a determination will be made as to his willingness to continue in his program of study and remain at the institution.

Disciplinary Unit

After being found guilty of a given offense by the disciplinary hearing board, an inmate can be assigned to the disciplinary unit. Normally, only violations of major institutional rules (See Appendix D) result in assignment to the Disciplinary Unit. Privileges on this unit are determined by the inmate's attitude and willingness to earn a minimum number of points. These standards must be met before an inmate will become eligible for a recommendation of transfer back to reorientation. For a daily schedule and point accumulation see Appendix C-1. A resident will either be moved from the Disciplinary Unit to the reorientation unit (See Appendix E), or transferred out of the institution if his behavior continues to be disruptive.

It must be stressed that the awarding of incentive time is the prerogative of the institution and will be based on demonstrated performance. If an individual is going through reorientation or is on the disciplinary unit, the

recommendation for receiving incentive time is at the discretion of the staff with final approval being at the discretion of the Warden. Under exceptional conditions, good and honor time may be removed at the discretion of the Commissioner of Corrections based on the recommendation of the Warden.

Developmental Unit

The primary purpose of the Developmental Unit is to provide basic social and education training to residents who need extra assistance in improving these areas. The unit is designed to provide vocational, social, and academic education experiences of a developmental nature so that the individual may progress to more advanced vocational or educational programs (See Section V). The daily classes concentrate on basic reading, math and communications studies. Individualized, self-paced instruction is the primary teaching method.

Becoming familiar with vocational information is also a part of this training. Individuals will learn how to conduct themselves during interviews and how to fill out applications for employment. They will also see vocational films and receive thorough vocational counseling.

Social skills will be emphasized in meetings and other daily activities. Work details and daily point accumulation are a part of the daily schedule

Special Evaluation Unit

The purpose of the Special Evaluation Unit is to provide intensive help for individuals who are experiencing major

personal or behavioral problems. The Special Evaluation Unit will provide special activities and supervision for the unit's residents. The unit's objective is to help the individual stabilize himself so that he can achieve a level of performance which will enable him to transfer to a general unit. The point system and daily meetings are similar to those of the other units. The length of a person's stay on this unit depends on his behavior. The demands placed on the individual will vary according to the level at which the unit staff determines the individual can function.

Drug Abuse Rehabilitation Unit

The drug unit is designed to serve inmates who have drug related problems. The unit is highly structured with peer positions similar to the other units. Scheduled and random urine screens will be taken to insure that the unit remains drug free since this aspect of the unit's operation is critical. Emphasis is placed on continual progress in behavioral performance and the display of positive changes in attitude. As in the other units, peer counseling techniques are utilized.

Advanced Unit

The Advanced Unit is for the individual who has shown a great deal of behavioral, vocational, and educational progress and who has maintained an extremely high level of functioning as measured by the point system (See Appendix A). All members of this unit will have Phase III's privileges. (See Appendix B).

Residents must maintain a high level of functioning as Measured by the point system. Dropping below 350 points weekly will result in removal from this unit. Group activities will be more intense on this unit and maturity must be demonstrated by all members. These persons will be involved in training and monitoring lower peer levels. Also, those living on the advanced unit will be involved in public relations and will be expected to attend speaking engagements and other related community activities.

Study and Pre-Release Unit

This is an advanced pre-release unit where an individual is given the opportunity to achieve further education and vocational goals. The individuals that achieve this special level will leave the institution daily, either to attend a community educational facility or to go to a work setting where he will further his vocational skills and goals. Meetings and nightly activities are found in Appendix B.

Section V

Vocational and Education Programs

All individuals entering the institution have numerous educational and vocational opportunities. These opportunities become available to the individual once he has shown he is willing to conform to the unit management system and has demonstrated his personal responsibility. Once an individual has achieved the Peer II status, he becomes eligible for an area of study.

Upon leaving the Induction Unit, everyone will complete the Student Curriculum/Advising Form (located at the end of this section). The individual will choose the three areas of interest and will then be scheduled for an advisory session with an instructor. If an individual is lacking certain basic skills (reading, mathematics, or communications) that are needed before he can enter his desired area, he can acquire these skills in the general support program.

Applied Science Degree, Certificate Program, and Credit Transfer

The Associate of Applied Science program offers courses in seven technologies. Welding, Building Construction, Data Entry, Warehousing, Food Services, Industrial Maintenance, and Surveying and Drafting. The first year of the program is offered at Memphis Correctional Center. A student may then pursue an Applied Science Degree at State Technical Institute at Memphis or at another institution. All technologies mentioned above are available at STIM except Warehousing

Technology. There is no Warehousing Technology degree program in the area.

The one-year Certificate program also offers courses in the seven technologies. The student who completes this program is prepared to enter the job market with entry-level skills. The program offers nine technology courses, three communications courses, three math courses, and one social studies course.

All courses in the vocational/technical area can be transferred to State Technical Institute at Memphis, with the exception of those in Warehousing. The following related courses are also transferable: AE 124, AE 134, AE 144, AM 124, AM 134, and AM 144. The following courses can not be transferred to STIM: DE 024, DE 004, DE 014, DM 004, DM 014 and AS 124. The courses do count, however, toward the total hours needed to complete the Certificate program.

SPECIAL EDUCATION/DEVELOPMENTAL STUDIES

The Special Education/Developmental Studies component is designed to teach students with varied abilities and previously unsuccessful learning experiences. The best means to meet these students' needs is by individualized, self-paced and open-ended instruction. The program, then, must be and is non-traditional and innovative.

No program is any better than the instructors who implement it. They must be human oriented instead of subject oriented. They must consider the student as a "whole" person--not just as one who learns a technical skill. The instructors in the Special Education/Developmental Studies Department have the qualities and talents necessary for a successful program. They are given opportunities to design, structure and mold developmental classes with creativity and practicality. One significant point about the instructors is that they are in the department by their own choice. They want to teach students who have learning deficiencies or who have been intimidated by traditional teaching techniques.

The design of the program requires that the instructors be willing and able to teach more than one subject area. Therefore, the team teaching approach will be used. The department works with a core of basic skills - reading, writing and arithmetic. These skills are tailored to meet the needs of students in a basic adult education unit, a GED unit, and a technology program.

Flexibility is the key to the program's design and implementation. The use of instructor talent, the course offerings, the teaching techniques and the teaching materials--all will revolve around the concept of flexibility. This flexibility will enable the department to meet its commitment to the student to give individualized, self-paced, open-ended, humanistic learning experiences.

THE GENERAL SUPPORT PROGRAM

Reading, communication and mathematics are offered to students enrolled in technology courses. The main function of these courses is to teach skills in communication and computation which aid the student in his technology course. It is important to note that the technology courses determine the content that is taught in the developmental courses.

THE COMMUNICATION PROGRAM

The basic communication program in the Special Education/Developmental Studies Department includes Reading and Study Improvement, Communication I, and Communication II. Each course tends to reinforce the skills of the other by providing some activity in each of the four language arts -- reading, listening, speaking, and writing. However, different emphasis is given to the respective language art skills in each course. Reading and Study Improvement emphasizes reading and listening, with some attention given to speaking and writing. Communication I and II emphasize writing and speaking, with some attention given to reading and listening; thus, the program achieves a sensible balance among the skills.

The courses contain practical content. For example, the communication classes make writing assignments such as memorandums,

short technical reports, business letters, job applications and job resumes. Grammar is taught on a prescriptive basis; the student studies what his tests and writing samples reveal that he needs to study. Since communication classes are support classes to the seven technologies, they must, by virtue of that fact, be geared to preparing students to enter the world of work.

THE MATHEMATICS PROGRAM

The mathematics program consists of three courses: arithmetic, algebra and a special problems course. Since mathematics is studied sequentially, the three courses should meet any mathematical needs that students may have. A beginning course presents a comprehensive study of simple arithmetical processes. The second course is basic algebra. The third course is a special problems course geared to the seven technologies offered in the vocational/technical area. Elementary geometry principles are also emphasized in this course.

The developmental student has little need for the complex theoretical aspects of mathematics. He is more interested in learning computational skills that will assist him in job situations. Since developmental students in any given classroom have a variety of mathematical abilities and learning speeds, the self-paced, open-ended, individualized approach best meets their needs.

MATERIALS

A variety of teaching materials is used in the support program. These materials are designed for individualized instruction. Programmed textbooks, teacher-generated worksheets and packets, and

handouts from a variety of sources are used. The materials must have the flexibility and practicality needed for an innovative, but realistic program.

TEACHING TECHNIQUES

The team teaching approach is used within the Special Education/Developmental Studies Department. This approach is also used between both departments within the educational units. Developmental instructors may go directly into the technology classes to teach concepts necessary to successful completion of technical tasks. Also, technology instructors can come into developmental classes to demonstrate practical application of the subject matter being taught. Thus, a joint commitment exists between the developmental and technology faculties. This commitment is vital to the program's success, for working together is the only answer to giving students a well-rounded utilitarian educational experience.

AE 124 READING AND STUDY IMPROVEMENT

This course provides opportunities for increasing reading efficiency and improving study skills. Through the individualized use of multi-level materials, emphasis is given to vocabulary development, comprehension, critical reading skills, and flexibility of reading rates.

AE 134 - COMMUNICATION I

The basic concepts of grammar usage and punctuation are studied and then used in exercises in sentence and paragraph structure.

AE 144 - COMMUNICATION II

The purpose of this course is to provide individualized instruction in further development of language skills. Emphasis is on short compositions, technical and business writing, and oral exercises.

AM 124 - PRE-TECHNICAL MATHEMATICS I

The fundamental processes involving counting numbers, common fractions, decimal fractions, percents, denominate numbers, signed numbers, and the metric system are studied and applied to technical fields.

AM 134 - PRE-TECHNICAL MATHEMATICS III

Signed numbers, linears equations, algebraic fractions, linear graphing, and formula rearrangement are treated in this basic algebra course.

AM 144 - PRE-TECHNICAL MATHEMATICS IV

Topics covered in this course include systems of equations, exponents and radicals, equations contain exponents and radicals, quadratic equations, linear graphing and slope. Problem solving, as it relates to specific technologies, and elementary geometric principles are emphasized.

WAREHOUSING TECHNOLOGY

This will be primarily a course that is practical in nature. Classroom lectures will cover each basic piece of MHE/Storage Aids, their safety, care, and use. Much of the student's time will be spent in practical training on the forklift in conjunction with pallets, storage racks, pallet jacks, conveyors, and cranes. If permitted, industrial visits will be conducted.

BLUEPRINT READING AND DRAFTING

This course is set up to teach the student the fundamentals of:

1. Architectural Drafting
2. Architectural Blueprint Reading
3. Engineering Drafting
4. Engineering Blueprint Reading

Practice in the use of drafting instruments, drafting furniture, and the blueprint machines will be administered. Satisfactory completion of this course can lead to employment as a draftsman in an architect's or engineer's office. In order to develop a set of working drawings which conform to professionally accepted practices, the student must have command of the basic elements and techniques of drafting.

BUILDING CONSTRUCTION TECHNOLOGY

The course of instruction provides a minimum of two hours of time in shop or laboratory experience as well as related instruction and is based upon an occupational analysis which includes the skills, attitudes and knowledge required to achieve the instructional objectives for the course.

The basic principles of science and mathematics, blueprint reading, local building codes, cost estimating, building materials and structure design; strong emphasis on construction and structural safety will be integrated into the instructional units.

WELDING TECHNOLOGY

This course will cover the principles of electric arc welding, oxyacetylene cutting, and gas welding. A practical "hands-on" approach will be taken to the text material and laboratory assignments. The student will be acquainted with arc welding on mild steel plate, oxyacetylene cutting, and gas welding; proper electrode and rod selection, preparation, welding positions, and weld testing techniques. As the student progresses in this self-paced program more advanced welding techniques will be studied and practiced. This phase includes tungsten inert gas (TIG) welding, metallic inert gas (MIG) welding and pipe welding, the making and uses of jigs, structural design and fabrication and blue print reading. Emphasis will especially be placed on welding safety, OSHA rules and regulations will be followed.

INDUSTRIAL MAINTENANCE

This course involves a study of basic machine shop techniques and basic theory used to obtain safe operation of various machine tools used in production and job shop operations.

It is important for the technician to be trained in industrial uses, theory, and terminology of machine shop practices as related to production and maintenance functions.

FOOD AND BEVERAGE PREPARATION

Provides the student with a basic understanding and identification of the fundamentals of food preparation, safety and sanitation. Course includes and introduction, and familiarization of the student to the terminology, tools, and laboratory experience is in two segments:

1. The application of stocks, sauces, soups, salads, salad dressing, sandwiches, meat, poultry, seafood, fish and other shellfish, fruit and vegetables, eggs and cheese, Hors d' oeuvres, canapes, and appetizers, and beverages.
2. Deepfat cookery, batters, quick breads, yeast breads, pies, pastries, fillings, cakes, cookies, and icings and other desserts, casseroles, and convenience foods. Breakfast cookery, pastry products, and wine cookery.

DATA ENTRY TECHNOLOGY

The Associate of Applied Science degree in Data Entry Technology is a two-year program aimed toward the operations aspect of a data processing installation rather than the programming aspect. A student who receives such a degree will have basic knowledge and skills required for performance of many of the varied jobs in the operations area.

A student who receives a Certificate in Data/Entry Preparation will be able to operate the primary types of data preparation and data entry equipment with a skill and speed adequate for entry into jobs of this nature in data processing installations.

GED COMPONENT

COURSE DESCRIPTION

This component is designed to teach those skills necessary for a student to pass the GED test. The student who completes this course of study may then enter the Applied Science degree program, or a Certificate program.

PLACEMENT OF STUDENTS

The student is placed in this component if he desires a high school diploma. He must also score 9.0 on the reading portion of TABE. (Test of Adult Basic Education)

DIAGNOSTIC PROCEDURES

A thorough examination of TABE results is made to determine the student's strengths and weaknesses. A sample GED test is given for further assessment. The teacher then prescribes a program for the student.

Through the use of programmed textbooks and teacher-generated materials, skills are taught in the following areas:

- A. Reading
 - 1. spelling
 - 2. comprehension
 - 3. pronounciation
- B. English
 - 1. diction

2. punctuation
 3. capitalization
 4. grammar and usage
- C. Literature
1. interpretation
 2. analysis
- D. Mathematics
1. arithmetic
 2. algebra
 3. geometry
- E. Natural Science
- F. Social Studies

STRUCTURE

The structure of this component is flexible. A student begins by taking a core of courses--reading, social studies, mathematics, science--within his reading class. As the student improves his skills, he moves into specialty classes--literature, English, algebra, and other test-related areas. A student can by-pass any content area that he does not need. His courses will depend solely on a demonstrated need for them. After the student completes his course work, he then receives an extensive review of content areas before he attempts a simulated GED test.

Study Release

The Study Release component was designed to provide advanced residents with the opportunity to further their education by attending classes in academic residence at an institution of higher learning. The objective of study release is to provide the opportunity for the resident to continue the curricula he has chosen at the MCC and enter a more advanced program or pursue any other academic or vocational/technical area of study for which he is qualified. The end goal of this program is two-fold: to permit the student to either obtain employment in a well paying technical field or to help the individual earn enough academic credits so that he can pursue advanced education up to the limit of which he is capable.

To be eligible to apply for Study Release or to receive a unit manager's or academic instructor's recommendation for Study Release status, the applicant must be a senior resident on a general unit, a senior peer on a special unit, e.g., drug unit, or be a resident in the Advanced Environmental Units.

Five conditions must be met before an individual can be placed on Study Release:

1. The individual who is applying for Study Release must have the recommendation of his academic instructor/advisor in the curricula area he is currently pursuing. The Education Administrator and the Coordinator of Study Release must review

the student's progress and performance and approve the applicant's request from an educational standpoint.

2. The Unit Manager who supervises the individual on the Environmental Unit must give a favorable evaluation of the applicant in terms of his behavioral performance up to that time. The Unit Manager forwards his recommendation to the Environmental Unit's Administrator who consults with his staff regarding the resident's capability of successfully functioning under the minimum supervision conditions of Study Release. Consideration will be given to the diagnostic information available on the individual. A condensed psychometric battery will be administered by the Diagnostic Department before the Environmental Units Administrator makes his final determination.
3. The Environmental Units Administrator will seek a recommendation from the Associate Warden for Operations concerning the applicant's eligibility for Study Release based on his security level, disciplinary records, release dates, etc. If the applicant receives clearance from the Associate Warden of Operations the Environmental Units Administrator will forward his recommendation to the Project Director.

4. Reports from the Education Administrator and the Environmental Units Administrator will be forwarded to the Project Director. If there is an agreement in the recommendation of the reports the Project Director forwards his recommendation for Study Release status to the Warden.
5. The Warden of the MCC has ultimate authority for approving special release status such as Study Release.

If Study Release is approved by the Warden, the resident will be transferred to the Study and Pre-Release Unit. The student will be scheduled for on-campus interviews and advising sessions with the faculty and/or counseling staff of the institution the student will attend. The Study Release student will be eligible to apply for enrollment at any educational institution of his choice, for which he meets the requirements. The student must be able to complete two academic quarters or six months or the equivalent at the institution before his projected parole or probation date. The individual on Study Release status will be eligible for a stipend from the project to cover the expenses of books, maintenance fees, bus fares, etc. However, other sources of funding such as V.A. will be reviewed before project stipend money is expended.

A system using money chits instead of cash will be used by the student to pay expenses at the institution's book

store, cafeteria, registration office, etc.

Since the Study Release student represents not only himself but the project and the MCC, his behavior outside the institution will be evaluated as closely as his academic performance. The Study Release student's behavior will be regulated by not only the project and institution rules but the regulations of the academic institution as well.

Whether the student completes a curriculum before entering after-care or may complete it while on after-care he will be given maximum encouragement and support to pursue academic involvement.

Individuals who perform well as students and maintain positive conduct in the Study Release Unit will be given maximum consideration for earliest possible release (On probation or parole) and transfer to aftercare.

STUDENT CURRICULUM/ADVISING FORM

Select and list the programs of your choice (list program description).

VOCATIONAL/TECHNICAL PROGRAMS

1. Welding
2. Data Entry
3. Industrial Maintenance
4. Food Service
5. Building Construction
6. Warehousing
7. Drafting/Surveying

EDUCATIONAL PROGRAMS

1. General Support Program
2. GED Program/College Preparatory Program

FIRST CHOICE: _____

SECOND CHOICE: _____

THIRD CHOICE: _____

 Has student received educational advising?
yes no

What programs will student be enrolled in?

If an individual's performance in his vocational/ educational program is found to be above average, the following privileges can be awarded.

	Time Period		
	2 weeks	4 weeks	8 weeks
90 - 100 (Grade)	3 15 minute phone calls in the next 2 weeks	4 15 minute phone calls & 4 late night TV privs. in 4 weeks	A small group outing
80 - 89	2 10 minute phone calls in the next 2 weeks	4 10 minute phone calls & 2 late night TV privs. in 4 weeks	A large group outing

SECTION VI

Description of Unit Activities

Warmup Meeting

The morning warmup begins immediately following the morning meal. In this meeting, each individual or a designated individual offers something to the group. This "offer" may be in the form of a song, a joke, an interesting story, a recitation of the unit, and/or cardinal rules, an educational experience or some other form of entertainment.

Rationale

This activity serves to energize individual members and the group. Additionally, it tends to break down defense barriers, and it encourages individuals to think on their feet and to be spontaneous in front of several people. The mental and verbal challenge inherent in this situation discourages withdrawn behavior and inactivity.

Work Call

In addition to maintaining personal hygiene and their living space, each individual is required to work on a job or in an educational assignment for approximately five (5) hours per day. Everyone must participate.

Rationale

Work in our society is considered to be a functional behavior. At this institution work call offers a means of

of practicing good work habits. Specific work habits which are part of the point system include: promptness in starting work assignments without complaints, completion of assigned task with minimum supervision, performing work assignments with a balance of quantity and quality.

Exercise and Recreation

Typically, residents are required to exercise in an organized fashion, five (5) days per week. Inter-unit competition is scheduled weekly. A wide range of recreational activities are available.

Rationale

Physical fitness is widely accepted as an integral part of physical and emotional health. Athletics and recreation are inherently reinforcing while reducing emotional tension. Athletics provide an appropriate outlet for alleviating the stresses caused by the rehabilitative behavioral change process.

Confrontation Meetings

Confrontation meetings serve as a verbal outlet for (1) repressed hostilities, (2) identifying inappropriate behavior in others and (3) a means of practicing impulse control. Confrontation meetings are sessions where clients reveal feelings of disapproval for individual behaviors and events which occur in the unit. When the meeting

begins, the rules of regulating appropriate confrontation are explained to the members. The leader then instructs the client to direct his confrontation to the person for whom he has feelings of disapproval. This confrontation may take several forms: verbal hostility, forceful language or a simple challenge. These confrontations may deal with why there is no change in the other person's behavior, or whether there has been some misunderstanding or problem between clients. Proper procedures for confronting someone involves the use of the challenge box. Whenever a client observes an incident that arouses strong feelings he should drop a "to" and "from" note in the challenge box. Notes in the challenge box will be reviewed and acted upon in the next scheduled confrontation meeting.

Rationale

The reason for the Confrontation Meetings is so that clients may vent hostilities verbally and not physically. It is also intended that the client will not hold feelings inside himself toward another individual and cause him to react in the Environmental Unit or on an activity assignment. Another reason for the confrontation meeting is to show to the individual how to accept criticism and, when it is apparently true, how to accept it for what it is.

Quondam Meetings

The quondam meeting is of primary importance within the structure of the program. The individual is encouraged to talk about problems which may be a deep seated part of his overall makeup. Past or present problems which have had a negative impact on the person are the focus of discussion. Individuals often become ashamed of past experiences and do not like to talk about their feelings or recollections concerning these problems. Sexual adjustment, racial problems, family problems-- past and present-- are sensitive issues that cause people problems. These type of problems will be the central topic in the quondam meetings. An inflexible cardinal rule of the quondam meetings is that the disclosure of personal information outside of the meeting is not allowed. If confidentiality is violated it will be treated as an internal unit disciplinary problem.

The basic process underlying these meetings concerns sharing personal experiences where an individual relates an incident in his life which may be of great meaning for himself and others. This shows the client who is defensive and withdrawn that he is not unique in his problems and encourages him to realize that he can function as well as other individuals. This process helps the individual to gain a release from guilt feelings associated with earlier experiences. The individual can then work toward

accepting the nature of his problems and begin finding solutions.

Rationale

This meeting encourages group members to bring out all personal problems and to listen to the other clients involved in the group relate similar problems. This may show a man that he can still function without feeling that he is alone in his problems.

Film Meetings

Once a week, films or film series are shown during the scheduled meetings. These films may either be educational or entertainment.

Rationale

It is important for men who are incarcerated to keep in touch with the events and trends occurring in the outside world. Also, many individuals have had a limited range of positive life experiences which may be compensated by exposure to a variety of educational and entertainment films.

Competitive Energy Meetings

Competitive Energy is a type of meeting where the unit is separated into competitive groups who challenge each other in the areas of education, vocation, sciences and history. Stimulating questions are asked by three or four

residents who act as judges. The Competitive Energy sessions encourage team competition.

Rationale

Competitive Energy is designed to promote creativity and constructive competition.

Educational Activities

Five days a week vocational/technical and developmental classes are held in order to equip individuals with skills which may be used productively when the individual is released. Instructors trained in each area work closely with the students. The students are tested, weak areas are diagnosed and individualized programmed instruction modules are set up for each student. The areas include;

- | | |
|---------------------------|--------------------------|
| 1. Drafting | 7. Welding |
| 2. Food Services | 8. Reading Comprehension |
| 3. Warehousing | 9. Math |
| 4. Industrial Maintenance | 10. Communication Skills |
| 5. Data Entry | 11. Special Education |
| 6. Building Construction | 12. G.E.D. |

Rationale

Educational involvement is a major element in the life of most successful people. Educational activities also encourage "functional" behavior and helps equip individuals with skills which will directly help to cope with the economic demands of society.

Counseling

Individualized counseling is used to a limited degree to avoid conflict with the basic unit process. Within the unit setting unregulated individual counseling can often reinforce inappropriate, "disturbed," or problem behavior. As a matter of general procedure, peer-to-peer, staff-to-client and psychological counseling take place.

Rationale

Individualized counseling is not a primary method used in the environmental unit. Individual counseling, in a peer interaction environment, can encourage rationalizing. However, there are some problems of a personal nature which should be dealt with in an individual counseling session. In those instances, the unit staff member on duty, or a member of the diagnostic staff will be available to hold individual sessions.

Verbal Cue's

Verbal cue's are used to make a resident in the Environmental Unit aware of a negative behavior. When a negative event occurs an immediate cue is given to the individual by the other resident who observes the negative behavior take place. All residents must give and accept verbal cue's as evidence or reminders of the negative events when they are observed. The cue must also be accepted by the offending individual without reacting negatively. Giving and accepting

cue's directly effects the issuing of behavioral points.

Rationale

The reason for verbal cues is to make a person aware of a negative area and to help him be able to accept criticism without reacting.

Outstanding Performance Award

Once a month an award banquet will be held to recognize the Unit that has the largest accumulation of points; both unit points and those earned in the Educational and Vocational areas. Another consideration concerning this award will be the number of men from any specific unit that have been placed in the Disciplinary Unit. It is possible that a unit with hundreds of points more than any other unit could lose the award banquet because the men on their units have had disciplinary write-ups. When a unit has been awarded the monthly banquet, a three member committee from that unit will be formed. This committee will consist of one Peer II, one man of intermediate position, eg. trainee, and one senior staff member. These men will then request a meeting with the Food Services Director to discuss the arrangements. The unit will be allowed to have guest speakers and entertainment. The men on the unit will be in charge of planning their own format for the banquet.

Field Day

Within every 90 day period a field day will be held. There will be intramural competition between units in all sports plus chess, checkers, etc. The winners of each event will receive prizes, usually in the form of extra commissary privileges. The unit with the largest accumulation of points will be awarded a unit prize. This will either be a unit outing, show or banquet.

Individual Unit Outings

When a unit is evaluated as being outstanding, community outings may be awarded. These outings can consist of speaking engagements, movies, cookouts, attending sporting events or public facilities such as the zoo and the opportunity to dine at a restaurant.

Appendix A
The Point System

This system is designed to allow each individual to receive the maximum degree of benefits available in the Memphis Correctional Center. The system allows one to determine how long he will spend in each phase (See Appendix B). Points will be awarded on a daily and weekly basis. The total number of points available daily are 100, totaling 670 weekly with a 50 point bonus available at the end of each week for outstanding performances.

Assignment to any general unit will allow an individual to enter at the 200 point, Peer II level. To maintain this level and receive the privileges available, one must accumulate at least 200 points weekly. After accumulating 450 points or more weekly, an individual will be considered for a coordinating staff position. The position awarded could be Trainee, Expeditor, Coordinator, etc. and will be decided according to progress, performance, attitude, and the unit manager and coordinating staff's recommendations.

To remain on the staff, one must maintain a high level of motivation and progress and receive the necessary points to allow him to stay in his position. Failure to earn the necessary points will result in removal from the position, loss of the privileges awarded to that position, and placement in the designated phase according to the weekly or daily point

accumulation. Failure to maintain the 200 point weekly Peer II level will result in a status change to phase I or "probee" status. Anytime point total for a week is below 151 points for three consecutive weeks or the total is 25 points or less daily, one can be assigned to the reorientation unit to aid him in developing appropriate interpersonal and behavioral skills.

The Outs System Award

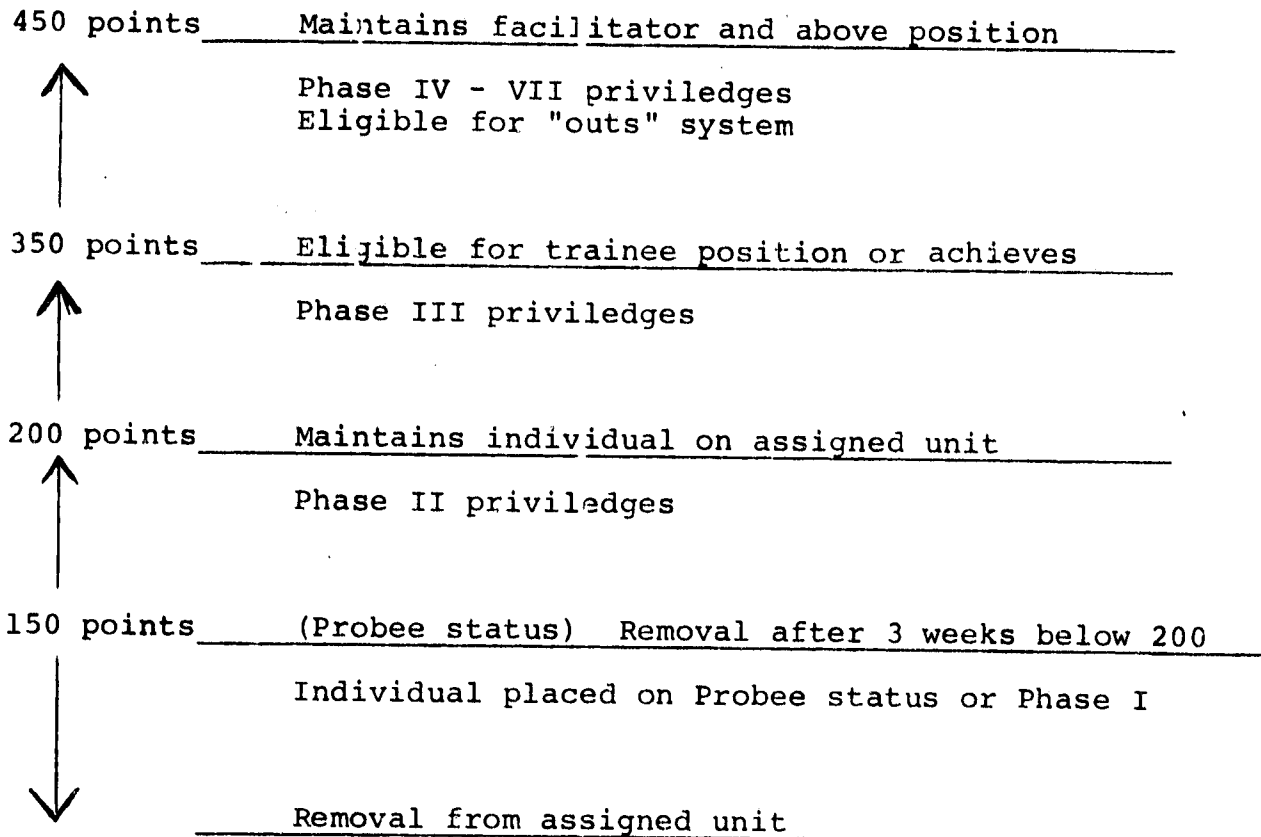
This system will allow an individual to obtain a position without a step by step progression through the peer hierarchy--Trainee, Expeditor, Coordinator, etc. This system possibly will allow an individual to move from Phase II status to any other phase level. To be considered for the outs system, one must display full potential and ability consistently while striving to correct his past mistakes. Anyone in the center may receive the outs system award at any time by simply demonstrating motivation and high levels of achievement.

Listed are the available unit points:	Points
1. Waking up on time	0-2
2. Appropriate participation in warmup meeting	0-4
3. Maintenance of personal and assigned work areas	0-2
4. Appropriate personal appearance--dress code	0-4
5. Being prompt (for groups, school, etc.)	0-2
6. Classroom behavior	0-5

7.	Appropriate participation on work call	0-5
8.	Appropriate participation in confrontation group	0-5
9.	Appropriate participation in quondam group	0-5
10.	Appropriate participation in other groups or activities	0-5
11.	Appropriate interaction with peers	0-5
12.	Accepting verbal cues	0-5
13.	Issuing verbal cues	0-5
14.	Volunteering	0-3
15.	Appropriate attitude	0-10
16.	Accepting responsibility	0-5
17.	Decision making	0-5
18.	Honesty	0-5
19.	Utilizing chain of command properly	0-5
20.	No profanity	0-3
21.	Obeying all institutional and Environmental Unit Rules	<u>0-10</u>
	Total	100

Point Flow Chart

weekly



Appendix B

THE PHASE SYSTEM

The following information describes each phase and the privileges available at that phase.

- Phase I Introduction Peers-One hour visiting limited lounge privileges, one (1) five minute phone weekly, \$20 monthly commissary *
- Phase II Peers II-Incentive visiting, lounge privileges, one (1) fifteen minute phone call weekly, possible participant in unit outings, \$45 monthly commissary *
- Phase III Trainee-Incentive visiting, lounge privileges, three (3) weekly 10 minute phone calls, possible participate in unit outings, \$50 monthly commissary*
- Phase IV Facilitator -Incentive visiting, paid salary up to \$25, staff outings, lounge privileges, four (1) 10 minute weekly phone calls, \$60 monthly commissary *
- Phase V Coordinator and OmbudsmanII-Incentive visiting, paid salary up to \$50, free world clothes semi-private rooms, outings, T.V. stereo room privileges, one (1) daily 15 minute phone call, \$65 monthly commissary *
- Phase VI Senior Coordinator and Ombudsman-Incentive visiting, paid salary up to \$75 free world clothes, private rooms, outings, special T.V. stereo privileges, special phone privileges, specific free world food, special outings, \$70 monthly commissary*
- Phase VII Graduate and Advanced Unit-Possible early release, Incentive visits, some paid positions up to \$75 Special outings, private and semi-private rooms, liberal phone privileges, T.V. stereo, free world clothes, possible education/vocational study release, \$70 monthly commissary *

REMEDIATION PHASE

- Phase I Probee-One hour visiting, one (1) five minute phone call weekly, \$30 monthly commissary *

* If available in resident's account.

Phase II Re-Orientation-one hour visiting, \$30 monthly commissary *

Phase III Disciplinary Unit-No visiting

Resident Staff Positions and Responsibilities

If an inmate accumulates 450 or more points in a given week, any of the advanced positions within the unit could be awarded. Positions and Phases with their privileges and responsibilities are as follows:

<u>Position</u>	<u>Responsibilities</u>	<u>Privileges</u>
Peer II Phase II	Maintain adequate level of functioning to accumulate 200 points weekly.	Incentive visiting, lounge privileges, one 15 minute phone call weekly, possible weekly outings, \$45 monthly commissary* allowance.
Trainee Phase III	Assists coordinating staff and learns role of higher positions.	Incentive visiting, lounge privileges, 3 weekly 10 minute phone calls, possible weekly outings, \$50 monthly commissary.*
Facilitator Phase IV	Teaches and supervises trainee, checks personal clean-up areas issuing appropriate sanctions.	Incentive visiting, lounge privileges, four 10 minute weekly phone calls, staff outings, \$25 paid salary, \$60 monthly commissary *

* If available in resident's account.

*if available in resident's account

Coordinator Phase V	Coordinates groups, checks and evaluates levels of functioning of lower peers. Directly supervises Expeditor.	Incentive visiting, TV and stereo room privileges, one daily 15 minute phone call, staff outings, free world clothes, semi-private room, \$50 salary, \$65 monthly commissary. *
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Coordinator Ombudsman II (Same peer level as Coordinator) Phase V	Responsible for personal counseling of unit's members, works closely with Coordinator.	Same as above.
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Ombudsman Phase VI	Responsible for groups, peer-to-peer counseling, supervises Ombudsman II, works in harmony with Sr. Coordinator and paid staff.	Incentive visiting, TV and stereo room privileges, special phone privileges, special outings, free world clothing, private room, free world food, up to \$150 salary, \$70 monthly commissary. *
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Sr. Coordinator Phase VI	Responsible for unit evaluations, supervises and directs unit's operations. Works closely with Ombudsman and paid staff.	Same as above.
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It should be noted that an individual on upper peer level status must maintain a high level of functioning to maintain his respective position. Continual feedback serves to motivate the unit's members and instill a permanent high level of functioning.

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Appendix C - Unit Schedules
Weekday Activities
 Induction Unit

A.M.	
5:30/6:15	Wake-up, personal hygiene, bunk, living space.
6:15/7:00	A.M. meal
7:00/8:00	Activities and scheduling meeting
8:00/11:00	A.M. activities 1. Orientation behavioral sciences 2. Testing and evaluation 3. Vocational-Education lectures
11:00/11:30	Return to Unit pre-lunch hygiene
P.M.	
11:30/12:30	Noon meal
12:30/1:00	Rest period
1:00/4:00	Institutional work assignments
4:00/4:30	Return to Unit Count and special work details
4:30/5:00*	P.M. hygiene, bunk, living space cleanup
4:30/6:00*	Evening meal
6:00/9:00	Evening activities 1. Special lectures 2. Recreation 3. Free time - Wednesday only 4. Store call 5. Staff point assessment groups
9:00/9:45	Point feedback session
9:45/10:00	Preparation for bed
10:00 p.m.	Final count - lights out

* According to education schedule.

Weekday Activities

Treatment

General Units-Drug Unit-Developmental Unit-
Advanced Unit

A.M.

5:30/6:15 Wake-up, personal hygiene, bunk, living space

6:15/7:00 A.M. Meal

7:00/8:00 Warmup Meeting

8:00/12:00 A.M. Activities

1. Surveying-Drafting
2. Building Construction
3. Food Services
4. Warehousing
5. Industrial Maintenance
6. Data Entry
7. Welding
8. Reading Comprehension
9. Math
10. Communication Skills
11. Maintenance Work Call (Specialty Meetings)
12. Gym Call - Recreation
13. Meetings
 - A. Confrontation (2 weekly)
 - B. Quondam (2 weekly)
 - C. Familiarization
 - D. Creative Energy Meeting

11:30/12:00 Noon Meal for units involved in morning unit activities.

P.M.

12:00/12:30 Noon Meal for units involved in voc/ed activities in the morning

12:30/4:30 The unit schedule will vary between units as half of them will be attending class in the morning from 8-12 and half of them will be attending in the afternoon from 12:30-4:30. Unit activities mentioned above (11-13) will occupy either the morning or afternoon depending on the units class schedule.

4:00/4:30 Return to Units

Count and special work details

4:30/5:00 * P.M. Hygiene, bunk and living space cleanup

* According to education schedule.

4:30/6:00 * Evening Meal

6:00 /9:00 Evening activities

1. Free time
2. Lounge privileges
3. Recreation
4. Store call
5. Special Meeting
6. Creative Energy Meeting
7. Special Work
8. Staff point assessment groups

9:00/9:45 Point feedback session

9:45/10:00 Preparation for bed

10:00 p.m. Final count - lights out for Peer II's and Probes.

Weekday Activities

Reorientation Unit - Special Evaluation Unit

A.M.

5:30/6:15 Wake-up, personal hygiene, bunk, living space

6:15/7:00 A.M Meal

7:00/8:00 Warmup Meeting

8:00/11:00 Institutional Work Assignment

11:00/11:30 Return to unit
Pre-lunch hygiene

11:30/12:30 Noon Meal

P.M.

12:30/1:00 Rest

1:00/4:00 Afternoon activities

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>
1:00/3:00	Confrontation Meeting	Quondam Meeting	Familiarization Meeting
3:00/4:00	Gym	Outside Activity	Film

* According to education schedule.

	<u>Thursday</u>	<u>Friday</u>
1:00/3:00	Confrontation Meeting	Quondam
3:00/4:30	Gym	Film
4:00/4:30	Return to unit Count and special work details	
4:30/5:00*	P.M. Hygiene, bunk, and living space cleanup	
4:30/6:00*	Evening Meal	
6:00/9:00	Evening activities	
	<ol style="list-style-type: none"> 1. Free time 2. Lounge privileges 3. Recreation 4. Store call 5. Special Meeting 6. Creative Energy Meeting 7. Special Work 8. Staff point assessment groups 	
9:00/9:45	Point feedback session	
9:45/10:00	Preparation for bed	
10:00 p.m.	Final count - lights out for Peer II's and Probes.	

* According to education schedule.

Appendix C.1
Disciplinary Unit Schedule and Point System

5:00	Revielle
5:30	Mess
6:00	Cleanup
6:30/10:30	Work call
11:00	Mess
11:30/12:30	Rest period
1:00/4:30	Group
5:00	Mess
5:30	Shower
6:00	Lock up
9:00	Lights out

1. Waking on time	2 points
2. Personal area	2
3. Personal appearance	4
4. Being prompt	2
5. Participation in work call	5
6. Participation in group	5
7. Interaction with peers	5
8. Accepting verbal cues	5
9. Issuing verbal cues	5
10. Volunteering	3
11. Attitude	10
12. Accepting responsibility	5
13. Honesty	5

14. Utilizing chain of command	5 points
15. No profanity	3
16. Overall behavior	<u>10</u>
Weekday total	76 points
Saturday or Sunday total	66 points

The following incidents could result in an individual's not receiving the maximum amount of points to remain in his assigned unit.

1. lying
2. horseplaying
3. excessive noise making
4. personal appearance
5. not functioning or functioning at a low level
6. being troublesome
7. avoiding responsibility
8. rationalizing
9. not participating
10. not being aware
11. being impulsive
12. abusing privileges
13. having a poor attitude
14. non-accepting
15. being forgetful
16. not relating
17. not following instructions
18. not keeping area neat
19. nodding
20. negative manipulating

21. arguing
22. reacting in group or on the floor
23. sub-grouping or contracting
24. responsibility for visitors' actions and behavior
25. carrying another person's weight or "red-crossing"
26. using profanity
27. not utilizing verbal cues system

Appendix D

Appendix D lists the offenses under which a resident, if found guilty, will be subject to either institutional disciplinary action or state prosecution.

1. Possession or use of drugs (alcoholic beverages and inhalants included)
2. Physical violence or threat of physical violence
3. Insubordination or refusal of a direct order
4. Sexual malpractice/rape
5. Extortion
6. Contraband
7. Rioting
8. Robbery/larceny
9. Being out of place
10. Escape
11. Arson
12. Destruction of property
13. Gambling or gaming

If found guilty, an offender will be assigned to the disciplinary unit for an indeterminate sentence (example: 2 - 15 or 5 - 30 day sentence). His length of stay on this unit depends on the individual's attitude and performance.

Appendix E

The disciplinary committee will consist of a correctional worker, an instructor, and a unit manager, with an associate warden chairing the committee. It will hear any charges concerning major institutional rule infractions and will forward its recommendations to the warden. If found innocent, an individual will return to his designated unit. If found guilty, the individual will be recommended by the committee for a transfer to the disciplinary unit with either a 2-5 day or a 4-30 day sentence. The length of time an individual remains on this unit is dependent upon daily point accumulation and his willingness to replace this negative behavior with more positive functional behavior. In order to be recommended for disciplinary unit release the inmate must accumulate 50 points in two days. When he has earned the right to be released from the unit, he will be transferred to the reorientation unit.

Appendix F

Good and Honor Time/Incentive

No one owes you Good and Honor Time! You must earn it. Soon after you arrive in the Classification and Diagnostic Center, you will receive notice of your tentative probation parole date, regular parole date and discharge date. Those dates were calculated by the Central Records Division based on your sentence and amount of jail time credited on the sentence by the court. It was calculated on the basis of our anticipating honorable and good behavior by you throughout your sentence. The accrual of time in each status is based on your daily behavior. Recommendations regarding Good and Honor Time will be made by the Behavioral Review Committee at each institution or the Parole Board. The Commissioner is the only person authorized to remove or restore Good and Honor Time. (See State of Tennessee, Department of Corrections manual, pages 15-18.)

Appendix G
Visiting Procedures

Visiting privileges will be available for every resident after he has completed the two week induction period. Visiting will consist of an incentive visit in a special picnic-type area or the gym for any resident on the Peer II level or above. Visiting hours will begin at 9:00 a.m. and end at 9:00 p.m. on Sundays and holidays only. Residents on the probee, induction, or reorientation level will be allowed a one hour visit on Sundays and holidays. Residents in the disciplinary unit will not have visiting privileges.

Appendix H
Environmental Life Committee

The Environmental Life Committee will be a select group which serves as an advisory board concerned with the total functioning of the institution. Its duties are informational, questioning, and discussion. The body will serve as a civic group which focuses on the needs of both the resident population and of the professionals who are employed by the institution. The ELC will be concerned with the total development of the quality of life within the facility. This select committee will be chosen from among members of the various units.

Appendix I

The after-care program is designed to aid and assist the resident after release. It will conform to the present rules governing Probation and Parole and require him to closely follow the parole office's rules and regulations while attending two group sessions weekly. During these sessions, any problems should be discussed with assistance being available to those who need it. Job placement and development along with educational placement will be available.