

N A A T A P

Native American and Alaskan Technical Assistance Project



PROJECT GUIDE:
Best Practices -
In-Custody Programs
for Juveniles and Adults

*Part of A Series of Guides for Planning, Designing
and Constructing Adult and Juvenile Correctional and
Detention Facilities on Tribal Lands*

The Native American and Alaskan Technical Assistance Project (NAATAP) was created pursuant to an interagency agreement between the National Institute of Corrections and the Bureau of Justice Assistance.

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Purpose

The purpose of each NAATAP Guide is to communicate substantive information concerning a range of subjects that are relevant to the development of adult and juvenile detention and correctional facilities in Indian Country. This series of guides grew out of a recognition that there were common concerns and questions being raised by Tribes and consultants developing new correctional facilities on Native lands throughout the country. The guides seek to provide research and information on issues of common concern to the Tribes. These guides also seek to document the knowledge and experience gained by Justice Planners International LLC (JPI) while providing technical assistance to tribes engaged in the facility development process.

Acknowledgements

JPI acknowledges the assistance of the many consultants who contributed their expertise in the preparation of this series of guides. These materials were developed and reviewed by individuals with diverse backgrounds, expertise and experience in planning and design of juvenile and adult correctional and detention facilities, as well as analysis, design and operation of justice programs, facilities and systems on a local, state and national level.

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Author

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About This Resource Guide

It has taken more than 25 years and a great deal of commitment on the part of academicians, practitioners, program developers, and program evaluators to debunk the myth that “nothing works” to rehabilitate “in-custody” juvenile and adult offenders. There now exists a growing body of literature on best and promising practice programs for these populations. This resource guide highlights an eclectic group of such programs for in-custody juveniles and adults.

“In-custody” refers to placement in residential programs that restrict offender access to the community including correctional facilities, detention centers, and high management staff-secure treatment programs. Anticipated length of time in custody often will be the deciding factor in program selection. For example, where there is a high turnover rate among residents, as found in detention centers and transitional programs, programs made up of self-contained, non-sequential components that are generic to needs across a wide range of offender types (such as life skill curriculums) may be the best choice. Another important factor is availability of resources. In resource-poor areas, for example, programs that can be implemented by trained line staff rather than treatment professionals may be the most practical.

Several of the programs highlighted in this resource guide have been developed for, or customized to, Native American populations, although not all of them have originated in the United States. In fact, some of the best program development for Native and Aboriginal populations is occurring in Canada and Australia. Successful programs for indigenous people blend best practice approaches such as cognitive skills training with Native American cultural practices and spiritualism to make treatment more approachable and meaningful to these offenders. Use of tribal elders in teaching and counseling is also a salient aspect of successful programs serving Native Americans.

Other programs in this document have proven successful with other populations and can be modified to suit Native Americans and Alaskan Natives. This guide is intended to catalog definable programs rather than address the philosophical context of program development. However, readers may recognize that some of the selections relate well to the Balanced and Restorative Justice model, a relatively new way of concep-

tualizing the justice system for many Americans that, in fact, has ties to the practices of indigenous people around the world, including Native Americans. The central tenets of Balanced and Restorative Justice are included in Appendices that also contain generic guidelines for the development of gender-specific and culturally sensitive programs.

Programs do not operate in isolation from the larger “community” of which they are a part, whether it is a correctional complex, city, or Tribal reservation. In detention and correctional facilities, a commitment to general excellence and continuous improvement through formal mechanisms such as accreditation by professional organizations or participation in the Performance-Based Standards Project (for juvenile facilities only) helps to ensure a healthy environment for best practice program development and implementation.

The following table summarizes the programs presented in this Project Guide. Whereas most of these programs are applicable to both juveniles and adults, some are better suited to one population or the other. Two X’s (XX) indicates that the program is especially well suited for that population, one X (X) designates that the program is appropriate for that population either as initially created or with some modifications.

Subsequent to this table are individual definitions of each “best practice” program, along with references and contacts intended for use in acquiring additional information.

Summary of Best Practice In-Custody Programs

Name of Program	Applicable For		Brief Description
	Adults	Juveniles	
Aggression Replacement Training	XX	XX	Combines “Skillstreaming,” anger control training, and moral education. Demonstrated success with hard-core youth including gang members.
Bi-Cultural Substance Abuse Curriculum		XX	Uses Native American storytelling as a means of enhancing the protective factor of self-identity.
Cognitive Skills Training	XX	X	Teaches inmates to recognize and change faulty thinking patterns and cognitive deficits that have resulted in poor life choices. Strong positive results relative to post-release recidivism.
Correctional Services of Canada’s Aboriginal Sex Offender Program	XX	XX	Combines a cognitive behavioral treatment approach with cultural components.
Family Connections Project	XX	X	Addresses family issues through a parenting curriculum and visits where inmates get feedback on interactions with their children.
Literacy Programs in Canadian Prisons	XX	X	Comprehensive system that encourages creative approaches to teaching adults, including direct input from students on curriculum and other choices.
Mettanokit Prison Program	XX	X	Therapy conducted in a listening circle; sweat lodge ceremonies and other cultural practices also used. Approach developed by an Elder of the Wampanoag Nation.
Native Clan Organization Correctional Programs	XX	XX	The organization has developed a number of programs for different types and ages of offenders integrating cultural practices and the use of tribal elders into conventional treatment modalities.
Okimaw Ohci Healing Lodge	XX	X	Along with core correctional programs, daily activities promote reconnection with cultural practices as an antidote to the harmful effects of physical, sexual and substance abuse. Residents have ready access to Tribal Elders.

Continued

Name of Program	Applicable For		Brief Description
	Adults	Juveniles	
Pawsitive Directions Canine Program	XX	XX	Inmate handlers provide obedience training to stray dogs to make them more adoptable, and otherwise are responsible for their care. The program helps to develop self-esteem and nurturing capacity while serving as a means for the women to give back to the community.
Positive Action Program		X	Curriculum-based program is effective across ethnic and cultural groups. Usable with special education students. Focus is on self-concept, academics, learning and social skills, behavior, and developing a sense of responsibility. Model Program designation by the Center for Substance Abuse Prevention.
Project Achieve		XX	Develops youth resiliency, protective factors and the capacity for self-management. Promotes a safe and positive climate in schools or facilities.
Residential Student Assistance Program (RSAP)		XX	Places qualified professionals in facilities to perform a wide range of services that help to develop resiliency in youth whose parents abuse substances and to delay or decrease their own use. Proven results in reducing substance abuse.
RSVP: Resolve to Stop the Violence Project	XX	X	In-custody violence prevention curriculum that focuses on the consequences of violence to the victims and endeavors to change inmate's beliefs about the "male role behavior" that supports acts of violence. Favorably evaluated by Harvard University.
Therapeutic Communities (TCs) for Substance Abusers	XX	X	Cognitive/behavioral approach and process group method are used to promote a drug-free existence, responsibility for actions/choices, confrontation of problems that support addiction, and development of prosocial values.
Utah Division of Youth Corrections Aftercare Program		XX	Three-phase program where phases 1 and 2 take place in custody (secure then transitional). Youth are prepared for progressively increased levels of personal responsibility and access to the community. Aftercare planning pervasive during custody.
Victim-Offender Mediation	X	XX	Brings the parties to a crime face-to-face in the presence of a trained mediator to develop a resolution that meets victim needs and restores peace to the community. Rooted in the traditions of indigenous people worldwide, Native American models use tribal elders in the mediator role.

Aggression Replacement Training

Brief Program Description

Aggression Replacement Training (ART) is the work of Barry Glick and Arnold Goldstein. ART responds to characteristics frequently observed in juvenile delinquents, namely, high levels of inappropriate acting out behaviors combined with deficient prosocial skills. Such youth are proficient fighters, bullies, and intimidators, but generally are inadequate in their abilities to negotiate situations verbally or deal with accusations, failure, taunting, rejection, and anger. The 10-week core ART curriculum has three components: "Skillstreaming," Anger Control Training, and Moral Education. In each of these components, participants learn the following:

1. "Skillstreaming":

- Beginning social skills (such as introducing oneself, complimenting another)
- Advanced social skills (such as apologizing or asking for help)
- Skills for managing one's feelings (such as dealing with anger, expressing affection)
- Alternatives to aggression (such as negotiation, response to teasing)
- Skills for managing stress (such as dealing with being left out, or accusation)
- Planning skills (such as decision making, problem solving, priority setting)

2. Anger Control Training:

- Identifying trigger events, both external and internal, that provoke anger
- Identifying personal cues that anger is setting in (such as clenching of fists)
- Employing reminders (such as self-directed statements to "stay calm" or "chill out")
- Using anger reduction techniques (such as deep breathing, counting backward)
- Engaging in self-reflection (such as thinking about how these methods worked, self praise)

3. Moral Education

- Instilling a sense of fairness and justice
- Elevating the level of concern for the rights and needs of others

“Skillstreaming” and Anger Control Training, in tandem, make the youth knowledgeable about what to do or not do in situations that trigger aggression. Moral Education takes them to the next level by helping them to want to respond in a non-aggressive way.

Best Practice Designation

Aggression Replacement Training earns best practice designation as one of the more exhaustively evaluated interventions for aggressive and delinquent youth. Evaluation populations have ranged from youth exposed to ART in training schools to street gang members participating as part of a community-based program. The evaluations have yielded largely positive results, including reductions in subsequent delinquent behavior (recidivism), when youth receiving ART as an intervention were compared to control groups’ members who did not.

Reference/Contact Information

Center for Research on Aggression
805 S. Crouse Avenue
Syracuse, New York 13244
www.Uscart.org

Bi-Cultural Substance Abuse Prevention Curriculum

Brief Program Description

In 1996-97 the Center for Substance Abuse Prevention (CSAP) funded a series of demonstration programs, one of which operated on a rural Indian reservation in the Southwestern United States and focused on the development of cultural identity as a prevention strategy. The curriculum was built on the Native-American cultural tradition of storytelling as a means of helping high-risk young people to deal with the “social, cultural, and emotional factors faced in growing up amidst poverty in a minority community.” Consisting of 27 lessons, the curriculum covered:

- Brain physiology
- Decision-making skills
- Multi-cultural stories

The curriculum worked by enhancing the protective factor of self-identity through storytelling.

Although the demonstration project involved middle school Native American students rather than a delinquent population per se, the approach would appear to have relevance to delinquent/in-custody youth needing education and the development of resiliency rather than intensive treatment for alcoholism or addiction. The project provides an illustration of how Native American cultural practices and spiritualism can be incorporated into prevention/treatment modalities that address delinquency risk factors and criminal behaviors.

Examples of other cultural ceremonies and rituals that have been incorporated in prevention and intervention programs for Indian youth include sacred dances, powwows, and Talking Circles.

Another means to achieve culturally relevant programming is to promote tribal crafts, such as making jewelry and moccasins, picking and drying herbs, and cooking traditional foods.

Culture-based interventions also can incorporate traditional forms of livelihood and recreation such as hunting, fishing, shepherding, horse-

manship, and picking berries/harvesting crops. These activities assume the participation of elders in the teaching of tribal history, values, and beliefs.

Promising Practice Designation

Promising practice designation reflects that this curriculum was tested on middle school reservation youth rather than a population of identified delinquents. The demonstration project included a research component that yielded the following results for the students:

- Problem solving skills improved
- Self-concept became more positive
- Unfavorable attitudes toward alcohol and drugs increased
- Use of inhalants, alcohol, and marijuana decreased

All of these results were statistically significant.

Reference/Contact Information

Sanchez-Way, Ruth and Sandie Johnson. "Cultural Practices in American Indian Prevention Programs." *Juvenile Justice*. Volume VII Number 2. December 2000.

Cognitive Skills Training

Brief Program Description

Training on cognitive skills has been used with proven effectiveness in Canadian federal prisons that house adult inmates. The Cognitive Skills Training Program is comprised of 36 sessions taught by employees who undergo two weeks of intensive training. The program addresses cognitive deficits that often are observed in prison populations:

- Impulsive decision-making
- Narrow thinking
- Lack of goal-setting behavior
- Poorly developed interpersonal skills

Sessions teach inmates to recognize and change the faulty thinking patterns that underlie poor life choices, inappropriate methods of solving problems, and inappropriate reactions to immediate situations. The course of instruction includes coaching on thinking skills, guided group/individual exercises, and opportunities to practice and apply the newly learned skills.

Best Practice Designation

The Cognitive Skills Training Program earns best practice designation based on a robust evaluation design and impressive results:

- Post-release follow-up involved more than 4,000 offenders
- The evaluator used an experimental design
- Program participants achieved lower recidivism rates than a comparable group of controls who never entered the program
- Timing of program participation relative to release did not seem to impact the results

Reference/Contact Information

Robinson, D. *The Impact of Cognitive Skills Training on Postrelease Recidivism among Canadian Federal Offenders* (R-41, 1995)

Correctional Services of Canada's Aboriginal Sex Offender Programs

Brief Program Description

Correctional Services of Canada's programs have adopted a cognitive behavioral approach to treating sex offenders. Key treatment goals include:

- Accepting responsibility for the offending history (disclosure)
- Developing insight into the individual's cycle of offending
- Challenging any denials, minimization, or cognitive distortions of the offending behavior
- Modifying inappropriate sexual fantasies and deviant arousal patterns
- Developing awareness of the consequences of sexual abuse and empathy for victims
- Developing personal insights on the array of factors contributory to offending
- Developing functionality in coping skills, problem solving, and other key areas
- Developing relapse prevention plans

Worked into this standard treatment approach in Canadian facilities that house Aboriginal sex offenders are cultural components. The La Macaza program in Quebec, for example, distinguishes a Therapeutic Development Component in which:

- All therapists have awareness training on Aboriginal culture to enhance their understanding of socio-cultural factors and their treatment implications
- Aboriginal offenders planning to undergo treatment first have access to an Elder, allowing them to discuss issues and anxieties with a member of their own nation and strengthen their cultural identity through an individual who accepts them unconditionally

La Macaza also identifies a Cultural and Spiritual Development Component that includes:

- Use of an Elder to conduct ceremonies and counsel individuals
- Maintenance of traditional activities including sweetgrass and sweat lodge ceremonies

Best Practice Designation

Correctional Services of Canada is a leader in integrating cultural practices into its treatment modalities for aboriginal offenders to make the experience more meaningful and effective.

Quotable Quote

"While conventional treatment is still very useful, adding cultural components to it can enhance participation by Aboriginal offenders. It is not a question of finding a magical treatment or seeing cultural components as a substitute for any other treatment. It is a question of coordinating treatment and culture in pursuing a common objective: to prevent recidivism and to enhance sex offenders' quality of life".

Reference/Contact Information

www.cscscc.gc.ca/text/pblct/sexoffender/aboriginal/aboriginale/shtml (highly recommended website with much to offer on programming for Aboriginal populations).

Family Connections Project

Brief Program Description

Family Connections is a partnership among the University of New Hampshire's Department of Family Studies, its Cooperative Extension Family and Youth Development program, and the New Hampshire Department of Corrections. The context for the program is the Lakes Region Correctional Facility, which confines more than 500 nonviolent offenders, 85 percent of whom are incarcerated for crimes associated with alcohol and drug use. Programming at the facility is described as following a "progressive model of rehabilitation." Family Connections responds to a need to address the family issues of inmates. The program is intended to demonstrate that supporting positive family relationships during the period of incarceration will have a long-term positive impact on inmates' likelihood of success outside of prison.

The Department of Corrections renovated space to create a Family Resource Center consisting of a playroom, living room, resource library, and classrooms. An administrator and students from the University staff the program. Its components include:

- Coordination with county Cooperative Extension educators to link families with resources in the community
- A parenting curriculum that addresses child growth and development, effective discipline, positive communication, and methods to help children develop problem-solving and decision-making skills
- Parent support groups
- Structured one-on-one visits between the incarcerated parent and his or her children
- Feedback on parenting skills based on observations of inmates' interactions with their children during visits

Promising Practice Designation

Family Connections is one of those all too rare programs that address family strengthening during an inmate's period of incarceration. With its linkage to the University of New Hampshire the program is research based, however, evaluation results are not yet available.

Quotable Quote

"Research shows that family support for inmates during incarceration reduces the likelihood of recidivism. It also helps their children." (Mary Tempke, University of New Hampshire Cooperative Extension)

Reference/Contact Information

Kerry Kazura
Assistant Professor
Department of Family Studies
University of New Hampshire

Literacy Programs in Canadian Prisons

Brief Program Description

Adult prisoners in Canada are described as “actively engaged” in formal learning, there being consensus among prison officials, teachers, students, and the public that education makes a positive difference when inmates are released. At the hub of prison education programs is basic literacy. A recent study in which more than 80 percent of the inmate participants were Native American identified several core principles associated with Canada’s successful experience:

- Flexibility for the prison instructor to tailor the learning environment to his/her teaching styles and the needs of students
- Awareness that peer tutoring can be a positive asset
- Recognition on the part of teachers that students are unique individuals with needs and emotions (in stark contrast to prison routines in general)
- The ability to break down cultural barriers, including perceived “shyness” on the part of Native American students
- Sensitivity to the uniqueness of adult learning and the need to establish a non-threatening environment in which those who have experienced failure are willing to try again
- Ability to adapt the education program to varying lengths of stay in prison
- Teacher roles defined as facilitating and providing individual support
- Maintenance of the school environment as a “safe place” where respect and dignity prevail

The paradigm for prison education that seems to find the greatest support in the Canadian prison system is Participatory Literary Practices. A central tenet of this philosophy is that students as well as teachers play a part in the selection of curriculums and relevant textbooks or learning software. Students’ “voices” and their life stories thus become the focal point of the learning process. The connection between Participatory Literary Practices as an underlying philosophy and culturally sensitive education programs is obvious.

Best Practice Designation

Education programs, like other dimensions of treatment in the Canadian corrections system, appear well thought out and integrated with the day-to-day routine of prison life. Although studies in this system have not directly linked literacy to post release outcomes, it is clear that literacy positively impacts the employability prospects of released prisoners, which in turn has been demonstrated to have a positive effect on rates of recidivism in Canada.

Quotable Quote

“Adult learners view literacy as increasing their independence and personal power to act on the world. It means a level of reading and writing at which they can communicate with the competence they define as necessary to deal with situations and opportunities in their environment”

(Ennis and Woodrow, (1992) writing in Manitoba Education and Training, p. 9).

Reference/Contact Information

Full study is available at the following website:
www.nald.ca/fulltext/transitions/htm

Mettanokit Prison Program

Brief Program Description

The Mettanokit program incorporates Native American cultural and spiritual practices into standard treatment modalities in seven New Hampshire prisons. The most basic component of the program is a listening circle. Circles have no top, bottom, first or last dimension. Symbolically all members come into the circle as equals. After the circle forms the process is one of sharing in an atmosphere of mutual respect:

- A talking stick passes from member to member
- As each person receives the stick, he speaks for as long as he needs or chooses to
- Speakers holding the talking stick are asked only to be honest
- Members accord the speaker their full attention
- Members are encouraged to show respect by listening, keeping their own minds open, and feeling what is “in the speaker’s heart that lies between his words”

The listening circle approach to therapy is supplemented by other cultural practices including use of the sweat lodge, a nearly universal purification ceremony among Native American tribes. The particular interpretation used in New Hampshire involves four rounds or sections, representing each direction, to heal the body, mind, heart, and spirit. Ceremonies are intense, lasting as long as two hours. The effect on inmates is one of “burning out” the past, troubling thoughts and feelings, tensions of prison life, and concerns about the outside world.

Manitonquat, the elder, spiritual leader, and Keeper of the Lore for the Assonet Band of the Wampanoag Nation developed the Mettanokit Prison Program. He believes that similar practices would be effective with young men in juvenile correctional systems.

Best Practice Designation

The program reports recidivism rates of 5-10 percent, compared to 65-85 percent for the general prison population in New Hampshire.

Quotable Quote

“[The prison program I work with] is based on an indigenous understanding of how to live a life that is harmonious and in balance. We notice that things tend to want to heal, to come to balance, to become better, and that human beings want in fact to learn, to become more aware, more conscious, and to make things better.”

Reference/Contact Information

Mettanokit Prison Program
Another Place Inc.
173 Merriam Hill Road
Greenville, New Hampshire 03048: (603) 878-3201

Ending Violent Crime, by Manitonquat, is available on-line at:
www.futureworld.dk/society/books/nonviolence/nonviolence.htm

Native Clan Organization, Inc. Correctional Programs

Brief Program Description

The Native Clan Organization has operated correctional programs for the Native people of western Canada since 1973, when it established a halfway house in Winnipeg. The organization describes its primary mission as one of developing services “tailored specifically to prepare the Native Offender on his/her return and readjustment to society.” In addition to halfway programs, the Native Clan Organization has developed and implemented:

- Job training programs for halfway house residents that have a community service component
- A “juvenile drop-in center”
- A wilderness camp in northwestern Manitoba that serves as an alternative to incarceration
- A forensic behavioral management clinic to assess and treat sex offenders, where psychological services are integrated with the traditional healing of tribal elders
- A violence and aggression management program

At Regina House, a halfway program, preparation for community reintegration takes the form of:

- Medicine wheel spiritual teaching one evening per week
- Relapse prevention counseling for residents having substance abuse issues or abstinence conditions
- Availability of a Tribal Elder one day per week for advisement and instruction
- One-on-one counseling and basic life skills programming
- Public service initiatives that enable residents to earn money and learn positive habits in a structured work environment

Native Clan Organization literature emphasizes traditional Native spirituality as a source of personal strength and cultural identity for offenders. The use of Tribal Elders to perform traditional ceremonies, instruct in cultural ways, counsel offenders, and provide cultural sensitivity training to staff is a centerpiece of the organization’s programs.

Best Practice Designation

The Native Clan Organization Correctional Programs earn best practice designation based on a 30-year history of success in integrating Native traditions and practices into prison and community-based programs for adult and juvenile offenders.

Quotable Quote

“Although our clients, for the most part, have been ignored by society, we are attempting to bring them out of the cold light of public indifference and provide them with the tools of rehabilitation. What they do with these newfound skills is not only up to them, but up to all of us.”

Reference/Contact Information

nativecl@autobahn.mb.ca

Okimaw Ohci Healing Lodge

Brief Program Description

Okimaw Ohci (Thunder Hills) Healing Lodge is a 30-bed federal facility for sentenced Aboriginal women. Located in Saskatchewan, it has been operational since 1995. In addition to its adult population, the lodge accommodates up to 10 children under the age of 4. An Aboriginal “planning circle” assisted in all aspects of development including architectural design, job descriptions, hiring processes, and staff training. A smaller circle continues to monitor and support the Lodge to maintain continuity of operation. Program activities center on the concept of Aboriginal healing as a lifelong process that begins within the Lodge and continues upon release. Program components include:

- Daily activities to promote reconnection with the Aboriginal culture as an antidote to the harmful effects of physical, sexual and substance abuse
- Core corrections programs that address substance abuse and violence prevention, cognitive skill deficits, literacy, and education presented in a gender and culturally sensitive manner
- Native studies, focusing on the positive roles that Aboriginal peoples have played in history
- Cultural activities such as beadwork, sewing, drumming, and singing
- An on-site mother and child program that includes day care while mothers are participating in program components
- Tribal Elder services available 24 hours a day for crisis intervention, guidance, and teaching
- Mental health services through a psychologist who provides assessment and individual counseling
- Mediation/conflict resolution circles

Best Practice Designation

The Okimaw Oheci Healing Lodge earns best practice designation based on results over its 7-year history. Thus far, 50 women have been released from the program, and only 6 have re-offended.

Quotable Quote

“Children are an important part of the lives of Aboriginal and First Nations people. Children are considered close to the “Creator,” and are special to Aboriginal families and communities. Therefore, having their children on site is important for offenders, and staff. The children bring joy, hope, and anticipation to everyone.”

Reference/Contact Information

Norma Green
Correctional Service of Canada
Okimaw Ohci Healing Lodge
PO Box 1929
Maple Creek, Saskatchewan, S0N 1N0

Pawsitive Directions Canine Program

Brief Program Description

The Pawsitive Directions Canine Program (PDCP) operates at Nova Institution for Women, a 28-bed facility in Truro, Nova Scotia. In this program inmates provide obedience training to stray dogs. The aim is to place the dogs with families as pets, and with the handicapped to be used as aides. When PDCP was evaluated about one year ago, Nova had 42 residents, 2 of whom were aboriginal (Inuit and North American). The women averaged 35 years in age, with a range of 19 to 60.

Programming strategies for women in Canada's federal correctional system are based on five core principles. Staff members contend that PDCP addresses each of these principles:

- Empowerment – PDCP participation raises the self-esteem of the women through visible accomplishments that result directly from their individual efforts
- Meaningful and responsible choices – PDCP holds each participant personally responsible for the dog under her care
- Respect and dignity – the women learn to respect the successes of others in the program
- Supportive environment – the dog handlers are reported to live amicably with others in the units by adhering to “house rules” about the animals under their care
- Shared responsibility – the women are involved in the PDCP program with members of the outside community

The Pawsitive Directions program encompasses three distinct phases:

- Education about the history of the dog and basic husbandry, including health care and grooming
- Canine obedience training, using operant conditioning (non-punitive, rewards-based)
- For dogs and handlers who have excelled, advanced training to assist the handicapped

Pawsitive Directions shelters homeless dogs, prepares them for adoption, teaches inmates the skills associated with animal care and training, fosters responsibility and nurturing in a way that is therapeutical-

ly beneficial, promotes positive ties with the community, and provides a means for the offender to give back to the community. PDCP has alleviated the isolation and loneliness associated with incarceration for its participants. More broadly, the “joy of having a dog” is believed to have improved morale throughout the facility.

Promising Practice Designation

Evaluation results document that the PDCP has a positive impact on offender self-esteem, institutional climate, and the community's perception of the facility, earning it promising practice designation. However, no information is available yet on post-release outcomes.

Reference/Contact Information

Kelly Richardson-Taylor and Kelly Blanchette, 2001, *Results of an Evaluation of the Pawsitive Directions Canine Program at Nova Institution for Women*. Research Branch, Correctional Service of Canada

Positive Action Program

Brief Program Description

Positive Action is a comprehensive program demonstrated to improve the achievement and behaviors of adolescents up to the age of 18. Implemented in a custody setting, it would positively impact the overall climate of the facility by involving residents and all categories of employees in a process of continuous reinforcement of positive behaviors. Positive Action is a curriculum-based program that has proven effective across ethnic and cultural groups and with special need students. Adolescents exposed to the program demonstrate measurable improvements in the following areas:

- Individual self concept
- Academic achievement and learning skills
- Decisionmaking, problem solving, and social/interpersonal skills
- Physical and mental health
- Behavior, character, and responsibility

Best Practice Designation

Positive Action receives best practice designation based on results and recognition:

- Violence and substance use reduced 26 to 56 percent
- Academic achievement improved 12 to 65 percent
- General discipline improved 23 to 90 percent
- Named a Model Program by the Center for Substance Abuse Prevention
- Named an Exemplary Substance Abuse Program by the Governor's Office of Idaho

Reference/Contact Information

Program Developer:
Carol Gerber, Ph. D.
Positive Action, Inc.
264 4th Avenue South
Twin Falls, ID
(800) 345-2974
www.positiveaction.net

Project ACHIEVE

Brief Program Description

Originally conceptualized as a school reform program for youth up to 14 years of age, components of Project ACHIEVE have now been used in psychiatric and juvenile justice facilities. It is designed to develop and enhance youth resilience, protective factors, and capacity for self-management. The project focuses on the key areas of:

- Social skills and social/emotional development
- Conflict resolution and self regulation
- Achievement and academic gains
- Providing a positive and safe climate in the school or facility

Beyond these general areas, Project Achieve develops and carries out “strategic intervention programs” for the most at-risk and under-achieving students, coordinating multifaceted “wrap-around” services for youth having intensive needs. More specifically, the model consists of 7 interdependent components:

- Strategic planning to analyze facility operations, develop specific objectives/action plans, and coordinate evaluation processes
- A referral problem-solving process to assess individual problems and link youth to interventions that will help them succeed
- Staff development around the issue of effective school/facility processes to maximize the potential for youth engagement and learning
- Consultation, assessment, and intervention to address youths' specific learning problems
- Social skills training, behavioral consultation, and behavioral interventions to manage youth behavior issues
- Parent training, tutoring and support to develop collaborations between families/homes and the school/facility for assessment, coordination, and tapping of community resources
- Research, data management, and accountability for the collection of outcome data and the validation of facility or school-wide improvement

Promising Practice Designation

Although Project ACHIEVE evolved as a school based program it has been applied to juvenile justice and psychiatric facilities as well. “Promising” rather than “best” practice designation reflects the fact that although evaluation results validate the program’s effectiveness in reducing disciplinary problems and grade retention in schools, the impact on delinquent behavior and substance abuse has not been documented. Project ACHIEVE has received recognition as a model or exemplary program from several professional organizations.

Reference/Contact Information

Program Developer:

Dr. Howard M. Knoff

(813) 978-1718

knoffprojectachieve@earthlink.net

Residential Student Assistance Program

Brief Program Description

The Residential Student Assistance Program (RSAP) targets high-risk young people ages 14 to 17 residing in facilities. Implementation sites have included a secure correctional facility, a treatment center for youth with severe psychiatric problems, a staff-secure residential facility for sentenced juvenile offenders, and several foster care facilities serving abused and neglected youth. The goals of the program are to:

- Develop resiliency in youth whose parents are substance abusers
- Delay youths’ initial use of alcohol and drugs
- Decrease youths’ use of alcohol and drugs.

RSAP places a highly qualified professional staff in facilities to offer residents a complete range of prevention and early intervention services, including:

- Distribution of information
- Normative and preventive education
- Problem identification and referral
- Community-based interventions
- Environmental approaches
- Individual and small group counseling

RSAP activities are fully integrated into other program and school components of the residential environment, ensuring continuity and consistency in the youth’s overall treatment experience.

Best Practice Designation

RSAP earns best practice designation based on these proven results:

- 68 percent of subjects decreased their overall substance abuse
- 72 percent of subjects reported ending alcohol use
- 59 percent reported ending marijuana use

These results were achieved by comparing subjects to similar adolescents who did not participate in RSAP. RSAP also has been designated a Model Program by the Center for Substance Abuse Prevention.

Reference/Contact Information

Additional information and materials are available for replication of RSAP through its developer, Ellen R. Morehouse. She can be reached at Emorehouse@sascorp.org

RSVP: Resolve to Stop the Violence Project

Brief Program Description

RSVP, a violence prevention program of the San Francisco Sheriff's Department has its basis in the Balanced and Restorative Justice model. Operational since 1997, RSVP incorporates victim restitution, offender accountability, and community involvement to reintegrate offenders with their communities and prevent further acts of violence. The program enjoys widespread endorsement within the community from groups as diversified as the local Rape Treatment Center, Third Baptist Church, Latino Commission of San Mateo, Mission Counsel on Alcohol Abuse, and the American Jewish Congress.

The RSVP program operates in a jail dormitory, which houses male inmates convicted of domestic violence or other violent crimes. A combination of law enforcement personnel, clinicians, peer counselors, community activists, and victims' rights advocates staff the program. As originally proposed the program reaches about 250 men a year through an intensive jail curriculum that deals with the consequences of violence to victims and seeks to change the men's beliefs about the "male-role behavior" that underlies acts of violence. Individual components include:

- Education focusing on basic literacy
- Drama and other therapeutic activities
- Life skills
- Group learning
- Victim empathy and restoration
- Post-release supervision
- Mandatory post-release participation in group therapy, education/job placement programs, and a curriculum that supports new beliefs/behaviors and encourages advocacy of non-violence in the community.

In-custody components of the program consume up to 16 hours per day, 6 days per week.

Best Practice Designation

Best practice status is accorded based upon a recent study of RSVP by Harvard University concluding that inmates who remained in the program four months were 80 percent less likely to be rearrested for a violent crime in their first year after release.

Quotable Quote

“Normally men don’t have a vocabulary for emotions. We have angry, we have happy. That’s about it. But [now] we have hurt, we have sad, we have afraid. And afraid is definitely not something that men are allowed to be.”

(Curt, participant in the “Man Alive” group).

Reference/Contact Information

www.ci.sf.ca.us/sheriff/commpgms.htm

ABC News.com San Francisco, Oct. 2

Therapeutic Communities for Substance Abusers

Brief Program Description

The therapeutic community (TC) model is a preferred method of treatment in American prisons for substance abusing inmates. TCs generally use a cognitive/behavioral approach and process group method in self-contained supportive environments to promote:

- Maintenance of a drug-free existence
- Development of a prosocial value system
- Direct confrontation of problems that support addiction
- Individual responsibility for actions and choices

In-custody TCs for men have undergone rigorous evaluations with positive results (see below). However, concern lingers about the applicability of the model to women, given their more specialized treatment needs. In comparison to incarcerated men, women who abuse substances are more likely to exhibit:

- A co-occurring psychiatric disorder
- Low self esteem
- HIV+ status

A therapeutic community that has yielded positive results for female offenders is Key Village, which has operated under the Delaware Department of Correction since 1994 as one of the few in-custody programs designed specifically to address the needs of women. True to the model, its 40 residents are housed in segregation from the general population. The program lasts from 6 to 18 months. Key Village provides a “disciplined, regimented environment, which focuses on changing negative patterns of behavior, thinking and feeling.”

Best Practice Designation

Rigorous university-based studies of TCs for adult male prisoners (Texas) and female prisoners (Delaware) support the efficacy of model for both groups, provided that gender-specific needs are accommodated in programs that serve women. Evaluation results in both states demonstrated substantial reductions in post-release criminal activity

and substance use.

Reference/Contact Information

Knight, K. et al. (1997). "An assessment of prison-based drug treatment: Texas' in-prison therapeutic community program. *Journal of Offender Rehabilitation*, 24, 75-100.

Messina, Nena P. and Michael L. Pendergrast. (July/August 2001) "Therapeutic Community Treatment for Women in Prison: Some Success but the Jury is Still Out." *Offender Substance Abuse Report*, Volume 1, No. 4.

Beth Welch, Chief of Media Relations, Delaware Department of Correction; (302) 739-5601, ext. 232.

Utah Division of Youth Corrections Aftercare Program

Brief Program Description

Utah's Division of Youth Corrections is redesigning and strengthening its reentry service delivery system to incorporate the principles of David M. Altschuler's and Troy L. Armstrong's Intensive Aftercare Program (IAP). The IAP model:

- Emphasizes preparation of youth for progressively increased levels of personal responsibility and access to the community
- Promotes the mastery of new skills and competencies
- Facilitates interactions between youth and the community
- Develops new resources and support systems for aftercare
- Monitors and tests youth and the community in their ability to interact productively

Utah's program unfolds in three distinct phases beginning with the onset of custody:

- Phase 1, the Protect and Prepare component, is institution-based and readies youth for re-entry by teaching skills and competencies and initiating the aftercare planning process.
- Phase 2, the Control and Restore component, is community based and centered on a 90-day trial placement by Utah's Youth Parole Authority; aftercare plans are updated and counseling for transition intensifies.
- Phase 3, the Responsibility and Productivity component, releases the youth to his/her home or other approved living situation with continuing supervision, monitoring, and support.

Utah youth remain on parole for an average of 20 months. Under the redesigned service delivery system an additional 12-month follow-up is planned. Utah's system includes a continuum of community supervision when youth are released from the trial placement. At its highest level this includes 5 random home visits, and 2 random school/work visits weekly, as well as mandatory electronic monitoring.

Promising Practice Designation

IAP is a research-based best practice model that is being promoted by the federal Office of Juvenile Justice and Delinquency Prevention. Utah's aftercare service delivery system is in its first stages of development; however, its basis in the best practice IAP model enhances the likelihood of positive results -- provided the program is implemented true to the model.

Reference/Contact Information

Ron Harrell
Utah Division of Youth Corrections
(801) 284-0224

Victim-Offender Mediation

Brief Program Description

Victim-offender mediation programs afford an opportunity for the parties to a crime to meet face-to-face. In many models trained mediators, who often are volunteers, encourage and facilitate the discussion. During these meetings, victims have the chance to ask questions, address the emotional trauma brought about by the crime and its aftermath, and seek reparation for losses. The offender, in turn, hears a first person account of the human side of the injuries or damage he/she caused and has the opportunity to express remorse directly to the aggrieved party. Resolution may include payments and personal services to the victim, or service restitution to a community agency of the victim's choice.

Victim-Offender mediation is rooted in the traditions of indigenous peoples around the world, including Native Americans. The Lakota and Dakota peoples use a similar model, bringing the victim, other involved parties, and offender together before one or more Elders:

- The Elder speaks first of the harm to the community that the offense represents
- All persons affected by the offense speak next, detailing the grief they have suffered and what they believe the consequences should be for the offender
- The victim and offender are left to themselves to determine what will make things right
- Having reached an understanding, the parties explain it to the community Elders
- The decision then is formally announced to the original larger group

Victim-Offender mediation, with its emphasis on the interpersonal nature of crime and the need to restore a community once an offense has occurred, is a good fit for criminal and juvenile systems that espouse the Balanced and Restorative Justice model.

Best Practice Designation

A number of studies support the efficacy of Victim-Offender Mediation Programs, documenting:

- Reduction in lingering fear experienced by the victims of juvenile crime
- Less and less serious levels of crimes by juvenile offender participants compared to similar youth who did not participate
- Emotional closure for the aggrieved parties that enables forgiveness and reconciliation

Quotable Quote

“Crime causes injuries. Injuries create obligations. Justice means making things right.” (Zehr)

Reference/Contact Information

Gehm, John R. 1998. “Victim-Offender Mediation Programs: An Exploration of Practice and Theoretical Frameworks.” *Western Criminology Review* 1 (1).

Appendix 1

Recommended Cultural Interventions for Programs Serving American Indian Populations

The interventions listed below assume the participation of elders for the transmittal of tribal history, values, and beliefs. Music, drumming, and singing play an integral role in most of these activities. While certain factors (i.e. geographical orientation, culture, tribal group, or degree of Indian ancestry) make it impossible to prescribe a general preventative approach for Native Americans collectively, the most successful approaches usually involve incorporating specific ethnic components with proven preventative techniques. The following list does not represent Native Americans entirely; it is merely a sample of cultural intervention tools that have worked.

Ceremonies and Rituals
Participating in Sweat Lodge Ceremonies
Smudging
Attending social dances
Learning sacred dances
Attending a Sundance
Fasting
Going on a vision quest
Paying attention to dreams
Storytelling and listening to stories
Participating in a Talking Circle
Attending powwows and other sober community activities

Tribal Crafts
Making traditional attire for ceremonies
Powwows and other ceremonies
Tanning hides
Making ribbon shirts
Sewing quilts
Learning the Native language
Cooking foods
Picking and drying herbs
Making jewelry and moccasins
Making cradle boards

Traditional Forms of Living
Hunting, fishing and shepherding
Tribal sports and horsemanship
Camping and survival retreats
Picking berries and harvesting crops

Appendix 2

Best Practice Criteria in Gender-Specific Correctional Services to Women

The following best practice standards for gender-specific correctional services to women evolved from the WOMEN program (Ways to Organize and Maintain Effective Networks) in Melbourne, Victoria. They are sufficiently generic to serve as guidelines in the development of programs for women across ethnic and cultural lines.

Best practice correctional services for women:

- > Recognize and address the special needs of women, including those women who differ from the dominant group with respect to culture, language, age, sexual preference, or disabling conditions.
- > Foster the awareness that substance abuse services and counseling programs need to develop, reinforce, and support women's strengths and networks.
- > Occur in an environment that is both safe and accessible to encourage disclosure and learning processes.
- > Include approaches that are customized to the social context of women's lives.
- > Ensure collaboration within the network of services accessed by women especially as they transition from custody settings to the community.
- > Provide training to staff on women's issues, complex needs, and the methods necessary to implement a gender sensitive model of service delivery.
- > Empower women as service users to make decisions about their treatment and development through active participation in planning these processes.
- > Assure that the service delivery model is holistic in its support of women, recognizing the relationship between issues like substance abuse that bring them into correctional systems and the isolation and disconnect some women experience because of their social status and roles.

These points were adapted from a speech given by Emma Law entitled "Women Pilot Program Outline." Ms. Law is a Projects Officer with the Public Correctional Enterprise in Melbourne.

Appendix 3

The Balanced and Restorative Justice Model

Client/ Stakeholder	Objectives	Related Practices
The community and its citizens	<p>Community Protection</p> <p>Citizens should live in safe and secure communities, protected from offenders under supervision and custody.</p> <p>The justice system must provide a continuum of intervention levels responsive to the risks presented by individual offenders</p>	<p>Systems of sanctions and surveillance structure the offender's time and promote his/her involvement in useful activities.</p> <p>A continuum of consequences and incentives reinforces objectives related to offender competency development and accountability</p>
The crime victim	<p>Accountability</p> <p>When an individual offends, an obligation to the victim attaches.</p> <p>Victims are entitled to have their losses restored.</p> <p>Victims are empowered as active participants in the administration of justice.</p>	<p>Restitution, community service and victim/offender mediation make offenders aware of the harm they have caused and the requirement to "make amends."</p>
The offender	<p>Competency Development</p> <p>Offenders should exit the justice system more capable of being productive and responsible citizens.</p>	<p>Practical work experience, learning, and community service provide opportunities for offenders to master skills, earn money, and exhibit competent, productive behavior to the public.</p>

Adapted from Bazemore, Gordon and Mark Umbreit "The Balanced and Restorative Justice Project." For additional information contact the Center for Restorative Justice and Peacemaking, University of Minnesota, at rip@che.umn.edu or (612) 624-3744.



ALSO AVAILABLE:

Project Guide: Adult Correctional Facility Design Resources

Project Guide: Alternatives to Incarceration of Offenders

Project Guide: Assessment of Project Status
& Technical Assistance Needs

Project Guide: Best Practices - In-Custody Programs
for Juveniles and Adults

Project Guide: Design Review

Project Guide: Existing Facility Evaluations

Project Guide: Objective Classification Analysis

Project Guide: Population Profiles, Population Projections
and Bed Needs Projections

Project Guide: Selecting an Architect-Developing
RFQs and RFPs

Project Guide: Site Selection

Project Guide: The NEPA Land Use Process for Proposed
Development of Correctional Facilities in Indian Country

Project Guide: Tribal Justice System Assessment