CIIC

Scioto Juvenile Correctional Facility Interim Inspection

March 22, 2011

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Report Coordinator

SECTION I. INTERIM INSPECTION OVERVIEW

CIIC staff conducted an interim inspection of Scioto Juvenile Correctional Facility on March 22, 2011. The primary focus of the interim inspection was to observe a variety of programming and to speak with youth and staff regarding programming and any concerns.   The following programs were observed: (1) Cognitive Behavioral Therapy (CBT); (2) Managing Anger and Violence, subsection of CBT; (3) Administrative Office Technician class for female youth; (4) special education class on unit for female youth; (5) substance abuse group; and (6) special education class on unit for male youth. Please reference the attached checklists for specifics on each observed program.

SECTION II. KEY FINDINGS

A. Points of Pride

- **Staff was attentive to youth needs.** During the inspection it was apparent that staff conducting education classes and group programming were supportive of and care for their youth.   This was evidenced by the mutual respect shown, the responsiveness of teachers and staff to youth questions, and the ability of staff to keep youth engaged in the lessons.   For example, the Social Worker conducting the CBT program was very accessible to youth. She set aside a period of time prior to the start of the program where youth could ask any questions on their mind so they would be ready to focus on the lesson.

- **Positive youth-staff interactions.**   Staff was very hands-on and engaged with youth during program observation. Teachers were observed giving youth positive feedback and encouragement.   For example, special education youth (female) were praised by their teacher for good work and awarded with SBBMS Character Counts coupons. Even when youth became disruptive, staff remained patient and used verbal strategies to help youth refocus.

- **Facility atmosphere and cleanliness**. The atmosphere of the facility was very calm on the day of the inspection.   CIIC staff walked through the education building and most housing units and each area was quiet, orderly, and free of tension. The facility was in good condition and no sanitation issues were observed.

B. CIIC Concerns

- **Effect on Scioto JCF staff regarding the upcoming closure of Ohio River Valley JCF.**   Scioto JCF will receive Ohio River Valley JCF close security youth once the facility closes on September 10, 2011. During the interim inspection it was relayed that staff are experiencing a degree of uncertainty and fear regarding job security and not knowing which staff will be transferred through the bumping process. Scioto JCF's new population will be considerably different, likely resulting in significant staff training. CIIC is concerned regarding this increase in training and reform, because staff morale

was recognized as a critical concern during our inspection of Scioto JCF on September 27, 2010.

- **Disruptive staff during group program.** During one observed program, a youth specialist was quite disruptive. The youth specialist entered the group late, brought food from an outside restaurant (which upset youth), did not eat in a quiet manner, and later returned to the group causing further disruption by wheeling a chair through the group. During the same group, unit staff in the common room were very loud, requiring that the door be shut. Administrative staff addressed this concern during the inspection.

- **Shortfalls in CBT training.** Although both CBT groups observed were very positive and interactive, staff expressed concern regarding certain aspects of the CBT training model. Staff felt the training did a nice job of explaining how to organize and conduct the group sessions, but that it failed to train staff on the curriculum, itself.   Staff also relayed that the curriculum does not build momentum, but instead that the lesson topics are constantly changing, making it difficult for youth to relate back to previous lessons. Staff did a nice job of engaging youth in the lesson by relating the material to their real life experiences and how youth could have responded differently.

SECTION III. CIIC RECOMMENDATIONS

- Develop a policy dictating appropriate areas for staff to eat meals brought in from outside of the facility so as to avoid upsetting youth. In particular, ensure that staff does not eat meals in front of youth during any group programming or treatment.

- Scioto JCF staff recommended that DYS develop additional training for staff in charge of conducting CBT programming. The focus of the additional training should be on helping staff understand the curriculum and the core principals in the lessons, as opposed to focusing on the mechanics of running a group. Scioto JCF staff also recommended a training that teaches staff how to tailor the CBT treatment model for the needs of their particular unit of youth.

Inspector: ___Hooks___   Facility: SJCF___
                                           Date: 3/22/11___

PROGRAM NAME: ___AOT (Female)___

			COMMENTS
1. Are programs available to all inmates?	YES	NO	
2. How many students are in the observed class?	8		– 2 absent today
3. What is the student/teacher ratio?	1:8		
4. Are instructional materials provided to every student?	(YES)	NO	– Computer program
5. Are instructional materials copyrighted or teacher-made?	Copyrighted		
6. Do students have use of technology as part of the observed program?	(YES)	NO	– Computers – Different office machines (such as lamination/poster printer etc)
7. Was the teacher using technology during the observed program?	(YES)	NO	
8. Was the technology functioning correctly?	(YES)	NO	
9. Was the classroom appropriate in size, safety, acoustics, and lighting?	(YES)	NO	
10. Is security staff on duty during programming?	(YES)	NO	– YS located through- out educ. building
11. Is the teacher using a lecture style of instruction, question/answer, or group discussion?	Q/A		Floating, assisting girls w/ various projects *mostly independ. work by youth
12. Do students appear to be responsive and engaged in the lesson?	(YES)	NO	All youth working independ. on projects – on task

ADDITIONAL COMMENTS:
Projects include: ① laminating new signs for boys unit
(recent)   ② using cut out machine technology
              to make bulletin board for spring
          ③ 3 girls practicing typing (recording progress)
                                          test scores
          ④ 1 youth writing book
          ⑤

Units covered this intercession: Recent Projects
① Communication   ⑥ Resume/cover letter   – new CTC memos
② Financial Literacy   ⑦ Presentations   – new visitor badges
③ Calculate paycheck   ⑧ Work Responsibly   – posters
④ Solving Problems   ⑨ Goal Setting
⑤ Employability skills   ⑩ Student choice.

Inspector: _____Hooks_____ Facility: _SJCF_
Date: _3/22/11_

PROGRAM NAME: _Substance Abuse (Every Tuesday) Group - Female youth_

			COMMENTS
1. Are programs available to all inmates?	YES	NO	
2. How many students are in the observed class?	7		Xed by social worker
3. What is the student/teacher ratio?	1:7		
4. Are instructional materials provided to every student?	YES	NO	Handouts /worksheets
5. Are instructional materials copyrighted or teacher-made?	Copyrighted		
6. Do students have use of technology as part of the observed program?	YES	NO	
7. Was the teacher using technology during the observed program?	YES	NO	
8. Was the technology functioning correctly?	YES N/A	NO	
9. Was the classroom appropriate in size, safety, acoustics, and lighting?	YES	NO	- chairs lining wall in semi-circle fashion
10. Is security staff on duty during programming?	YES	NO	- disruptive YS, eating in front of youth - wheeled chair through group X times
11. Is the teacher using a lecture style of instruction, question/answer, or group discussion?	Group Discussion w/ question/answer		
12. Do students appear to be responsive and engaged in the lesson?	YES	NO	- All girls took turns participating

ADDITIONAL COMMENTS:

- impulse control/peer pressure re: leading to substance abuse
- each youth looked at factors (environmental) that may have led to subst. abuse in the past
- shr felt it was important that the girls listen to eachother/learn from fellow youth mistakes
- discussed how to avoid subst. abuse once released -- ie. changes youth planning to make.

Inspector: _Hooks_   Facility: _SJCF_

Date: _3/22/11_

PROGRAM NAME: _Special Education Class (on Davey Unit) - Female Youth_

			COMMENTS
1. Are programs available to all inmates?	YES	(NO)	Specifically for spec. ed. students that cannot be in main school facility
2. How many students are in the observed class?		2	usually 3 girls, but one on safety plan
3. What is the student/teacher ratio?		1:2	one f/t special education teacher
4. Are instructional materials provided to every student?	(YES)	NO	program on computer + books provided
5. Are instructional materials copyrighted or teacher-made?		Copyrighted	
6. Do students have use of technology as part of the observed program?	(YES)	NO	
7. Was the teacher using technology during the observed program?	YES	(NO)	Not for health class, but did play dvd video for phys. ed. class
8. Was the technology functioning correctly?	(YES)	NO	
9. Was the classroom appropriate in size, safety, acoustics, and lighting?	(YES)	NO	room is small, but adequate for the low # of students that utilize it
10. Is security staff on duty during programming?	(YES)	NO	unit staff in the common area outside classroom
11. Is the teacher using a lecture style of instruction, question/answer, or group discussion?	youth working independ. on health worksheet		but teacher did phys. ed. w/ youth (pilates)
12. Do students appear to be responsive and engaged in the lesson?	(YES)	NO	youth had trouble focusing, but teacher did a nice job of getting them back on task,

ADDITIONAL COMMENTS: and was patient with them.
- Spec. ed girls remain in this room for 6 periods per day.
   - teacher prepares lesson plans for each subject: math, science, English, social studies, health, and physical education
- Teacher relayed that she uses a mix of techniques of teaching b/c the youths needs require it (hands on, computer, instruction, book work
- Teacher rewards youth w/ stickers. once youth receives a certain #, the teacher writes a character coupon (SBRMS)

Inspector: _Hooks_   Facility: _SJCF_

Date: _3/22/11_

PROGRAM NAME: _Special Education Classroom (vocab)_

			COMMENTS
1. Are programs available to all inmates?	YES	(NO)	spec. for spec. ed. youth, that cannot function in main school building
2. How many students are in the observed class?	3		
3. What is the student/teacher ratio?	1:3		
4. Are instructional materials provided to every student?	(YES)	NO	- computer program - vocab workbooks
5. Are instructional materials copyrighted or teacher-made?	Copyrighted		
6. Do students have use of technology as part of the observed program?	(YES)	NO	- one youth working on computer
7. Was the teacher using technology during the observed program?	(YES)	(NO)	
8. Was the technology functioning correctly?	(YES)	NO	
9. Was the classroom appropriate in size, safety, acoustics, and lighting?	(YES)	NO	- small but adequate
10. Is security staff on duty during programming?	(YES)	NO	ys in common area outside of classroom
11. Is the teacher using a lecture style of instruction, question/answer, or group discussion?	- Teacher working one-on-one w/ a youth	- other youths working on vocab homework	
12. Do students appear to be responsive and engaged in the lesson?	(YES)	NO	- youth off task at times (pretty near end of the school day)

ADDITIONAL COMMENTS:

- Youth decided which women they wanted to study for Women's History month (Cleopatra / Anne Frank / Helen Keller)
- classroom has computers for up to 6 youth
- teacher used positive reinforcements / encouraging words for youth she was working with
- A youth explained a computer program youth can use to search for colleges/careers
- one youth not very respectful towards teacher (copy cussed her)

Inspector: _Robison_ Facility: _Scioto JCF_
Date: _3/22/11_

PROGRAM NAME: _Anger Management_

		COMMENTS
1. Are programs available to all inmates?	(YES) NO	
2. How many students are in the observed class?	8	
3. What is the student/teacher ratio?	7/1 and 1/1	
4. Are instructional materials provided to every student?	(YES) NO	
5. Are instructional materials copyrighted or teacher-made?		published by A.R. Phoenix Resources.
6. Do students have use of technology as part of the observed program?	YES (NO)	
7. Was the teacher using technology during the observed program?	YES (NO)	
8. Was the technology functioning correctly?	YES / NO N/A	
9. Was the classroom appropriate in size, safety, acoustics, and lighting?	(YES) NO	
10. Is security staff on duty during programming?	(YES) NO	The youth specialist and other adult staff were on the unit.
11. Is the teacher using a lecture style of instruction, question/answer, or group discussion?		a mixture of question/answer and group discussion was observed.
12. Do students appear to be responsive and engaged in the lesson?	(YES) NO	

ADDITIONAL COMMENTS:
- facilitator follows a specific pedagogical sequence in leading group session.
- materials published by A.R. Phoenix Resources ... are specifically designed for youth.
- Structured lesson/session format and sequence in pedagogy.
  - includes classroom set up, purpose defined, behavioral objectives stated, scripted dialogue guidelines for facilitator consistency,
  - includes youth activity worksheets used as out/class assignments and in-class discussions.
- excellent open-ended questions encourage expanded thinking
- Youth engaged & willingly participated in session ... verbal responses; some read-alouds.
- Tone was friendly, respectful, positive.
- Youth demonstrated effective listening, thoughtful responses/behavior.

Inspector: _Hodges_

Facility: _SJCF_

Date: _3/22/11_

PROGRAM NAME: _CBT (Cedah)_

		COMMENTS
1. Are programs available to all inmates?	(YES) NO	
2. How many students are in the observed class?	9	
3. What is the student/teacher ratio?	1:9	+ YS
4. Are instructional materials provided to every student?	(YES) NO	packets w/ lesson for day
5. Are instructional materials copyrighted or teacher-made?	(Copyrighted)	
6. Do students have use of technology as part of the observed program?	YES (NO)	
7. Was the teacher using technology during the observed program?	YES (NO)	
8. Was the technology functioning correctly?	YES NA NO	
9. Was the classroom appropriate in size, safety, acoustics, and lighting?	(YES) NO	- Not enough table space for youth to fit in the circle
10. Is security staff on duty during programming?	(YES) NO	
11. Is the teacher using a lecture style of instruction, question/answer, or group discussion?		Q/A / group discussion
12. Do students appear to be responsive and engaged in the lesson?	(YES) NO	All youth participating

ADDITIONAL COMMENTS:

Who is making your choices? (Peer pressure)

-- read situation out loud (gang)

- went through real life scenarios and new thinking strategies/alternatives

(back)

— Examples · I did it, not asked / Asked, I did it / Asked, I didn't do it
   ↳ drinking, sex, drugs, gang related violence, stealing
   Point: determine if in the past you were easily influenced by others
— "Readiness Ruler" every other lesson: Ready for change → all youth autom. gave
                                                                    a "10"

— SW did a good job of spinning the material to engage the
   youth, relating to their real life experiences and the offense
   that brought them to SJCF.
                — examples in the reading were pretty generic

Staff Reaction to new model

— SW used to "Thinking for a change"
            → still uses the Thinking Reports for indiv. sessions.
            — feels the concepts / terms are easier to
               use; not the new "faulty/stinky"/functional
               thinking concepts
— does not like that the curriculum has no
   momentum/building — issues/topics constantly
   different, difficult to relate back to a lesson
   from week before

Training lacking
            — didn't train on curriculum, just a how-to