



Cornell University
School of Industrial and Labor Relations
Employment and Disability Institute

Inmate to Citizen

FINAL Tangible Results and Outcome Report

Using Person-Centered Practices
to Facilitate the Successful Re-entry
of Inmates with Special Needs into
Community Membership Roles

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MISSION AND VALUES

Cornell University is a learning community that seeks to serve society by educating the leaders of tomorrow and extending the frontiers of knowledge.

In keeping with the founding vision of Ezra Cornell, our community fosters personal discovery and growth, nurtures scholarship and creativity across a broad range of common knowledge, and engages men and women from every segment of society in this quest. We pursue understanding beyond the limitations of existing knowledge, ideology, and disciplinary structure. We affirm the value, to individuals and society, of the cultivation and enrichment of the human mind and spirit.

Our faculty, students and staff strive toward these objectives in a context of freedom with responsibility. We foster initiative, integrity, and excellence, in an environment of collegiality, civility and responsible stewardship. As the Land Grant University for the State of New York, we apply the results of our endeavors in service to the community, the state, the nation and the world.

The Employment and Disability Institute, in the School of Industrial and Labor Relations, holds strongly to these values. Our mission is to provide a learning environment which

cultivates inclusive and accessible communities for individuals with disabilities. We seek to provide resources and information to individuals attempting to manage diversity in the workplace, community, and American life. We are committed to ensuring that Americans with disabilities, including youth, are provided with the opportunities and supports needed to attain their goals in settings, environments, cultures and communities of their own choosing — based on their respective interests, preferences, and capacities.

“I would found an institution where any person can find instruction in any study.”

— *Ezra Cornell*

OVERVIEW OF THE INMATE TO CITIZEN PROJECT

Charged with the task embedded within a five-year strategic planning effort to infuse person-centered planning into three distinct state service delivery systems, the New York State Developmental Disabilities Planning Council selected as one of its targets a population of people with intellectual disabilities who are significantly marginalized from the mainstream of community living, learning and earning. The focus for a system-impact project turned to the Special Needs Units of the New York State Correctional Services system.

Faculty and staff of the Employment and Disability Institute began working with the New York State Department of Correctional Services (DOCS) and Division of Parole (DOP) through the sponsorship of the New York State Developmental Disabilities Planning Council (Council) in October of 2003. The purpose of Cornell’s effort was, through the sponsorship of the Council, to support the DOCS and DOP in systematically incorporating person-centered approaches into the way they rehabilitate and prepare inmates for community living, learning and earning upon release.

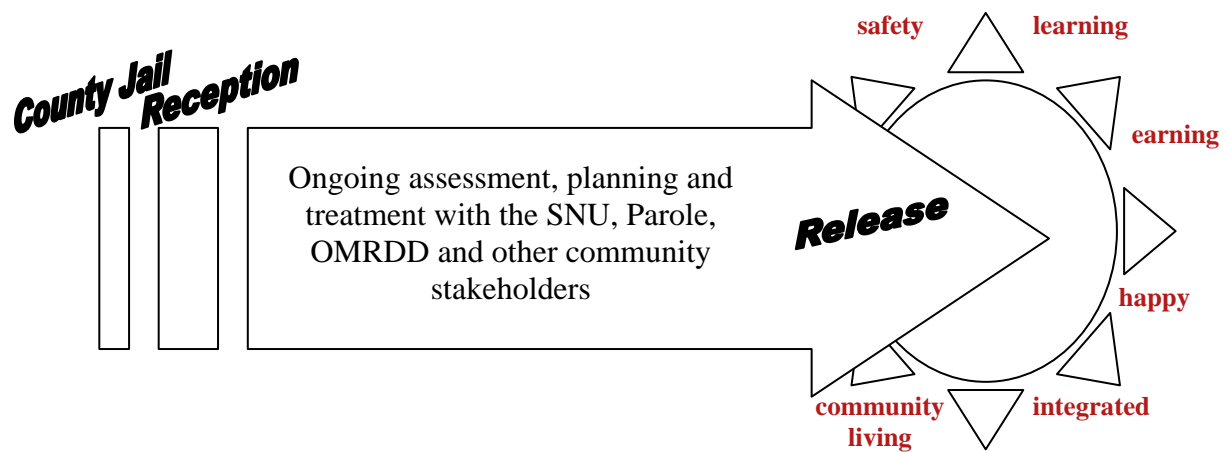
Toward that end, the project team developed a goal to refine and enhance services to inmates with developmental disabilities in three significant areas. First, the DOCS would enhance the classification and evaluation of offenders being adjudicated by further enhancing the breadth of information gathered and used in making determination about services and supports that would be most beneficial to an inmate during their time of incarceration. Secondly, the DOCS and DOP would improve services to inmates with developmental disabilities during their time of incarceration by integrating the involvement of parole personnel much earlier and throughout an inmate’s incarceration and focusing on the services provided within the department’s three Special Needs Units (SNU) that will lead to a successful and productive release. Finally, the DOCS, in concert with their partners in the DOP, would develop more appropriate and efficacious release plans for inmates with developmental disabilities as they prepare to return to their communities—recognizing that successful transition planning begins in the Reception and Classification Centers and ends when an inmate is successfully living, learning and earning in their community.

Table of Contents

Mission & Values.....	1
Project Overview.....	2
Person-Centered Hallmarks.....	4
Summary of Training Activities and Technical Supports Provided.....	5
Summary of Research Efforts Conducted.....	11
Quantitative Training Measures Training Impact.....	13
Quality Assurance.....	20
Qualitative and Anecdotal Measures of Success.....	22
Looking Forward.....	27
Acknowledgement.....	31

By adopting a person-centered approach to the provision of services within DOCS and to the development of appropriate release plans, significant improvements were obtained in the degree to which inmates with developmental disabilities are able to spend their time in incarceration in a productive and habilitative manner and a reduction in the prospect of reoffending and re-incarceration. Illustration 1 showcases the enhanced corrections experience.

Illustration: Enhanced System for Planning, Treatment and Release



HALLMARKS FOR PERSON-CENTERED PRACTICES

Originally developed by the New York State Office of Mental Retardation, the hallmarks of person-centered practices were adapted for the DOCS SNU Project Community to serve as a point of reference from which one might assess the degree to which the services that are being provided are in alignment with the underlying values of person-centered practices.

Hallmark #1: Initial assessments are comprehensive and lead to effective placement.

Hallmark #2: Positive profiles are developed and are balanced with specific support needs.

Hallmark #3: Care, custody and control compliment the development of flexible program options.

Hallmark #4: Inmates make informed choices about program options

Hallmark #5: An array of meaningful choices is available to the SNU inmate, within and beyond the SNU

Hallmark #6: Skill building, developing self-respect and enhancing personal dignity is the purpose of our work

Hallmark #7: Creative and flexible use of resources is supported by facility and Central Office administration

Hallmark #8: Project teams are dedicated to collaborative and on-going commitment to the person

Hallmark #9: The inmate is satisfied with his program activities, supports and transition planning services

Hallmark #10: Project members recognize the importance of developing a positive profile which includes the life context, social history, psychological and physical considerations of the individual

SUMMARY OF TRAINING ACTIVITIES AND TECHNICAL SUPPORTS PROVIDED

Cornell has engaged the three Special Needs Units (SNU) over the course of the project in a variety of project related training and technical assistance activities including:

1. Individual Site Visits
2. Emergent Learning Mapping
3. Customized Core and Goal Development Training

Individual Site Visits

A mainstay of the annual contracted performance agreement between Cornell and the Council required the provision of on-site and off-site training and technical assistance support to SNU staff and other stakeholders to support the implementation of training interventions into the day-to-day program activities within each SNU.

Over the life of the project (2003 – 2008), approximately 918 people received over 684 hours of technical support and assistance related to applying theory to practical application. Additionally, 1,194 people were involved in over 5,870 training and related contacts during the five-year span of the project.

Specific concentration for technical assistance occurring at individual sites was in direct response to particular requests from

SNU staff following training or as a function of project administrative feedback following the review of completed Framework for Planning maps and Individualized Program Plans as implementation of project activities commenced over time. Early interventions focused on supporting staff to feel comfortable facilitating the tools of the Framework process and later moved toward deepening the quality of information and translating the learning into meaningful individualized goal planning processes with the inmates.

PATH Planning and the Emergent Learning Mapping Sessions

An initial activity of the project community occurred in November 2003 as 45 people convened in Albany, NY to develop a shared system vision of services and supports for inmates with special needs. Attendees included representatives from within and across the NYS Department of Corrections and the NYS Division of Parole as well as faculty and staff associated with the project from the Cornell University's Employment and Disability Institute and the NYS Developmental Disabilities Planning Council.

Project-Wide Objectives

1. Develop a seamless system of **continuity** throughout the life of the sentence from reception to discharge planning;
2. Provide **individualized planning and supports** to inmates via program design and implementation during incarceration;
3. Enhance **skill development** with inmates & staff based on identified individualized goals, interests & needs;
4. Promote and sustain a focus on **community-building** within & beyond the SNU and;
5. Build & foster **relationships** between & among staff; colleagues; family members; community members, etc.



A planning method called PATH was used to chart the shared visioning process. The result of the statewide PATH led to customizing the global vision with each distinct SNU unit at the designated facilities, (Sullivan CF; Arthur Kill CF; Wende CF), to develop a plan for implementation within each of the facilities.

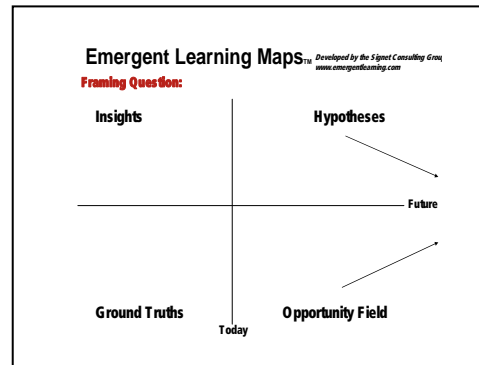
Five general project-wide objectives surfaced that became the basis for annual individualized system planning within each of the Special Needs Units.

The Emergent Learning Map

The Emergent Learning Mapping process (© Signet Consulting Group) was used as a mechanism to help each facility chart the progress that was made toward meeting the objectives during the year, and to plan for the forth-coming year. Use of the mapping tool began in late 2004 and continued throughout the duration of the project.

The Emergent Learning Map uses the experience, or “ground truth” that has been gained relevant to a given objective and the information becomes a neutral platform upon which to gain insight into existing information; hypothesize potential outcomes and to make concrete plans for taking action into the future.

Each SNU completed Emergent Learning Maps in advance of the annual Learning Community session so that in addition to identifying unique areas for SNU facility-specific focus, key learning points could be shared with the entire project community.



The Learning Community

A **learning community** is a group of people who share common values and beliefs and who are actively engaged in learning together from each other. There are four key factors that defined a sense of community: (1) *membership*, (2) *influence*, (3) *fulfillment of individual needs* and (4) *shared events and emotional connections*.

The learning community model was used as the basis for four annual retreats that were designed to advance learning and practical application of new ideas through a shared

information exchange. New information to further best practices found its way into each learning community session through formal instruction and through structured activities that were facilitated by each of the project community teams representing each SNU, DOCS and Parole perspective and experience.

Customized Core and Goal Development Training

Over 30 training and information sessions were completed for this project.

Initial system orientation to the conceptual framework for the project occurred in the Fall of 2003 when project stakeholders were provided with the primer *Integrating Person-Centered Planning Practices into Program Planning for Inmates with Developmental Disabilities*. Review and dialogue about the document was afforded each SNU site in what would become the first of several customized training and information sharing sessions.

After the development of individualized facility-specific plans for program implementation, (discussed in the previous section), the Core Training Series was launched. The series was designed as a

three module training program comprised of three 2-day training events that would provide project constituency with the philosophical underpinnings that have led up to and include person-centered planning and practice. Combining theory with practical application through experiential exercises and post-training field assignments, participants began to understand and adapt core person-centered elements into the structure of medium and maximum security institution.

The Sullivan Correctional Facility was the first to roll out the training series. Core I was initiated in July 2004; Core II in early October 2004 and Core III finished at the end of that same month.

The Arthur Kill Correctional Facility launched the Core training series in March of 2005 and ended Core III in May 2005.

The Wende Correctional Facility began Core I in February 2006; conducted Core II in March 2006 and completed Core III in April 2006.

As learning through implementation progressed within each facility and was shared across project learning communities, new and/or adapted training material emerged.

A workbook to better prepare inmates for active involvement in his mapping and goal planning sessions was adapted from previously developed Framework for Planning material and evolved in 2005 into the Inmate to Citizen *Getting to Know Your Past, Present and Future*. The workbook serves as a key element in engaging inmates in the Framework for Planning process. A facilitator training for SNU staff and for Inmate Peer Aides was developed during 2005 and conducted at the Sullivan and Arthur Kill Correctional Facilities to reinforce earlier training; provide training to new facilitators and to strengthen the link between completing the workbook and preparation for involvement in the mapping process.

Feedback from the learning community indicated a need to condense the core training from a 6 day program to a 2 day program. The Condensed Core Training curriculum was completed and conducted for new staff in October 2007.

On-site technical assistance and off-site support proved to be valuable in helping staff to grow comfortable with using the Framework for Planning template and the workbook as tools for surfacing a positive profile of an individual. Frustration,

however, around moving the information from the map into an actual goal plan that was meaningful mounted within and across each program. Feedback provided by project stakeholders continued to be a strong source for material development and in June 2008 the first From Planning to Action training was conducted.

Project orientation training was conducted in December 2008 using the Condensed Core Training curriculum to introduce representatives of field and facility parole, as well as new staff at Arthur Kill, to the person-centered program and Framework for Planning process.

The final customized training program completed for the project in December 2008 was the Inmate to Citizen Person-Centered Planning Training Video. This 58 minute training video addresses every aspect of the program from the policy and procedures that have been formally integrated into the DOCS system to how to facilitate the workbook and mapping process to how to move from planning to action.

Systems Impact

As a result of efforts provided to date systems impact has occurred in several areas.

- Person-centered practice and planning is an integral component in the SNU Policy and Procedure Manual
- Person-centered planning has become an expected and universally recognized part of program procedures
- Hallmarks for person-centered work is an addendum to the SNU Policy and Procedure Manual and serve as the basis for conducting Quality Assurance processes and subsequent emergent learning mapping processes
- The link between information on an inmate's map and the IPP is part of the QA/QI survey tool/process
- SNU sites have created new opportunities for skill building and knowledge transfer as a result of using the Framework process, (i.e. recycling program and reception area custodial work at Wende)
- There was a marked increase in the verbal commitment and personal involvement of administrative personnel from the NYS Division of Parole in the last quarter of the 2008 project year.
- 2008 Emergent Learning in all three SNU's indicated improved awareness of the inmate as a person as a result of completing the mapping process
- Several community provider agencies expressed interest in working with the SNU's in the future to promote seamless transition from prison to community supports providing that the inmate met program service eligibility criteria.
- There is increased communication between corrections officers and SNU staff
- The New York State Office of Mental Retardation and Developmental Disabilities has taken an active interest in SNU programs and services

Products

The following project-related products have been developed to date:

- Project Primer: *Integrating Person-Centered Planning Practices into Program Development, Rehabilitation and Release Planning for Inmates with Developmental Disabilities*

- Data Collection Instrument - Survey
- Statewide Map (PATH)
- Customized Emergent Learning Maps – Sullivan; Arthur Kill and Wende
- Core I manual
- Core II manual
- Core III manual
- SNU Policy and Procedure Manual
- Inmate Selection Tool – Profile
- File Checklist – Inmate File
- Quality Assurance Review Process
- Inmate Workbook
- Condensed Core Training Manual
- From Planning to Action Training
- Pocket Guides to the Framework for Planning
- Framework for Planning
Templates Inmate to Citizen Person-Centered Planning Training Video

SUMMARY OF RESEARCH EFFORTS CONDUCTED

Cornell has designed and implemented methodology to measure project impact.

The following instruments have been developed, tested and finalized for the study:

- A survey instrument for evaluating training impact
- A SNU inmate profile instrument for selection and control in the study
- A SNU folder checklist to monitor the person-centered process.
- Quality Assurance Protocol
- Future Orientation and Outlook Index

Survey baseline data have been collected for staff in all three SNU. To date pre- and post training survey data are available for the SNU where the core trainings have been completed. Preliminary analysis results are presented later in this report.

The **Inmate Profile Instrument** was tested and revised by the SNU at Sullivan Correctional. Data was collected using the final version.

The **SNU Folder Checklist** was rated by experts and revised, and was implemented across the three SNU.

Cornell worked closely with DOCS to modify the existing **Quality Assurance Protocol** to incorporate critical elements of person-centeredness which has been implemented across the three SNU with results presented later in this report.

The **Future Orientation and Outlook Index** was initially conceptualized to ascertain the impact of demonstration interventions on the future orientation of inmates served. Cognitive testing of the instrument was done and pre and post measures taken across the three SNU.

The design of the instrument required two separate interviews with each inmate meeting research criteria. The first interview would take place before the inmate had exposure to the person-centered planning process; and the second would occur after the inmate experienced completing the workbook and the Framework for Planning mapping process. Comparison of pre-program responses to post-program survey responses would theoretically serve to inform the degree of impact of the program on the inmate's ideas and hope for his future across key life domains (such as working and making community contributions)

Administration of the Index was initiated in the late spring/early summer of 2008. Approximately nine inmates (three per SNU) participated in the first round of interview surveys. Unfortunately, an administration testing error occurred in the study that compromised the validity of any subsequent follow-up survey. A series of case studies demonstrating the positive impact of this initiative have been provided later in this report highlighting future orientation and outlook for inmates.

QUANTITATIVE MEASURES OF TRAINING IMPACT

The Survey Instrument to evaluate the impact of training is comprised of the following scales:

1. Skills to Facilitate SNU to Community Transition Scale
2. Activity Limitations and Participation Restriction Scale
3. SNU Climate Scale
4. Basic Demographic Information.

We used the SNU Service Climate Questionnaire section of the instrument to assess the impact of training on attitudes, values and performance. A successful training is indicated by an increased presence of person-centered views, principles, and ideals among the training participants following actual training.

The following tables on pages 15 – 19 show which views, principles, and ideals were impacted most by the training interventions to date among all participants.

Training Impact on Person-Centered Views, Principles and Ideals

Looking at Table One, three areas of impact can be distinguished:

Minor positive changes occurred in importance given to:

- SNU inmates need to feel good (13)
- SNU inmates need to share feelings (16)

- Early identification and integration of community providers (17)

- Understanding the SNU inmate’s condition and need (6) *(For this item it is important to realize that the pre-training values were already high, thus there remained no room for improvement. This item received the highest pre-test value of all items and stabilized on that plateau)*

Moderate positive impact was observed in the importance attributed to:

- Handling SNU inmates as a person (11)
- Helping SNU inmates to develop trust (8)
- Helping SNU inmates to feel accepted (5)
- Answering SNU inmates questions (9)
- Understanding how SNU inmates see things (15)
- Caring about SNU inmates as a person (12)

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Preliminary Quantitative Measures of Training Success to Date

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- Caring about SNU inmates as a person (12)
- Encouraging SNU inmates to ask questions (7)
- Conveying confidence in SNU inmates (4)
- Encouraging SNU inmates to be open with staff (3)
- Helping SNU inmates to demonstrate their abilities (19)

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Preliminary Quantitative Measures of Training Success to Date

Major positive impact was observed related to the importance attributed to:

- Integration at parole staff (18)
- Providing SNU inmates with choice and options (1)
- Listening to how SNU inmates like to do things (10)
- Helping SNU inmates to feel understood (2)
- Trying innovative approaches for rehabilitation (14)

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In summary, Figure 1 shows that educational staff started with views more favorable to the person-centered approach; when compared to corrections officers in Figure 2. Both groups clearly benefited from the training by changing their views in the desired direction.

Additional analysis of the other scales is currently in progress.

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Table 1: Mean Single Pre and Post Training Item Comparison for SNU Service Clinase Jail Participants from one SNU ordered from smallest to largest training impact

Item	Pre	Post	Item	Pre	Post
1	1.5	2.5	11	2.5	3.5
2	1.5	2.5	12	2.5	3.5
3	1.5	2.5	13	2.5	3.5
4	1.5	2.5	14	2.5	3.5
5	1.5	2.5	15	2.5	3.5
6	1.5	2.5	16	2.5	3.5
7	1.5	2.5	17	2.5	3.5
8	1.5	2.5	18	2.5	3.5
9	1.5	2.5	19	2.5	3.5
10	1.5	2.5	20	2.5	3.5

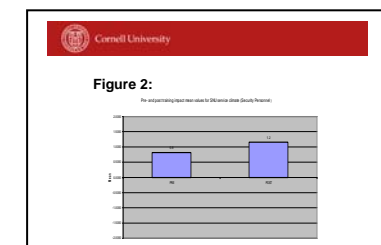
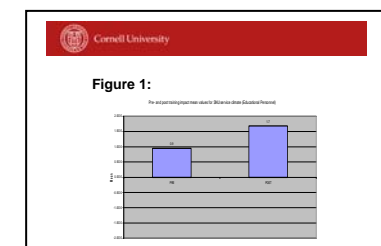
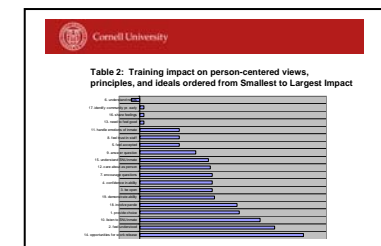


Table 1 — Mean Single Pre and Post Training Item Comparison for SNU Service Climate (all Participants from one SNU) ordered from smallest to largest training impact

PRE	POST	MEAN DIFFERENCE	FULL ITEM TEXT
1.09	1.35	0.26	SNU Service Climate Questionnaire Scale Total
0.46	1.25	0.79	SNU inmates should have opportunities for work release and other innovative approaches to rehabilitation treatment.
0.85	1.50	0.65	SNU inmates should feel understood by service staff and community providers.
0.92	1.50	0.58	It is important to listen to how SNU inmates would like to do things.
0.85	1.33	0.48	It is important to provide the SNU inmate with choices and options.
0.86	1.33	0.47	Parole staff should be integrally involved into all levels of treatment and release planning for each SNU inmate.
1.14	1.50	0.36	SNU inmates need the opportunity to demonstrate their abilities and functional capacity under post-release conditions prior to release.
1.23	1.58	0.35	SNU inmates should feel able to be open with the service staff at meetings.
1.15	1.50	0.35	It is important to convey confidence in a SNU inmate's ability to make changes.
1.15	1.50	0.35	It is important to encourage SNU inmates to ask questions.
1.08	1.42	0.34	It is important to care about the SNU inmate as a person.
0.85	1.18	0.33	It is important to understand how SNU inmates see things before introducing them to new ways of doing things.
1.23	1.50	0.27	It is important to try to answer each SNU inmate's questions fully and carefully.
1.23	1.42	0.19	SNU inmates should feel accepted by their service staff and community providers.
1.23	1.42	0.19	SNU inmates should feel trust in their service staff and community providers.
1.31	1.50	0.19	It is important to handle each SNU inmate as a person.
1.15	1.17	0.02	SNU inmates need to feel good about the way service staff and community provider's talk with them.
1.23	1.25	0.02	SNU inmates need to feel able to share their feelings with the service staff.
1.23	1.25	0.02	It is important to identify community providers early and integrate them into all aspects of service delivery planning.
1.54	1.50	-0.04	Service staff and community providers should make sure that they really understand the SNU inmate's condition and what they need.

Table 2 — Training impact on person-centered views, principles, and ideals ordered from Smallest to Largest Impact

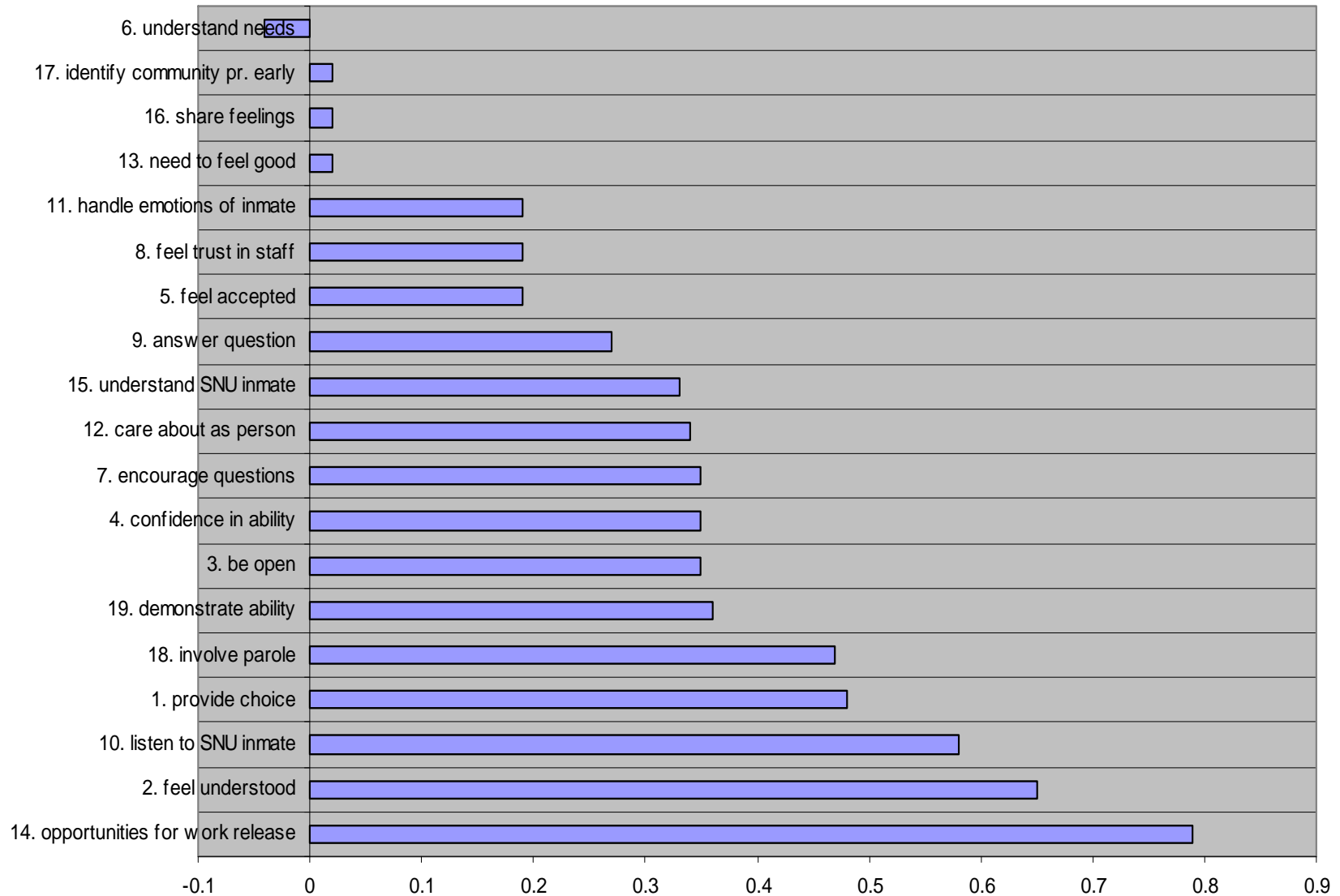


Figure 1 — Pre- and Post Training Impact Means Values for SNU Service Climate (Education Personnel)

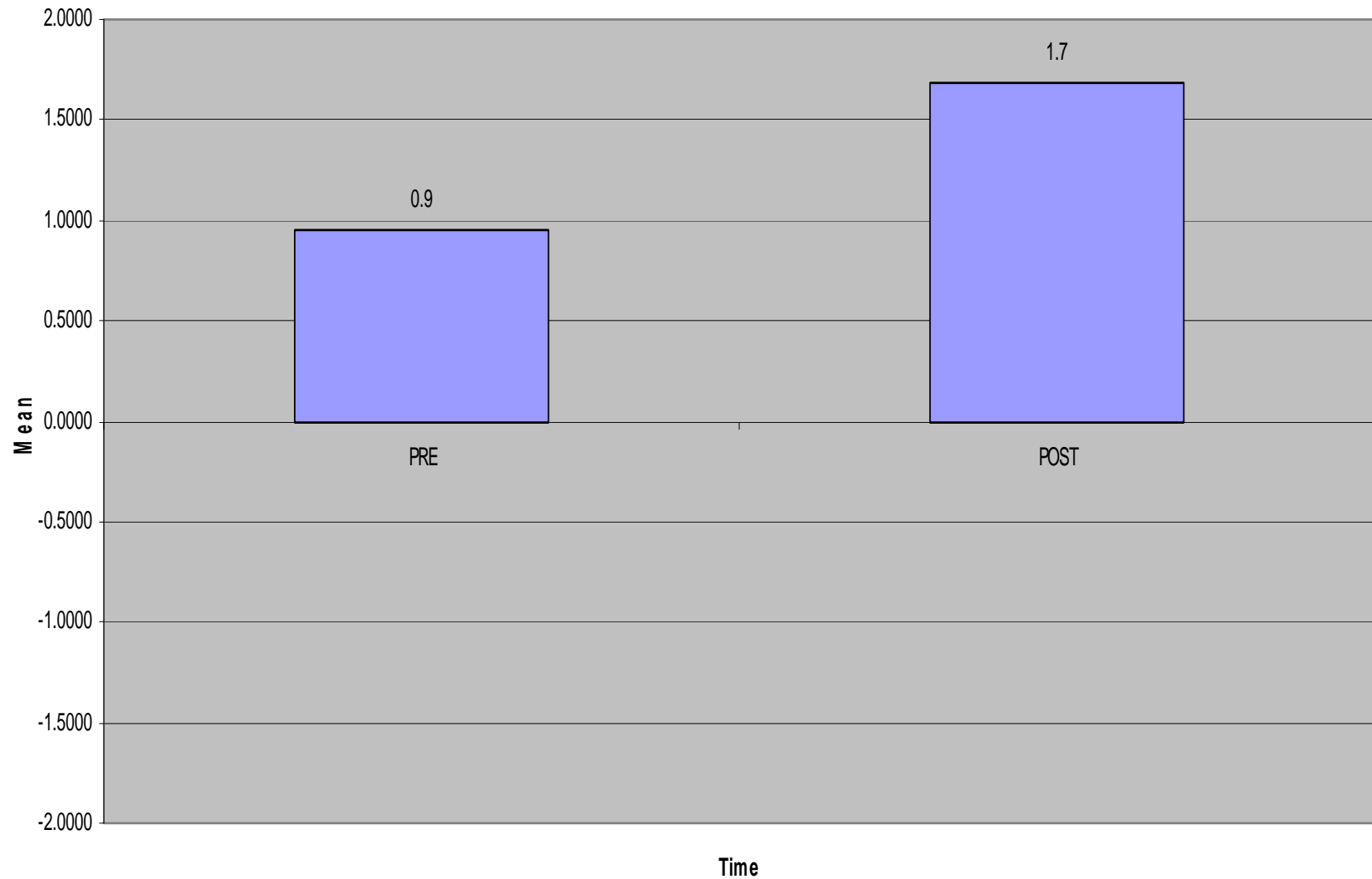


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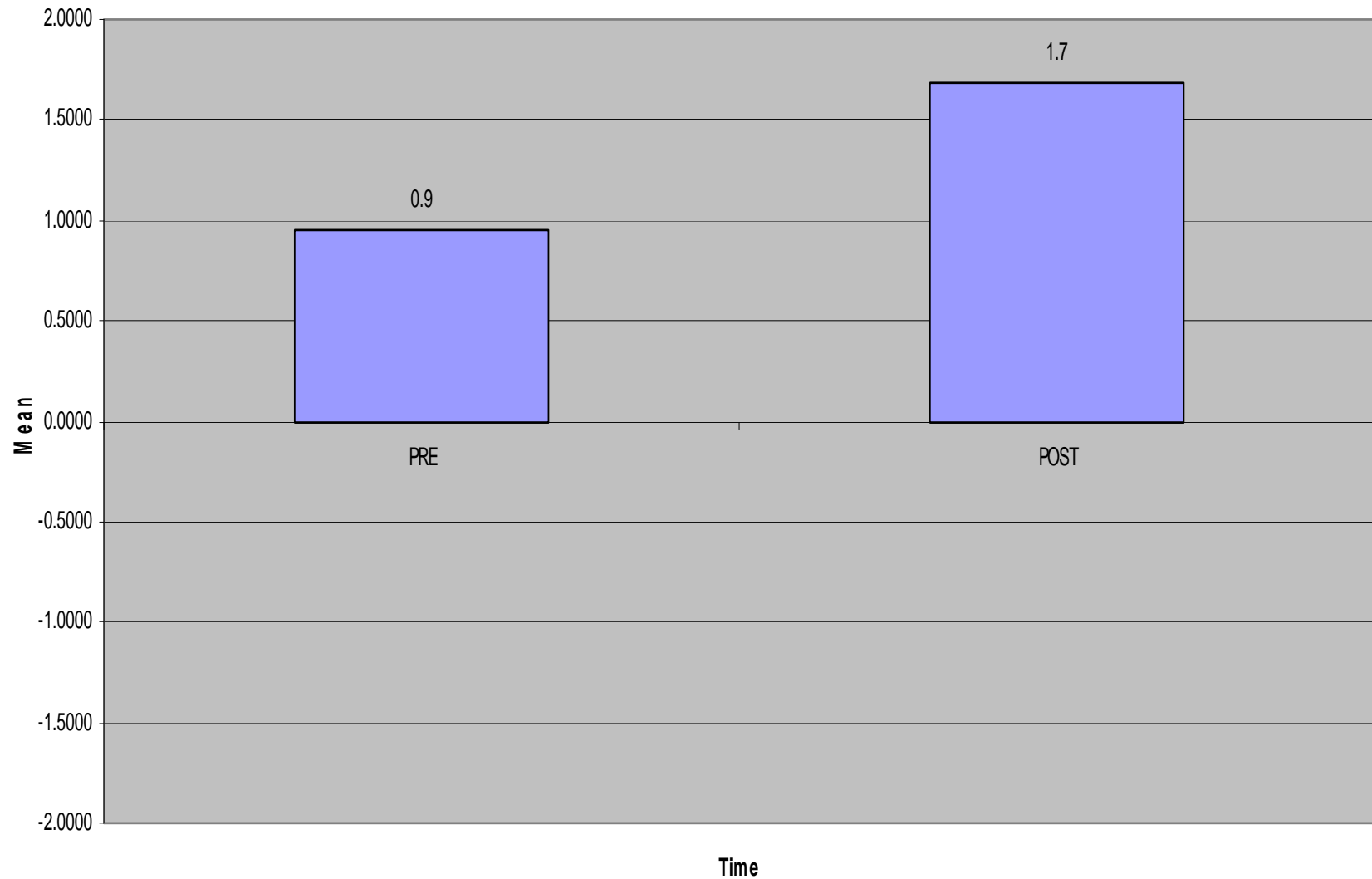
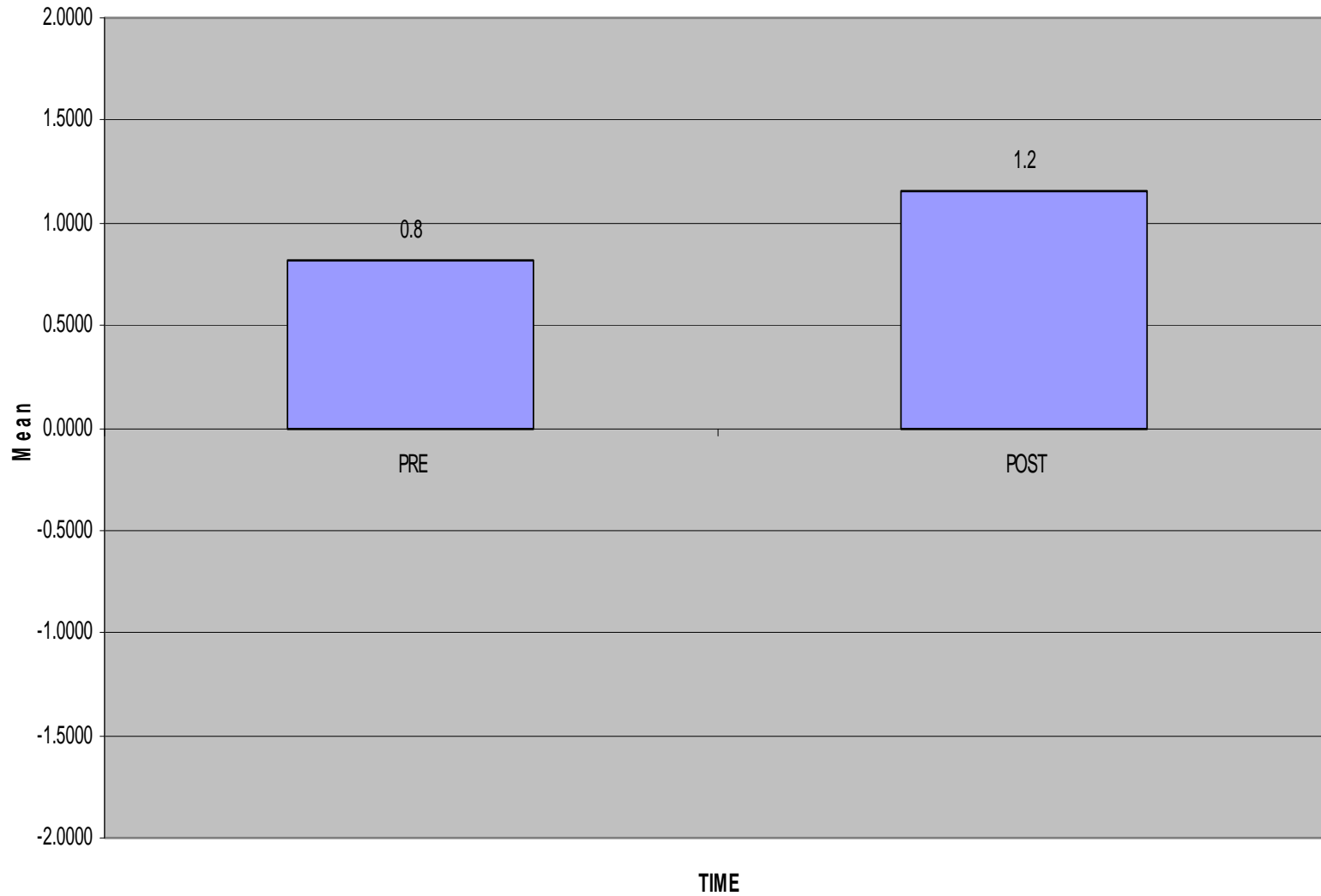


Figure 2 — Pre- and Post Training Impact Means Values for SNU Service Climate (Security Personnel)



QUALITY ASSURANCE

During 2007-2008, Cornell University worked closely with the DOCS to integrate indicators of person-centeredness into the SNU Quality Assurance Review process.

The final instrument cut across several key performance indicator areas which included: referral and records; initial assessment and treatment planning; and, discharge planning which included discharge to general population as well as community.

During 2007-2008, the DOCS conducted their first round of quality assurance assessments with each of the three SNUs partly to determine the extent to which person-centeredness had been integrated into all aspects of programming.

Three years following project implementation the three SNUs demonstrated high levels of integration across the person-centered indicators measured. While these indicators were not achieved with 100% accuracy, performance levels were commendable and demonstrated project integration on some operational level.

A summary of achievement by indicator is presented below. Please note, this is not representative of all indicators evaluated, just those that pertained to person-centered planning.

The Individual Program Plan is completed and is maintained in the SNU folder?

YES: 76% NO: 24%

The Inmate Planning Workbook has been completed within 90 days of admission?

YES: 81% NO: 19%

The Framework Mapping Session has been completed within 90 days of admission?

YES: 74% NO: 26%

Continuity is evident between the framework map, the action plan, and the IPP?

YES: 74% NO: 26%

Sustainability

In an effort to ensure that intention and awareness are paid to the integrity of the values and principles that define good

person-centered practices while complying with established time lines articulated in the program policy and procedure manual, a training video was produced. The video, called the Inmate to Citizen Person-Centered Planning Training Video, provides orientation to the program to new staff members and serves as a refresher to seasoned members.

The video was show-cased in the last learning community session of the project. Members across the project community, including field and facility parole officers, education staff, counseling staff, administration and corrections officers viewed the video and provided valuable feedback to the community for moving the project forward. Their feedback appears in the “Looking Forward” section of this report.

QUALITATIVE AND ANECDOTAL MEASURES OF SUCCESS TO DATE

Since the inception of the project by the Developmental Disabilities Planning Council (DDPC) in partnership with the Department of Corrections (DOCS) and Division of Parole (DOP), Cornell's Employment and Disability Institute (EDI) has not only been quantitatively tracking systems and attitudinal changes but also documenting anecdotal experiences and observations of change at the direct line and administrative levels within Special Needs Units. Person-centered planning philosophy on some level has been embraced by each of the SNU represented in this project community. Each facility has reported that the program allows them to get to know the individual as a person and that this raises awareness about his potential and future possibilities. Across the facilities has occurred the understanding that even in very large institutional settings, change can happen and that they are instruments of such change. From the central administration of the corrections facilities down to individual inmate's cells, stories of change have been observed.

Profile of Change.

Each of the SNU programs have been working hard to use the Framework for Planning tool as a means to develop individualized program plans (IPP) with inmates. At the Arthur Kill site, the process has been enhanced by the integration of art therapy. The art therapist at this site helps inmates to visualize their answers and to translate these pictures and symbols directly onto the map. This is an immensely helpful method for helping inmates, prison staff and civilian personnel see beyond the crime and beyond the disability in ways that create meaningful opportunities for learning and growth through prison programs and services. Outreach to family members to invite input into the mapping sessions and to gather important information has been an element evidenced most at the Arthur Kill facility.

For the first time at the Wende site, SNU inmates are being afforded the opportunity to work off-site. The creation of a recycling program has provided men with access to learning new skill sets and earning money.

Additionally, inmates from the SNU are able to build skill in custodial maintenance, again off the unit, in the facilities main visitor reception area.

The Sullivan facility has indicated that the person-centered approach has provided greater awareness and insight into how to think beyond programs for inmates that are immediately available, to customizing programs to better meet an inmate's interests, needs and learning styles. They have begun to modify program offerings to provide greater access to programs to inmates. A founding philosophical goal of the project – to have SNU inmates integrated in programs offered to the general population of the prison- has been realized at Sullivan. Both Sullivan and Arthur Kill strongly support the involvement of Inmate Peer Assistants (IPA's) in the program which appears to deepen the quality of the workbook and mapping sessions.

Three maps and associated action plans and IPP's are briefly reviewed for the purposes of this report. Each of the cases shows a distinct connection between what the inmate identified as important to him and to the purpose for engaging in planning and the identification of an associated goal.

Inmate 1: Very proud of his heritage and is deeply spiritual. One of his goals, based on the mapping, was to work with the prison chaplain/reverend to explore the opportunities for delivering spiritual presentations during mass.

Inmate 2: Identified wanting to acquire new skills that would increase his chance for employment upon his release from prison. To that end, he has begun the process of work skill assessment across a variety of options at the facility, especially with regard to working with his hands, i.e. maintenance and carpentry.

Inmate 3: His ultimate goal upon release is to become a peer aide to people in recovery from alcohol and substance abuse. One current goal, based on his mapping, is to work with the alcohol and substance abuse therapy (ASAT) staff to build presentation skills at the ASAT sessions.

These goals are a sharp contrast to the goals that were developed prior to the integration of this program. Early IPP goals were simply written mandates (i.e. must attend anger replacement therapy program) that required an inmate to be physically present, but had no link to anything that might serve

to motivate the person to do something with the information the required program was providing. These newer goals are clear attempt to bridge the gap between who the person is and wants to be and how the program can serve as a conduit toward that end.

The central office administration at DOCS welcomed representatives from the New York Office of Mental Retardation and Developmental Disabilities (OMRDD) during 2008 to tour each of the SNU's to assess the alignment of current SNU program services with accepted practices in the field and to provide comment and/or recommendations for further enhancing the programs and services for inmates who have developmental and intellectual disabilities.

Consideration of the Inmate to Citizen program was given at each site visit. The following is an excerpt taken from the OMRDD final report provided to DOCS central office administration which highlights the impact of the program on the quality of service:

- The PCP mapping process has enlarged the discharge planning process.

- PCP process has had a positive impact on the staff and inmate relationship via breaking down the "us" versus "them" adversarial structure.
- The Cornell project was successful in creating a significant improvement in staff attitudes.
- PCP process has renewed energy for staff applying the services for the inmates.
- Cornell Training had a powerful impact on the staff and was an extremely beneficial tool for creating a strong rehabilitative environment.
- PCP Mapping had positive effects in helping plan inmates goals
- Many inmates knew of the PCP process and those that had participated in a mapping had a positive experience.

December 2008 Mapping Session at Arthur Kill Correctional Facility

Representatives from the NYS Division of Parole, field office, attended training in early December. The objective for the training was to introduce the newest members of the learning community to an overview of the concepts of person-centered planning and to orient them to its implementation within the SNU's. Field parole administration was invited to attend a Framework for Planning mapping session on site later that same day.

Particularly noteworthy is the involvement of the inmate's parents throughout the process. Their participation added a dynamic to the process that infused positive energy and support for their son into the room.

The inmate's stated purpose for attending the Framework mapping was "to find out what I am good at/to find out who I am." He was hoping to leave the session with a better understanding of what he might be able to do with his life when he leaves prison. At the conclusion of the hour and a half session, when asked if the experience met his expectations, the inmate, grinning ear to ear, said "Wow. I didn't know people thought this stuff about me. I didn't know I had things I could do out there. It gives me lots of hope."

Following the mapping session, facility staff spent time with the inmate in a separate session, identifying long term goals that short term objectives would support while the inmate is still incarcerated. Recommended goal areas included active treatment goals to support the inmate in learning and practicing alternatives to violence; skill-based goals for acquiring and performing landscaping/lawn maintenance functions; and exploration of available support networks in the inmate's home

community as well as collecting and reviewing information relative to general and specific areas of employment interest. This is the type of planning that is crucial in facilitating the transition from inmate to citizen.

Impact Beyond Facility Walls

Dissemination of the project processes and impacts have been far-reaching. It has been presented at many conference venues in New York State and nationally. Primarily occurring during late 2006 and throughout 2007, hundreds of people were introduced to the Inmate to Citizen Research Demonstration project. Among several platforms: for the New York State Rehabilitation Association (NYSRA) ; for the Correction Education Association across New York State; the National Association of Persons in Supported Employment (APSE) in Alabama and in New York; the American Rehabilitation Counseling Association (ARCA) in Tampa, Florida; the Rehabilitation Support Services (RSS) conference in Albany 2007 also supported a presentation entitled: "Using the ICF to Identify Support, Needs, and Goals for Individual Program Planning at the North America Collaborating Center (NACC) in Niagara Falls. Most recently the project was

presented in Tennessee at the 2008 TASH (Association of People with Severe Handicaps) conference, and at the 2007 conference in Seattle, Washington.

During the early part of 2008, a mapping session held at the Sullivan Correctional Facility happened to coincide with a site visit from New York State Senator Thomas Duane. During the course of his tour of the facility, the Senator had the opportunity to observe a Framework mapping process as it was being conducted. Senator Duane was as impressed with the uniqueness of the process as a way for aiding and supporting inmates that he stayed for the duration of the mapping and later offered his support and assistance.

Some of the material that has been developed for this project is made available to the public via www.ilr.cornell.edu/edi/p-inmate.cfm.

Module I of the core training series has been downloaded 339 times since its posting in August 2005. Module II has had 184 full-text downloads and Module III 125 full-text downloads since August 2005.

Impact Beyond U.S. Borders.

The Inmate to Citizen Project has received national and international attention. During the fall of 2004 a presentation of the research design used for this project was

conducted at the conference for International Classifications organized by the World Health Organization (WHO) Collaborating Center for North America in Nova Scotia, Canada.

The Inmate to Citizen Project was presented at the European Supported Employment conference in Belfast, Northern Ireland in the summer of 2007.

This project has been referenced in a published article on Community Living for Inmates, in an on-line encyclopedia of rehabilitation and translated in two languages other than English.

Additionally, an executive study tour from Australia, comprised of 12 chief executive administrators representing several disability groups (including people with intellectual disabilities and youth offenders), opted to include in their tour a visit to the Arthur Kill Correctional Facility. The purpose of this visit was to learn about the Inmate to Citizen program and to meet with Special Needs Unit inmates to get a first-hand account of the impact of experiencing this program. The tour was conducted during the summer of 2008.

LOOKING FORWARD

To date, all three SNUs located at Wende, Sullivan and Arthur Kill Correctional Facilities have infused their current infrastructures and systems with person-centered technologies and utilize an array of planning tools to support the development of customized treatment plans. The research demonstration interventions, technologies and practices have been successfully integrated from a systems perspective into the SNU Policy and Procedure Manual as well as the SNU Quality Assurance Review Process.

Focus for Sustaining Progress

The work is far from over. SNU personnel are now challenged to sustain the gains that have been achieved to date while simultaneously pushing programs and services further out than they have ever before been pushed. The employability of returning inmates is a vital area of concentration. It is recommended that the SNU programs begin to adopt solid vocational skills programs representative of industrial norms and standards into the design and delivery of services. Intentional inclusion of the family in planning and information sharing is sporadic.

Involvement of family members, whenever possible, may serve to strengthen the efficacy of the inmate's involvement within mandated and voluntary programs. Finally, it is important that the link between developing a good positive profile with the inmate and the subsequent Individualized Plan is a strong one and that progress is monitored to influence the goal development and implementation process.

Feedback from the Project Community

During the final learning community session, participants were provided a copy of the training video produced for the continuation of teaching and reinforcing the values and principles that underscore the Inmate to Citizen person-centered program in the SNUs. They were given three questions to ponder as they viewed the video and to provide feedback to the project administration team at the conclusion of the video review. The following summary represents the areas that will need to be addressed internally as the program continues to evolve.

Question 1: What else would a new individual need to know about person-centered planning that was NOT covered in the video?

Break up the video. It is overwhelming for one hour

- Bridging to the outside (of prison) was not apparent or covered in any depth in the training

Question 2: If this were part of a new SNU orientation, what else would you like to have covered?

- Provide learner copies of the workbook, Framework pocket guides, Framework template and the condensed curriculum manual
- Provide copies of instruments (i.e. check lists, templates, QA list, etc)
- Help them understand DOCS SNU and safety policies
- Orient new staff to mental health
- Discuss the stage system/behavioral and personal hygiene facets

Question 3: As you think about sustainability of our joint efforts, identify 2-3 challenges you feel you will face.

- Inclusion of parole during mapping sessions
- Inclusion of families into planning and orienting them to pcp
- Staff limitations: doing more with less
- Budget and staffing

- Civil commitment
- Shortage of program resources-new based on inmate interests
- Program personnel have been sick
- Construction/building maintenance trades
- Abbreviated teams and impact on scheduling meeting
- Security (not in their job description)
- Mental health team provides too much discharge planning across the facility – not refined enough to SNU
- SNU counselor is pulled in too many directions
- Orienting all DOCS personnel to the planning process

While internal planning processes and systems reform have been met with success and attitudinal changes have been documented across the project community, two additional systems issues have been identified as significant barriers to the post-incarceration success of inmates with developmental disabilities.

The best laid plans for rehabilitation and treatment will fail if there is no comprehensive discharge planning and carry over into the communities that inmates are being released to as well as systems efforts

to streamline and simplify the developmental disabilities eligibility processes.

While the internal systems and stemming practice improvements have been substantial the post-release success of inmates still remains elusive as significant efforts to equip and align the adult service provider community are needed. The additional proposed strategies and interventions needed, will impact two tracks of inmates with developmental disabilities currently in the SNU system: those who have received MR/DD services in the past and those who have not but meet state eligibility standards; and, those who do not meet state eligibility standards but meet the federal standards/definition.

To further build the capacity of the DOCS and DOP system to plan for and execute effective discharge plans for inmates with developmental disabilities it is recommended that the NYS Developmental Disability Planning Council partner with DOP to establish a vehicle for discharge planning services for inmates with developmental disabilities. This service would be provided for all individuals released from each of the three SNUs. The proposed *Community Resource*

Coordinators could function as part of the facility-based team having both ‘reach-in’ and ‘community tasks’, while collaborating with assigned Parole Field office and accountable to the DOP. It is worthy to note the role of ‘pre-release coordinators’ is successfully practiced in other specialty behavioral health fields, addressing public safety and offender needs, coordinating with stakeholders and ensuring the continuity of treatment within community provider systems, prior to the inmate’s release.

Another major impediment to the post-incarceration success of inmates with developmental disabilities is the fragmented and disconnected adult service delivery system to the corrections process. While some community-based organizations may provide some specialized residential, vocational, clinical, and other services to inmates upon discharge, they are few and far between. Further, trying to get an inmate eligible for services prior to discharge is difficult at best. A two-fold systems intervention is needed that would not only build community-based organizational capacity to meet the needs of inmates with developmental disabilities but also demonstrate statewide to their peers that this is a population that success can be had around when coupled with the rehabilitation

and treatment planning that is going on within the correctional system. Given the diverse composition of inmate needs, a community must be equipped to meet an array of needs and this is not always present within one community-based organization. So, potentially a provider would either need to be a one-stop type center or be a part of a community network of community-based organizations committed to the common cause of post-incarceration success for inmates with developmental disabilities who will be coming back to their county of residence where the initial crime was committed.

Part of building this statewide community provider capacity lies with understanding the current capacity that exists. To best determine the direction in which to develop community partnerships and associations a statewide needs assessment should be conducted. This survey should be designed to determine the specific service needs/gaps experienced by inmates with developmental disabilities who are released back into the community. The survey should specifically be concerned with ascertaining three primary areas of focus:

- 1) Who in New York State is currently providing services to returning inmates with developmental disabilities?
- 2) What services are unavailable to the person either because they do not exist at all or because of geographic considerations? and,
- 3) What intervention(s) will build capacity within the state to develop and implement services?

The information that is gleaned from the results of such a survey would provide the bedrock for building a solid bridge that leads from inmate to citizen.

Acknowledgement

Significantly strides in system-impact and system change have been made in the life span of the Inmate to Citizen project. These strides are largely the direct result of the tremendous effort of the SNU staff and their administrative support. Counselors, teachers, coordinators, corrections and facility parole officers have dedicated countless hours to learning and using the material that is a by-product of this program. Their diligence in pushing forward through foreign concepts, skepticism and frustration has led to new and improved opportunities for the individuals who live on the unit. Their willingness to provide honest feedback has contributed to the content and quality of our material. They each should be commended.

We believe that these accomplishments have had and will continue to have a positive impact in the quality of the services and programs that inmates with intellectual and developmental disabilities experience in the Special Needs Units across the New York State Department of Correctional Services.

We further believe that the stage has been solidly set to foster an important collaboration between DOCS services and the discharge planning efforts of the facility and field parole offices.

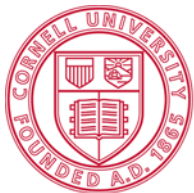
Special thanks to Doris Ramirez-Romero whose tireless energy and single point of focus guided the Cornell team through years of staff turn-over and whose comprehensive understanding and appreciation of the DOCS system afforded us with the insight and information we needed to make the project work.

Hats off to the NYS Developmental Disabilities Planning Council who had the foresight to recognize that this specific part of the population would benefit from enhancing the planning, treatment and rehabilitation system of inmates with special needs with person-centered processes.

Finally, we would like to acknowledge John J. Culkin, formerly of the NYS Department of Correctional Services, as the inspiration behind the Inmate to Citizen project. It was John who so adamantly believed that the SNU inmate would greatly benefit from innovative rehabilitation processes that he somehow made us at Cornell believe it too.

John believed that the staff and system were ready to “do better by these guys so that they don’t need to come back through a revolving door or be ‘trans-institutionalized.’”

After five years of working within John’s vision and with the amazing group of professionals that comprise DOCs and Parole, we think that John just might be right.



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